

**How Do College and University Undergraduate Level  
Global Citizenship Programs Advance the  
Development and Experiences of Global Competencies?**

A Thesis

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## **Dedication**

To my parents, for always recognizing and reminding me of  
my strengths. For your multiple sacrifices.

I could not have taken this project on without your support.

Thank you.

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“Give me where to stand, and I will move the earth.”

— Archimedes, 300 B.C. (ancient Greek mathematician, physicist and engineer)

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## Abstract

How Do College and University Undergraduate Level  
Global Citizenship Programs Advance the  
Development and Experiences of Global Competencies?  
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Colleges and universities across the nation have, within the last 20 years, mobilized to prepare their students to become globally aware, socially responsible, and engaged citizens of the world. Although the imperative for these colleges and universities is to provide students with the intellectual tools to function as global citizens, there is no scholarly consensus on the definition of the term “global citizenship,” no agreement on the implementation of such a curriculum, and hence, no programmatic assessment model. As such, the scholarly discussions surrounding the topic of global citizenship programs have led to an increased curiosity about and interest in the development and experiences of global competencies. This study applies Hunter’s (2004) concept of global competence as a measure of global citizenship, and evaluates a representative group of 25 colleges and universities offering undergraduate level global citizenship programs on a range of specific knowledge, skills, and attitudes. The focus of the study is to answer two major research questions: what are the guiding principles of undergraduate level global citizenship programs, and, how are they advancing the development of global competencies? This study employs a mixed methodological approach, consisting of a quantitative Likert-scale survey and in-depth interviews, to better understand global citizenship concepts, the manner in which programs are organized, thoughts about what is happening with global citizenship education, and faculty and administrator experiences.

The findings of this research, although exhibiting overlap with Hunter's (2004) findings, reveal that global competencies are not synonymous with global citizenship. By employing Hunter's (2004) checklist, which provides a focused starting point for assessing global citizenship programs, this research study reveals the various programmatic components, themes and guiding principles that are beneficial to the development of global citizenship, but which are not the same as those required for global competency.



## CHAPTER 1: INTRODUCTION

### 1.1 Introduction

In order for students to be successfully prepared to function in today's world, colleges and universities must provide adequate global learning opportunities (Branson, 1999; Hovland, 2005). The national justification for launching undergraduate level global education programs rests on the assumption that institutions of higher education are able to create future generations of global citizens. Kevin Hovland, program director of global initiatives in the Office of Diversity, Equity, and Global Initiatives at the Association of American Colleges and Universities (AAC&U), posits that:

Global learning at its best emphasizes the relational nature of students' identities – identities that are variously shaped by the currents of power and privilege, both within a multicultural U.S. democracy and within an interconnected and unequal world. It can, in turn, engage students with some of the most pressing questions of our time: What do we need to know about the world today? What does it mean to be a citizen in a global context? And how should we act in the face of large unsolved global problems? (Hovland, 2005, p. 1)

What these newly launched global programs lack, however, is a nationally accepted definition of the term “global citizenship” and a set of standards that guide their implementation (Andrzejewski & Alessio, 1999; Young, 2004). Although a global citizenship education promises to encompass “an array of innovative educational ideas,” colleges and universities launching such programs are not “pointing towards a distinctive underlying idea” but are rather using the global citizenship term as “a convenient banner under which otherwise unrelated methods are grouped” (Young, 2004, p. 23). While the academy struggles to define the term “global citizenship”, academic pressure mounts to



identify the most appropriate curricular components and experiences for training students to work in today's globalized world; and as the ideal of developing citizenship skills is written in many educational documents, it is not reconceptualized based on new global events, not purposefully incorporated into curricula, not clearly identified in standards, and not assessed in any meaningful way (Andrzejewski & Alessio, 1999).

In the United States, the most expansive global education initiative was launched in April 2002 by the AAC&U, funded by the Department of Education's Fund for the Improvement of Post-Secondary Education, and titled "Liberal Education and Global Citizenship: The Arts of Democracy." This initiative emphasized an increased sense of urgency to develop global knowledge and skills as part of the educational goal of undergraduate college majors. The ten participating colleges and universities<sup>1</sup> looked at modifying their existing majors, restructuring their minors, and/or rethinking the internship and study abroad opportunities made available to their students. Hovland (2005), using these colleges and universities as an example, emphasizes the need for all academic institutions to rethink their existing curricula structures and explains that "if we are to successfully prepare students to simultaneously thrive in the world they inherit and work to improve it, then we must anticipate the skills and habits of mind that will best serve this purpose" (Hovland, 2005, p. 17). He does not, however, identify recommendations for such program implementation, but rather leaves it to each institution to design according to their individual missions.

