“Ours is a world of 24-hour-news cycles, global markets, and high-speed Internet. We need to look no further than our morning paper to see that our future, and the future of our children, is inextricably linked to the complex challenges of the global community. And for our children to be prepared to take their place in that world and rise to those challenges, they must first understand it.” ~Roderick Paige, Former U.S. Secretary of Education

ABSTRACT:
Once you have finished answering the questions within the following application, please provide an abstract below summarizing the description of your sabbatical leave proposal in a paragraph of between 100-150 words. This abstract will become part of the Board Docket. Please include the following information as part of the abstract:

- **Need for the Professional Growth** - describe the purpose of the sabbatical leave.
- **Sabbatical Leave Activities** - describe what you plan to do.
- **Anticipated Outcomes** - describe the primary outcome; instructor and classroom teaching outcomes; professional/faculty relationship outcome; student outcomes.
- **Means of Measurement** - describe what evidence you will submit to demonstrate achievement of your outcomes.
- **Expected benefit to the students, department, college, district, and/or community**

The purpose of this sabbatical is to create a proposal for a self-sustaining International Studies and Programs Office at the district level that would assist students and faculty at both colleges in participating in study abroad; enhance relationships with international institutions of higher education for student/faculty exchange, international student recruitment, and global curriculum/program development; and to research possible funding streams to both support the International Studies and Programs Office as well as assist students financially, so they can participate in international programs.

The proposal will include research on the structure and effectiveness of local models of similar offices at the community college level; investigate opportunities for student/faculty exchange and well as establishing linkages with international institutions of higher education; and investigate funding streams to maintain the office and support student participation.

The outcomes of obtaining a greater knowledge and understanding of how to create and maintain an effective GCCCD International Studies and Programs Office to support the colleges' and district's mission, goals, and educational outcomes will be demonstrated in a proposal paper that analyzes various models for the GCCCD International Studies & Programs Office, creates an action plan based on best practices, identifies opportunities for student and faculty exchanges as well as international student recruitment through research into various organizations, and provides details regarding funding opportunities to both maintain the office and support student participation.

The establishment of the International Studies and Programs Office will provide opportunities for GCCCD students to study abroad to enhance their knowledge of foreign language and peoples, make the content they are learning more tangible and meaningful, provide them with a better global view for future study and employment, and help them celebrate cultural diversity. It will also assist in bringing more international students to our campuses, making the colleges more culturally and lingually diverse as well as teaching foreign nationals about American culture and values that they can share upon returning home. The office will also assist instructors in teaching abroad, providing them with enriching experiences that will make them better global educators and more excited about teaching content within a new cultural context. Finally, this office will ultimately enrich our community by making more globally informed citizens and even create partnerships in business as they need employees who have cross-cultural experience and can understand a global workplace.
PROPOSAL:
As you prepare this proposal, it is also strongly recommended that you consult with the Department Chair/Coordinator and Dean prior to submittal to address any issues or to provide additional information or clarification regarding the proposal.

Please answer each question carefully and completely (do not say "please see above") in order to provide the Sabbatical Leave Committee with as much information as possible for their review and scoring. Provide background information and/or references to supporting documentation where appropriate.

Need for Sabbatical
1. How does your proposed activity meet the need for professional and personal growth?

This project will significantly enhance my professional and personal growth by allowing me to do thorough research into creating a self-sustaining International Studies and Programs Office at the district level that would assist students and faculty at both colleges in participating in study abroad; enhance relationships with international institutions of higher education to create pathways for student/faculty exchange, improve international student recruitment, and assist in international curriculum/program development; and finally to research possible funding streams to both support and maintain the GCCCD International Studies and Programs Office as well as assist students financially, so they can participate in its programs.