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<sup>1</sup> The ten colleges and universities competitively chosen to participate in "Liberal Education and Global Citizenship: The Arts of Democracy," are: Albany State University, Beloit College, CUNY – Brooklyn College, Heritage College, John Carroll University, Pacific Lutheran University, Rochester Institute of Technology, University of Alaska Fairbanks, University of Delaware, and University of Wisconsin-Milwaukee.

Through 2006, 25 representative colleges and universities across the U.S. launched undergraduate programs with the goal to transform students into global citizens.<sup>2</sup> The oldest such program, initiated in 1986 by Duke University and titled “The Hart Leadership Program” seeks to assist undergraduate students to become engaged citizens in a democratic society via two academic approaches: 1) an immersion experience in a community abroad, and 2) enrollment in cross-listed University courses that incorporate global content. Since 1986, the program has impacted nearly 7,500 students who have either registered for a course or participated in the program’s experiential learning opportunities. The youngest global citizenship initiative, “The Institute for Global Citizenship,” was launched in Spring 2006 by Macalester College. The Institute’s goals are to encourage, promote, and support learning that prepares students for lives as global citizen-leaders. Its’ activities include both a public and community service fellows program, resources focusing on urban engagement, a speaker series, and annual presentation of students’ work that focuses on areas of civic engagement.

The remaining 23 representative programs, like Duke and Macalester, exhibit different approaches and programmatic structures that promise to educate their students for global citizenship. All exemplify a variety of foci; some require study abroad, internship experiences, completion of a list of credit-bearing courses, language study, and enrollment in a senior capstone seminar. None of the 25 global citizenship programs are identical in structure, student requirements, or even the type of credential they issue.

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<sup>2</sup> See Appendix II for a detailed listing of all 25 representative undergraduate college and university global citizenship programs across the United States.

To identify the various components in a global citizenship program it would be beneficial to define the term “global citizenship” and reference the top scholars in the field, yet little scholarly research exists that defines the term consistently. Dr. William Hunter (2004), Lehigh University’s Director of the Global Union, attempts to define the term “global citizenship” and develops an assessment model for what he terms “global competency.” In order to define global competency, he worked closely with a large focus group of educators and transnational corporation human resource managers. Hunter (2004) views global citizenship and global competence as virtually synonymous, defining global citizenship as:

...having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment. (p. 101)

According to Hunter (2004), students trained to be global citizens should possess a high level of global knowledge; and the colleges and universities that have launched global programs aim to provide their students with a global skill-set, and as such, are not only revising their curricula, but also claiming to prepare students for lives of global citizenship.

## **1.2 Statement of the Problem**

Since there is no accepted definition of the term “global citizenship,” it is not surprising that no consensus exists concerning the design of undergraduate global citizenship programs by those who direct its curriculum. Colleges and universities that have launched such programs have done so using a variety of methods, including a focus

on developing the knowledge of other cultures, encouraging watching non-U.S. news reports, and even testing for world history proficiency. Yet, because no accepted definition of goals exists, faculty directors and program administrators can not be certain if, in fact, they are educating students for global citizenship.

In spite of the lack of a commonly accepted definition of the term ‘global citizenship’, a review of the 25 representative undergraduate global citizenship programs across the nation reveals both common and differing programmatic features. With all the programmatic variations, how do we know if colleges and universities are adequately preparing students for global citizenship? Noddings (2005) argues that in order to assess the effectiveness of university programs offering a global citizenship education, it is necessary to identify the knowledge and skills that students need to develop. Only Hunter’s (2004) work on global competencies, however, clearly identifies the traits needed for global citizenry. According to Hunter (2004), globally competent citizens possess certain types of knowledge, skills and attitudes that others do not. These individuals not only understand their own and others’ cultural norms and expectations, but they also have the ability to identify cultural differences, effectively participate in various professional, diplomatic and social settings anywhere in the world, and are willing to take risks in pursuit of cross-cultural learning and personal development.

This study addresses the gap in the literature by looking closely at 25 representative undergraduate global citizenship programs across the United States and evaluates them using Hunter’s (2004) identified global competencies. Such a study may assist institutions and accrediting bodies to ascertain if colleges and universities are, in fact, educating for global citizenship.

### **1.3 Purpose of the Study**

The study surveys 25 undergraduate level global citizenship programs across the United States. Although there may be more undergraduate global citizenship programs in the nation, the 25 selected represent the diversity of most existing programs.

The purpose of this two-phase, sequential methods study is to obtain statistical, quantitative results from a purposeful sample, followed by a qualitative interview to explore those results in more depth (Creswell, 2003). The first phase of the study consists of a quantitative Likert scale questionnaire administered to all 25 colleges and universities to test if Hunter's (2004) global competencies, identified as a series of knowledge, skills, and attitudes, can be considered measurable outcomes of undergraduate college and university-level global citizenship programs, and, if so, to determine which global competencies are most and least emphasized in the existing college and university global citizenship curricula. In the second phase, the qualitative interview is used to probe the results of the quantitative survey by exploring aspects of the global citizenship curriculum with 14 of the 25 colleges and universities offering global citizenship programs. These 14 are selected as they share one major similarity – they are all credit-bearing. The other nine programs are either structured as Centers or Institutes of Global Citizenship, or specifically target faculty and new course development. The researcher addresses the existing gap in the literature which consistently does not identify the characteristics necessary for a global citizenship education.

Such a study not only helps bridge the gap in the literature regarding measurable competencies that are implied by global citizenship, but also assists in the ongoing

discussions between faculty, program administrators, funding agencies, and donors about global citizenship standards which, to date, have not been developed. If programmatic standards are identified, then developing a global citizenship program assessment tool becomes easier to accomplish; and if an assessment tool is employed, then faculty directors and program administrators can measure the effectiveness of their global citizenship programs and determine whether they are adequately preparing their students for global citizenship.

#### **1.4 Research Questions**

- 1) What are the guiding principles of undergraduate-level global citizenship programs housed in colleges and universities across the United States?
- 2) How are college and university-level global citizenship programs advancing the development of global competencies?
  - a) What global competencies do they focus on developing? What global competencies are most promoted? What global competencies are least promoted? Why? What constraints prevent some and not others from being promoted?

#### **1.5 Significance of the Study**

Within the last 20 years 25 representative colleges and universities across the nation, in response to national concern about the importance of global-mindedness, have mobilized to prepare their students to become globally aware, socially responsible, and engaged citizens of the world. Although the imperative for colleges and universities

today is to provide students with the intellectual tools to understand the forces of globalization in order to make informed career and personal choices, college and university faculty and program administrators offering global citizenship programs are uncertain if they are educating for global citizenship. At present there is no scholarly consensus on the definition of the term “global citizenship,” no agreement on the implementation of such a curriculum, and hence, no programmatic assessment model. Brustein (2006) writes that by taking into account the “rapidly shifting economic, political and national security realities and challenges” (p. 1), colleges and universities must be able to matriculate globally competent students. He elaborates that “without global competence our students will be ill-prepared for global citizenship, lacking the skills required to address our national security needs, and unable to compete successfully in the global marketplace” (2006, p. 1).

The research that follows uses Hunter’s (2004) concept of global competence as a measure of global citizenship. This study evaluates 25 representative colleges and universities offering undergraduate global citizenship programs on a range of specific knowledge, skills, and attitudes. Colleges and universities can use this comparative data to identify potential modifications to their existing curricula. More importantly, a defined and concrete set of measures of global competency can allow colleges and universities to develop more rigorous assessment models targeted specifically at a global citizenship education.

## **1.6 Limitations**

This study is limited by two factors. The first limitation focuses on the number of undergraduate level global citizenship programs that exist in the United States; as of the writing of this dissertation, only 25 colleges and universities have launched undergraduate global citizenship programs. Given the small number, a low survey return rate could limit the validity of the study's generalizations. Factors that may affect the return rate include difficulty understanding the terms "global citizenship" and "global competence," as well as the time commitment needed to complete the survey.

The second limitation focuses on the timeframe of the study. This study is not longitudinal, but rather looks at one specific point in time. The study is conducted only once and does not reflect how global citizen graduates have applied their academic global citizenship experiences to their professional lives, which, in turn, may have amplified the development of their global competencies.

## **1.7 Assumptions**

This study rests on nine assumptions.