As a study abroad instructor and program coordinator, I have solid experience teaching abroad, recruiting and advertising study abroad programs, and coordinating a study abroad program from evaluating vendor proposals, to professor selection, through organizing pre-departure programs for students, and finally for being the conduit of information between the vendor, teaching staff, and college. I believe that these skills would benefit the district by utilizing them in a best practices research inquiry into the establishment of an International Studies and Programs Office that would support both campuses in providing study abroad opportunities for GCCCD students and teaching abroad opportunities for faculty. To do this, I would begin by researching models of similar offices with similar functions at local community colleges. In this region, there is a full-time faculty release model [SWC & Fullerton], an adjunct counselor/faculty release model [City], and a full-time classified staff model [MiraCosta / Citrus] that I could examine. I would also do a published literature inquiry as well as a needs assessment from GCCCD foreign language and international programs faculty.

Additionally, by fostering relationships with foreign institutions, the International Studies and Programs Office could create student and teacher exchange programs, enhance international student access to our campuses, and bring faculty together to create international curriculum/programs. I’d like to research exactly how Fulbright teacher exchange works and how it might be applied at our campuses. Additionally, the American Council on Education [ACE] has a center for International Initiatives that helps bring together institutions of higher education for the purpose of expanding internationalization. Also, the Community Colleges Initiative [CCI] has specific programs to bring "underserved, non-elite international young adults" to community colleges for educational opportunities. NAFSA also promotes the exchange of students and scholars to and from the United States through its member academic institutions. By working with ACE, CCI, Fulbright and NAFSA, I could learn how to connect with international institutions of higher education to establish viable student and teacher exchange opportunities, make connections for international student recruitment, and build partnerships to create classes and programs with a more global perspective. Finally, by interviewing our own faculty, I could learn what relationships have already been established, and build on them.

As part of my research, I want to learn more about funding streams that could make this office self-sufficient. I’d like to research vendor partnerships with programs like American Institute for Foreign Study [AIFS], look into international student funding possibilities, and research state and federal
grants [US Dept of Education currently has an open call for grant proposals for Fullbright and Global Undergraduate Exchange]. Another area to investigate is US Aid's Higher Education Development [HED] program that "supports its mission primarily by funding innovative partnerships that partner U.S. colleges or universities with institutions of higher learning in developing nations." [web]

I especially want to learn more about how to find financial assistance for students, so they can be a part of these excellent programs. Gillman offers opportunities to learn about their study abroad scholarship programs and offers workshops each year to help advisors learn of the opportunities for students to obtain funding for study abroad. Fullbright and the Boren Awards offer great scholarship programs to U.S. undergraduate students to study abroad, and there are more out there.

2. How does your proposed activity benefit (please address at least three of the following):
   a. the students?

   1) Sending students abroad to study:

   * Provides students with unique opportunities to study language within the appropriate cultural and lingual context which engenders greater comprehension and retention.

   * Allows students to experience art, architecture, music, drama, history, physical science, social science, and more within specific cultural settings, making the experiences more meaningful.

   * Assists students in envisioning a more global world view, opening up opportunities for further international study and international career opportunities.

   * Helps them to understand the need for tolerance and to celebrate cultural diversity.

      -- According to the Commission on Abraham Lincoln Study Abroad Fellowship Program, "Research shows that students who study abroad still use a language other than English on a regular basis years after they return to the United States. [... And the] experience enhanced their interest in academic work, helped them acquire important career skill sets, and continued for decades to influence their perspective on world events" (viii Global Competence and National Needs 2005).

      -- One in six jobs in the USA is related to international trade, corporate leaders cite international curricula as a priority for employee education, and personnel officers report that applicants with international experience are considered as having desirable skills in cross-cultural communication, cultural awareness, independence and leadership (5 Global Competence and National Needs 2005 & International Trade Administration Web 2010).

   2) Researching funding to assist students in studying abroad:

   * Creates a database of resources to assist students in successfully obtaining financial aid in the form of grants, scholarships and loans, so they may participate in international programs.

   * Allows for broader base student participation in study abroad by providing easy access to information and funding opportunities.
--In 2009-2010, Cuyamaca College administered over $11 million of state, federal, private and institutional student aid. [web]
-- In 2009-2010, Grossmont College awarded $21.8 million in federal, state and institutional financial aid to approximately 40% of our full-time and part-time students. [web]

3] Bringing international students to our campuses through partnerships with other institutions:

* Makes our campuses more diverse and creates unique opportunities for the sharing of language and culture to create a more global perspective in our student body and to promote social harmony and tolerance.