- 1) Each respondent will define the term "global citizenship" differently.
- 2) Respondents may not be familiar with "global competencies" as defined by Hunter (2004).
- 3) Respondents may not make the distinction between the two terms "global citizenship" and "global competencies."
- 4) Apart from Hunter's (2004) findings, there exists no other research that equates global citizenship with global competencies. While Hunter assumes that global



competencies are synonymous with global citizenship the researcher suspects that being globally competent does not necessarily qualify one as a global citizen; it seems there should be some reciprocal relationship between a citizen and a community to be considered a citizen of that community.

- 5) In general, global citizenship programs intrinsically assist in the development and experience (Harvey, 2005) of one or more global competencies.
- 6) It is unlikely that any of the 25 representative global citizenship programs focus on the equal development of all of the global competencies as identified by Hunter (2004).
  - a) There are different curricular and co-curricular paths to achieving global citizenship and variations in program structures can support its development.
  - b) How programs focus on developing global competencies will affect how well students are prepared for global citizenship.
  - c) If none of the 25 representative global citizenship programs promote the development of global competencies, then students participating in these programs are not prepared to be global citizens.
- 7) Global events will affect respondents' answers and their understanding of what students should learn in order to be considered global citizens.
- 8) Respondents participating in the survey and interview have a vested interest in the study, and thus are excited to participate and compare their programs to others.

- 9) Global citizenship programs that have large operating budgets have more faculty resources, programmatic components, various co-curricular activities, and a larger participating student body than those that have limited funding.

## 1.8 Definition of Terms

The following is an alphabetical list of definitions that will be used throughout the dissertation and the study.

**Assessment** is the process of gathering, describing, and/or quantifying information about educational performance. It provides public awareness and accountability and offers academic institutions information about how they are performing compared to a national or other standard.

**Citizenship** is the state of being vested with rights, privileges, and duties of a citizen. A citizen is an individual viewed as a member of society, and one who possesses certain duties, obligations, and functions.

**Competency** includes the areas of personal capability that enable individuals to perform successfully in order to complete a task effectively. A competency can be knowledge, skills, and attitudes, and which can be acquired through talent, experience, and/or training. Competency does not equate with citizenship.

**Global Citizenship** is a term used with increasing frequency to denote a wide range of educational and philosophical aims. The very trendy-ness of the term makes it difficult to pin down exactly what any institution – or even program or discipline – really intends to impart to students. Colleges and universities vary in not only how they understand the term, but also how its many definitions should be embedded in their curriculum.

**Program** is the body of undergraduate level courses and other formally established learning experiences - which may include seminars, co-curricula activities, internships - which constitute a path of study.

**Standards** are explicit definitions of what students should know and be able to do, as well as what they must do, in order to demonstrate proficiency at a specific level. Standards consist of a set of procedures for designing, administering, and scoring an assessment. The purpose of standards is to assure that all students are assessed under the same conditions so that their accomplishments have the same meaning and are not influenced by differing conditions.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

The following literature review looks at undergraduate global citizenship education initiatives in the United States and highlights the pressures that colleges and universities are facing to produce globally competent graduates ready for the demands of today's changing world (ACE, 2002, 2003; Colby et al., 2003). This chapter is divided into five sections. First, it provides an overview of the various international education initiatives that led to and shaped the development of global citizenship programs in the United States. Second, it introduces the concept of educational standards and their importance in higher education. Third, it looks at the major definitions of the term "global citizenship" and how they translate into actual undergraduate college and university level programs. Today's definitions of the term 'global citizenship' range from the notion that everyone is a citizen of the globe to the idea that there is only a citizenship status within traditional national boundaries. Fourth, it examines the ways that colleges and universities have implemented their undergraduate level global citizenship programs and the ideas that they promote. It identifies the broad consensus among academics regarding the programmatic components that are recommended for a global citizenship curriculum; this includes that global citizens should be fluent in specific disciplinary content, have developed globally-minded responsibilities, and practice active engagement in local and/or global communities. Fifth, it examines the argument that global citizenship can be operationalized as global competencies, focusing on particular types of knowledge, skills, and attitudes that globally competent individuals should possess.

## **2.2 International Education Initiatives in the United States**

Responding to the pressures associated with such forces as globalization (Dower, 2003; Steger, 2003), internationalization of business (Singer, 2002; Soros, 2002), workplace requirements to diversify and work abroad (ACE, 2003; Andzejewski & Alessio, 1999), and the impact of technology (Mathiason, 1998; Singer, 2002), colleges and universities are launching a broad array of undergraduate programs designed to foster students' appreciation of international and cross cultural awareness. The 2003 Yale Report, for example, was a departure from the historical stance of the university in which most faculty and administrators believed that the residential experience was far superior educationally to any off-campus experience. The Report emphasizes that "the academic study of the international world and first-hand experience of foreign cultures are crucial training for citizens of the global future" (p. 42). Institutions of higher education are recognizing that they need to provide more than the basic information and training for an individual's career choices in a globalized world (AAC&U, 1999; ACE, 2002, 2003; Colby et al., 2003; Hovland, 2005; Dower, 2003; Nussbaum, 2002; Young, 2004), and various college and university undergraduate level global study programs, which cut across traditional boundaries requiring "an interdisciplinary approach broad enough to behold the 'big picture'" (Steger, 2003, preface) are emerging as a new educational field.

Although preparing students to become knowledgeable citizens has always been identified as a purpose of the American educational system, it is not until the last ten years or so that a high quality education has come to encompass "connections between academic disciplines...and include global and cross-cultural knowledge and perspectives" (AAC&U, 1999, p. v). As Said (2004) argues, higher education must

create “a model of education that is capable of conceiving of a global model for citizenship,” and have the “flexibility to discover new solutions to the world’s increasingly complex and massive problems” (p. 2). Since the AAC&U’s “Liberal Education and Global Citizenship: The Arts of Democracy” 2002 project implementation, campuses nationwide have put various ideas and teaching methods into practice by introducing students to diversity, global perspectives, and social responsibility.<sup>3</sup>

Many colleges and universities are building global programs and are revisiting their institutional mission statements and strategic plans in order to provide both justification and support for their newly launched educational initiatives (Hovland, 2005). However, the practical effects that the revised mission statements and strategic plans have on curricula programming have not been examined to determine if there exist common elements, and the programmatic characteristics that colleges and universities across the United States have identified as important for global study have not been identified. Many colleges and universities have differing disciplinary foci, with either strengths in the liberal arts, engineering, or business. As such, faculty research interest, administrative commitments, financial resources and grant awards usually dictate the type of program being launched. Further complicating programmatic development is the issue of defining the term ‘global citizenship’ and the realization that academic institutions have developed their own definition as influenced by their mission statement, strategic plan, or even the discussions held around a meeting table (Deardorff, 2005). Every college’s or university’s approach to global education is different, and since no

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<sup>3</sup> 25 colleges and universities have formally launched undergraduate level global citizenship programs since 1986 and can be considered representative of others which are not included in this study. See Appendix II for details.

assessment tool exists which specifically surveys global citizenship programs, identifying a nationally accepted global citizenship curriculum becomes a challenge.

Recent scholarly research reveals, however, that in spite of the hurry to redefine students' education for today's global world, colleges and universities do not appear to be providing students with the information and tools necessary to understand world events or accept the role that they, as individuals, play in today's world (Andrzejewski & Alessio, 1999). Specifically, colleges and universities have not been properly teaching students how they, "as ordinary (non-rich) people, might live [their] lives and actively participate in creating a safer, more humane, sustainable world" (Andrzejewski & Alessio, 1999, p. 2). McConnell (2002) elaborates that students learn remarkably little about the cultures, histories, religions, and aspirations of other nations, and these deficiencies are seldom addressed by program administrators, advisory boards, or even college and university governance. According to Andrzejewski & Alessio (1999), even the programs that do attempt to address these issues, "are often approached through the biased perspectives of ethnocentrism, national chauvinism, and global economic dominance" (p. 6-7).

Colleges and universities have begun a slow but steady review of their undergraduate curricula and are piloting a range of globally focused programs. For example: Georgia State University's College of Education piloted its "Global Thinking Project" in 1990 with the goal to link students in seven countries via collaborative learning projects (<http://education.gsu.edu/international/initiatives.html>); during the 1990s the State University of New York in Binghamton committed to on-campus internationalization efforts by identifying internationalization as a programmatic priority

([www.acenet.edu/programs/international/promising-practices/index.cfm?practiceID=7](http://www.acenet.edu/programs/international/promising-practices/index.cfm?practiceID=7));

California State University-Monterey Bay established one of the nation's first Global Studies Departments in 1995 (Johnson, 2004); in 2001 Yale University launched its Center for the Study of Globalization (YCSG) to "enrich the debate about globalization on campus and to promote the flow of ideas between Yale and the policy world"