* Improves the world by helping foreign nationals better understand American culture and values to engender tolerance.

-- According to the American Council on Education Center for Institutional and International Initiatives, “Educating international students is an important way to infuse U.S. campuses with a variety of cultures to impart cross-cultural understanding, spread U.S. values and influence, and create goodwill for the United States [...] it] also provides us with an opportunity to educate the next generation of world leaders -- an incalculable foreign policy asset” (18 Beyond September 11: A Comprehensive National Policy on International Education 2002).

b. the institution?

* Faculty who participate in study abroad programs become re-energized as they connect with language and content within the cultural context they are teaching in.

* Faculty improve their skills in teaching globalization and the importance of diversity through their teaching abroad experiences, thus enhancing their classroom teaching when back at the home campus.

* Faculty engaged in conversation with faculty at international institutions of higher education are encouraged to create international curriculum or even joint programming that would vastly enhance student global learning.

-- Norman J. Peterson, Director on International Programs at Montana state notes that, "Now more than ever colleges and universities need to ensure they are providing their graduates with the international skills they will need for borderless careers. This goal is unobtainable without faculty equipped to develop these skills" (20 Still Missing the Boat: Faculty Involvement in Study Abroad 2000).

-- “Global educators share certain characteristic instructional strategies: they confront stereotypes and exotica and resist simplification of other cultures and global issues; foster the habit of examining multiple perspectives; teach about power, discrimination, and injustice; and provide cross-cultural experiential learning.” Merry M. Merryfield, The Difference a Global Educator Can Make, Educational Leadership (web 2010)
c. the community?

* Our communities are enriched when peopleed with well educated individuals who have a more
global perspective.

* International students living within our communities bring a wealth of diversity and knowledge
to share.

* Positive partnerships may be developed with local business to provide them with internationally
experienced, bilingual employees.

  -- “The compelling changes in our economy, the dawning of the information age, and the
horrible events of September 11, 2001 and their aftermath have created an unprecedented need
to focus on international knowledge and skills. To solve most of the major problems facing our
country in the 21st Century require every young person to learn more about other world regions,
cultures and languages.” Colin Powell, Former U.S. Secretary of State (web)

  -- “The lives of children and young people are increasingly shaped by what happens in other
parts of the world. Education for Global Citizenship gives them the knowledge, understanding,
skills and values that they need if they are to participate fully in ensuring their own, and others’,
well-being and to make a positive contribution, both locally and globally.” Oxfam’s Education for
Global Citizenship: A Guide for Schools (web)

  -- "The 2003 Rand Report concluded that to effectively exercise leadership in the global
workplace, employees must demonstrate the following: a 'multi-dimensional and well-integrated'
repertoire of skills that includes (...) a strategic understanding of their organization in a global
context; and, once again, cross-cultural experience" (9 Effective Marketing of International
Experiences to Employers 2005)

d. the discipline/contribution to scholarship

* This sabbatical project will include a professional document that reviews the literature and local
study abroad / international programs models for best practices, examines pathways to create
connections to international institutions of higher education, and researches funding streams to
support the office and student participation. The document will be shared with colleagues within
the district and with our SDICCCA Study Abroad Consortium partners to better all of our
international studies programs.

  -- “graduates will: Sell to the world; buy from the world; work for international companies;
manage employees from other cultures and countries; collaborate with people all over the world
in joint ventures; compete with people on the other side of the world for jobs and markets; and
tackle global problems, such as AIDS, avian flu, pollution, and disaster recovery... We need to
open global gateways and inspire students to explore beyond their national borders.” (Vivien
Stewart, Becoming Citizens of the World, Educational Leadership, web)
3. Describe the relevancy of your activity to your current/new assignment and the improvement of student learning.