([www.ycsg.yale.edu/center/index.html](http://www.ycsg.yale.edu/center/index.html)); in 2004 Lehigh University launched its Global Citizenship Certificate Program with a multi-year curriculum focusing on integrating courses and combining them with an analysis and value reflection that focuses on a range of global topics ([www.lehigh.edu/globalcitizenship](http://www.lehigh.edu/globalcitizenship)); also in 2004 the University of Minnesota held a conference titled "Internationalizing the Curriculum" where university administrators, advisors and faculty gathered to discuss study abroad and curriculum integration ([www.umabroad.umn.edu/conference/index.html](http://www.umabroad.umn.edu/conference/index.html)). Other, more traditional strategies to internationalize the curriculum have included the study of foreign languages, area studies, international studies, study abroad programs, and exchanges of international students and scholars (Pickert, 1992 as cited in AAC&U, 1999). College and university efforts, like Boston College's Global Proficiency Program and Haverford College's Peace and Global Citizenship Program have focused on offering a variety of courses in global economics, the changing social and political environments, the promotion of respect for ethnic and cultural diversity, environmental appreciation, and the issues facing human hunger and population growth (ACE, 2003; Schattle, 2004).

Within the last ten years many educational associations, in partnership with federal and private funders, began initiatives to assist colleges and universities in providing students resources for international education. Since the mid 1990s faculty and



program administrators across the nation are becoming increasingly conscious about their contributions to global education, realizing that students are becoming “progressively involved and implicated in organizations, in social processes, and in human problems that cut across or transcend the boundaries of particular communities, nations, and cultures” (Bragaw, 2001, p. 2). Programs which were once the purview of small liberal arts institutions are now moving to the forefront of large research universities “that previously have not necessarily made a concerted effort in promoting global education” (Schattle, 2004, p. 2).

Today, these learning institutions are launching projects which foster students’ appreciation for global engagement and social responsibility, with a focus on equipping students “with knowledge of the world’s cultures and political systems [needed] to navigate successfully in a global environment” (Branson, 1999, p. 5). The recent college and university interest in global competence can be attributed to a focused attention on the ways in which institutions of higher education encourage and train students to interact with, and open themselves to, other cultures (Deardorff & Hunter, 2006), and these institutions are focusing on how to best prepare their students “for a workforce that requires inter- and multi-cultural competencies that ensure success in dealing with the serious social, political, and environmental threats that have come about from the advance of globalization” (Bremer, 2006, p. 40). Administrators and faculty realize that they need more than simply a long list of curricular choices, and instead require the identification of global education standards in order to verify if the curriculum that they offer is adequate for global learning (Andrzejewski & Alessio, 1999). Thus, if it is “widely acknowledged that education rarely challenges the prevailing paradigms and

interests of national governments, wealthy elites, or dominant groups, whatever the economic or political system” (Andrzejewski & Alessio, 1999, p. 3), then what are colleges and universities supposed to do? How can these “institutions of higher education adequately prepare their graduates to live and participate as global citizens and professionals?” (Avila, 2005, p. 123) Young (2004) explains that it is this “need for something more than a menu of resources...a new and far-reaching idea, that, when embedded in education, will enable young people to function in a globalized world, [and] ‘Education for global citizenship’ is claimed to be just such an idea” (p. 23).

### **2.3 Standards**

Assessing and evaluating how students learn and achieve the educational objectives as set forth by their academic institution is the best method to determine the effectiveness of an educational program (Maki, 2002). Assessment of higher education programs usually serves two purposes: it provides public awareness and accountability about educational performance and offers academic institutions information about how they are performing compared to a national or other standard (Report, 1992, p. 5). Policy makers at both the state and federal levels argue for proper and adequate assessment, vocalizing that academic institutions, regular citizens, and policy makers “deserve and need to know how well our nation’s post secondary education system works” (Report, 1992, p. 4). Yet according to a 1992 published report, compiled by *The Task Force on Assessing the National Goal Relating to Postsecondary Education*, there does not exist any measure that systematically evaluates what the nation’s postsecondary students know, and hence does not gauge the effectiveness of postsecondary education. The

Report concludes that, “because postsecondary education’s goals are so diverse, it will be difficult to gain consensus on the specific objectives of a college degree” (Report, 1992, p. 5). Therefore, how do colleges and universities determine that what they are teaching their students is the knowledge needed to function in later years? If institutions of higher education can not determine how to effectively measure their effectiveness, how do they know if their objectives are accomplished? Maki (2002) asserts that it is institutional curiosity that inevitably “seeks answers to questions about which students learn, what they learn, how well they learn, when they learn, and explores how pedagogies and educational experiences develop and foster student learning” (Maki, 2002, internet).

Kiernan and Pyne (1993) also support academic curiosity as the initiator of most institutional assessments, prompting a search for answers to the question, “what is most worth knowing?” By first outlining learning objectives and programmatic goals, only to be followed by proper assessment methods to evaluate these objectives and goals, can colleges and universities be sure that they are instilling in their students the skills and knowledge that they initially set out to teach. The simplest manner to assess their effectiveness is by using educational standards as a guide. According to Kiernan and Pyne (1993), educational standards are “an important step in defining the ‘common core’ of understandings and skills our students will need to learn if they are to lead happy and productive lives in the 21<sup>st</sup> century” (p. 5).

Since the 2001 No Child Left Behind (NCLB) Act, which mandated K-12 education to demonstrate its commitment to standards and educational equity, the demand for higher education to reveal its achievements has gained both public curiosity, popularity, and pressure (Miller, 2006). What complicates matters, however, is that

“every public campus within a state assesses its students’ learning differently” and the interpretation of results is confusing since “there are no benchmarks against which to measure a given program’s or institution’s performance” (Miller, 2006, p. 2). If colleges and universities housed in the same states can not compare their educational data to one another, how then can academic institutions in other states begin to evaluate their programs against others housed across the country? How can we be sure that what students learn in Georgia is equivalent to what students learn in Nevada or Pennsylvania? And what about private institutions?

Developing standards and proper assessment methods requires a large institutional commitment and a long term effort. The future of many higher educational programs depends on the development of identifiable goals for learning. Today, colleges and universities launching new programs are using different measures to assess their successes, thus making conclusions and generalizations about similar programs difficult, if not impossible. Defining and developing standardized higher education indicators would not only assist in identifying academic goals accepted by most, if not all, colleges and universities, but also in developing academic credibility across the United States.

## **2.4 Global Citizenship**

“Global citizenship” is a term used with increasing frequency to denote a wide range of educational and philosophical aims. The very trendy-ness of the term makes it difficult to pin down exactly what any institution – or even program or discipline – really intends to impart to students. Although a look at the historical use of the term is helpful, applying any of the historical concepts to today’s global citizenship initiatives becomes

widely divergent; colleges and universities vary in not only how they understand the idea of citizenship, but also how its many definitions should be embedded in their curriculum. What follows is an attempt to chart a timeline of the concept of global citizenship, along with the various definitions of the term that have surfaced as a result of past educational initiatives.

#### **2.4.1 A Global Citizenship Timeline**

While the North American concept of global citizenship is a relatively modern construction, and spans just close to 50 years, it rests on a model of citizenship that dates back to around 6<sup>th</sup> century B.C and the history of Nalanda, an ancient Indian university town that goes back to the days of Buddha (Parekh, internet). The concept of global citizenship has also been linked to the Greco-Roman world and the thoughts of the Stoics who practiced and promoted a life of virtue in accordance with reason. During the beginning of the Roman Empire citizenship was limited to only the residents of Rome, and, later, in A.D. 212, was extended to all inhabitants of the empire. In A.D. 427 the International Scholastic Centre at Nalanda, India was founded, attracting scholars from China and Korea, Sri Lanka and Indonesia, and all regions of India; it was considered the largest residential center of learning that the world had ever known, with over two thousand teachers and ten thousand students focusing on Buddhist scholarship and the ideals of citizenship (Parekh, internet). In later European times, and under feudalism, the idea of national citizenship disappeared, and with time inhabitants of major cities purchased their immunity from feudal dues and achieved not only a privileged position, but also power in their local government (Dower, 2003) - this implied a required form of

engagement in either associations, institutions, or networks (Dower, 2003; Mathiason, 1998).

During the American and French revolutions the modern concepts of national citizenship were developed (Columbia, 2006). In the United States, the idea of citizenship first appeared in the 1787 Constitution, however, the term was not defined until 1868 with the adoption of the Fourteenth Amendment. The creation of the United Nations in 1945 and the 1948 signing of the Universal Declaration of Human Rights shifted the age-old debate from national rights to certain international norms (Mahlstedt, 2003). Mostly after the Soviet success with Sputnik in 1957, the concept of citizenship in the United States became infused with nationalistic meaning, particularly with regard to the Cold War competition with the Soviet Union and “communism.” Since a major terrain for Cold War competition was in science and space exploration, global education became associated not only with the study of history, political science and economics, but also with science. This is still true today.