*As one of the GCCCD representatives on the SDICCCA Study Abroad Consortium; a past study abroad teacher and program coordinator; and a professor of language, literature and humanities; I believe that the creation of a GCCCD International Studies and programs Office is particularly relevant to my current and future assignments. The research I will be doing for this project will facilitate teaching and learning within an appropriate cultural context to increase the global teaching skills of faculty and the cross-cultural experience and foreign language skills of the student body. This office will bring programs in arts and sciences together and allow for better connections as international partnerships are developed. And because the reality is that great ideas must be paid for, the research I complete will allow me to gain practical knowledge of what funding is available to both maintain the office and support students who wish to participate.

* Studies show that student participation in study abroad / international programs greatly enhances their overall academic experience, influences their future choices in a positive manner, and provides them with important career skills.

-- "The Institute for the International Education of Students (IES), www.iesabroad.org, surveyed alumni from all IES study abroad programs from 1950 to 1999. Regardless of where students studied and for how long, the data from the more than 3,400 respondents (a 23 percent response rate) shows that studying abroad is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience." (web)

Survey (average scores of students who studied abroad 1 semester to 1 year)

Area of Personal Development
Increased self-confidence 96%
Served as a catalyst for increased maturity 97%
Has had a lasting impact on world view 95%

Area of Academic Commitment
Enhanced interest in academic study 80%
Influenced subsequent educational experiences 87%
Reinforced commitment to foreign language study 86%

Area of Intercultural Development
Helped me better understand my own cultural values and biases 98%
Influenced me to seek out a greater diversity of friends 90%
Continues to influence interactions with people from different cultures 94%

Area of Career development
Acquired skill sets that influenced career path 76%
Ignited an interest in a career direction pursued after the experience 62%

**Description of Overall Activity**

4. Please provide a brief description and purpose of the proposed sabbatical leave activity.

Description/Purpose: Complete a best practices research inquiry into the establishment a GCCCD International Studies and Programs Office to facilitate study abroad and teaching abroad opportunities; make connections with international institutions of higher education for the purpose of
student/teacher exchange, international student recruitment, and development of international curriculum and programs; and to investigate methods to fund the GCCCD International Studies and Programs Office and to assist our students financially to increase their participation in study abroad and other international programs.

5. Please provide a clearly defined set of objectives and the course of action to achieve those objectives that are consistent with the purpose and nature of the proposed leave.

1] Research best practices in local study abroad / international programs offices, complete a literature review, and perform a GCCCD needs assessment.

   a] Investigate the full-time faculty release model [SWC & Fullerton], an adjunct counselor/faculty release model [City], and a full-time classified staff model [MiraCosta / Citrus] in terms of functions, structure, cost, student participation, and overall program success.

   b] Do a published literature search for best practice models for a study abroad / international programs office.

   c] Complete a needs assessment from GCCCD foreign language leaders and department chairs who already are involved in the development of international curriculum and programs to learn what assistance they require from an international studies and programs office to effectively support their programs and students.

2] Investigate how the GCCCD International Studies & Programs Office could effectively make connections with institutions of higher education to facilitate student/teacher exchange, international student recruitment, and international curriculum / program development.

   a] Research the requirements, feasibility and cost of Fullbright student / teacher exchange.

   b] Investigate ACE, CCI, Fullbright, and HED opportunities for making international connections for student recruitment and international curriculum / program development.

   c] Research opportunities for making connections by interviewing GCCCD foreign language leaders and department chairs who already are involved in partnerships and/or the development of international curriculum and programs in order to build on what is already established and to follow-up on future possibilities.

3] Research possible funding streams to maintain the GCCCD International Studies & Programs Office and to help students financially, so they can more easily participate in study abroad and other international programs.

   a] Investigate possible state and federal grants, such as those offered by the US Department of Education, CCI & HED, for the promotion of international education.

   b] Calculate cost points for international student recruitment and percentage of funds that could be used to maintain an International Studies and Programs Office.

   c] Research vendor partnerships with programs such AIFS to support the office and provide student scholarships.
d] Evaluate foreign study student scholarship opportunities, such as Fullbright, Gillman scholarship, Boren Awards, and private sector awards to lessen the student financial burden.

4] Utilize research to create an action plan for the establishment of an effective and self-sufficient GCCCD International Studies & Programs Office that supports the students, faculty, and programs at both campuses.

6. Please address the feasibility of the activity by discussing:
   a. a proposed timeline that is appropriate to the activity, and

   **August:** Contact study abroad program coordinators, foreign language leaders, and department chairs with international curricula/programs to set-up interviews.

   **September:** Interview study abroad program coordinators, foreign language leaders, and department chairs with international curricula/programs.

   Complete a published literature search regarding best practice models for study abroad/international programs offices.

   **October:** Investigate ACE, AIFS, Boren, CCI, Fullbright, Gillman, HED, state and federal grants, and international student funding via online research, published literature search, and direct contact with the organizations.

   **November:** Write rough draft of sabbatical report and share with SDICCCA Study Abroad Consortium members, and GCCCD foreign language leaders and department chairs with international curricula/programs for input and comment.

   **December:** Complete final draft of report and share with GCCCD chancellor, SDICCCA Study Abroad Consortium Members, and GCCCD foreign language leaders and department chairs with international curricula/programs.

   b. the availability of appropriate resources

   The number one resource for this project will be my time in completing interviews, doing the research, and then writing it up in a usable fashion. Being on sabbatical releases me from my regular teaching duties, committee work, and department work, allowing me to pursue this research. Additionally, the office itself will require funds for its establishment and maintenance; that is an essential part of this project -- to find viable funding streams to both maintain the office and assist our students in participating in international programs.

**Outcomes**

7. Clearly describe the expected outcomes of your activity.

   **A]** Support of Cuyamaca College's mission & values of academic excellence, strong community relations, and diversity and social harmony as well as facilitating multi-cultural activities.

   **B]** Support Cuyamaca College's Educational Objectives of offering transfer and general education classes, “in the educational, scientific, and cultural fields essential for effective participation in a
complex society."

C] Support of Grossmont College's mission of "developing enlightened leaders and thoughtful citizens for the global community" as well as the power of diversity and inclusion.

D] Support of Grossmont College's Educational Objectives of offering transfer and general education classes "in the educational, scientific, and cultural fields essential for effective participation in a complex society."

E] Support of the District Mission of providing "outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society."

8. What evidence will you submit to demonstrate achievement of your outcomes?

Written report that:

1] Analyzes the best practices of local study abroad / international programs offices as well as published literature on successful program offices and includes a needs assessment from GCCCD foreign language programs as well as other international programs to be utilized in an action plan for the creation of a GCCCD International Studies and Programs Office. [A-E]

2] Illustrates how to utilize ACE, AIFS, Fulbright and other agencies to make connections with international institutions of higher education to facilitate student/faculty exchange, assist international students in attending our colleges, and promote faculty to faculty connections for the development of international curriculum and programs [A-E]

3] Suggests possible funding streams to both support the GCCCD International Studies and Programs Office and student participation in its programs. [E]

I leave you with this final quote as I believe it makes clear that student success within a global economy must include an international world perspective and cross-cultural experience:

Douglas N. Daft, chairman and chief executive officer of The Coca-Cola Company, when speaking with the Institute for International Education in 2005 (web)-

"I'm a first generation college student, the first in my family to have the good fortune and opportunity to attend university. That opportunity kindled in me a lifelong passion for learning about other cultures. For almost three decades of my career at the Coca-Cola Company, I lived and worked in Asia. From Singapore to Tokyo to Beijing, I learned about different local cultures by living and working in those cultures. It gave me a profound respect for how people are different, and also for how we are the same.

Those experiences shaped my career in a powerful way - by shaping an appreciation for the cultural and intellectual diversity in our world. I'm fortunate today to have the opportunity to lead a company that is one of the most internationally diverse organizations on earth. We operate in nearly 200 countries, do business in some 125 languages, and employ people from over 215 different nationalities. Respecting and understanding the fundamental value of diversity is vital to who we are and the way we do business. Understanding and valuing different cultures has shaped my ability to lead our business, and it's an absolute imperative for anyone who works at The Coca-Cola Company."