In 1962, with the formation of the United World College, the creation of a new model for global education emerged that focused on teaching students to look past national educational paradigms to study of global understanding and peace (Mahlstedt, 2003). This educational paradigm shift, emerging as a reaction to the world’s devastation of the 20<sup>th</sup> century world wars, now required coordinated efforts of all individuals to accept their duties as citizens of the world. At the end of the 1960s the U.S. Supreme Court ruled that American citizenship could only be lost if renounced freely and expressly by any individual (Columbia, 2006). Yet the concept of ‘citizenship’ remains a debatable term heavily influenced by the historical traditions through which it is defined,

and many scholars today view citizenship as an individual identity with, foremost, a loyalty to their nation-state (Mathiason, 1998).

#### **2.4.2 A Global Citizenship Education**

Since the formation of the United World College of the Atlantic, the rise in popularity of global programs based in the United States, the revising of institutional mission statements to include global perspectives, and the graduation of students claimed to be prepared to function in today's globalized world, has been steadily increasing (Mahlstedt, 2003). As popular as many of these initiatives appear to be, however, many scholars, educators, university administrators, and even students, struggle with defining the concept of global citizenship and the intellectual content that it should promote. In fact, many campus administrators are proposing their own definitions "based on nothing more than committee discussions" (Deardorff, 2005, p. 28) and are not referencing research that could assist in laying the foundation for such programs. The representative 25 colleges and universities with undergraduate global citizenship programs use a range of approaches, however, each explicitly, and in varying degrees, seeks to further develop their students' knowledge, skills, and attitudes needed for the development of global citizenship.

What does it mean to be a global citizen? (Noddings, 2005; [www.oxfam.org](http://www.oxfam.org)) Views range from the "idea that everyone is a citizen of the globe to the standpoint that in a legal sense there is no such thing as a global citizen" ([www.oxfam.org.uk/coolplanet/teachers/globciti/whatis.htm](http://www.oxfam.org.uk/coolplanet/teachers/globciti/whatis.htm), retrieved March 7, 2005).

Oxfam Education defines global citizenship as:

...more than simply knowing that we are citizens of a globe to an acknowledgement of our responsibilities both to each other and to the Earth itself. Global Citizenship is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those coming after us. Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference. ([www.oxfam.org](http://www.oxfam.org))

According to this view, global citizenship is more than just the sum of its parts. It includes: individual awareness and sense of each person's role in the world; respect and value for diversity; understanding how the world works economically, politically, socially, culturally, technologically, and environmentally; outrage at injustices; participation and contribution to the community at the local and global level; willingness to act to make the world a more sustainable place; and responsibility for taking personal action ([www.oxfam.org](http://www.oxfam.org)). Clarke (2004), in a study focusing on students' global awareness and attitudes to internationalism, also defines global citizenship as a reaction to the world's intermingling of economy, politics, and diplomacy, and emphasizes that such collective action contributes to a common international culture which she identifies as global citizenship.

Mathiason (1998) defines a world citizen<sup>4</sup> as one who "senses an ability to influence global decisions and accepts behavior that is congruent with those decisions. It would be one who takes these decisions as legitimate. But it would be citizenship limited by the scope of issues on which those decisions were taken" (p. 6). He elaborates that it is the role of the global citizen to exercise an interest in global matters, defined as issues

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<sup>4</sup> The term "global citizen(ship)" is generally interchangeable with the literature's use of "world citizen(ship)."



that affect “physical territories outside national jurisdiction” (p.6) and includes examples like the deep seabed, the troposphere and outer space, and issues related to phenomena that cross national boundaries and which “cannot be regulated by national action, such as global warming, pandemics like HIV/AIDS, bandwidths and stationary orbit slots” (p. 7).

Young (2004), on the other hand, defines global citizenship as focusing more on self-reflection and meditation, “providing a space for learners...to reflect on themselves and their lives from a wider perspective, [thereby] expanding...horizons [to be] better able to understand ourselves” (p. 23). Young argues that global citizenship education does not necessarily involve, for example, participation in a worldwide web of human rights campaigns and environmental movements, but rather focuses on the individual and the exercise of personal contemplation.

In a study that focused on identifying a multinational curriculum, Parker, Ninomiya, and Cogan (1999) attempt to define global citizenship and equate it with a term they coined multidimensional citizenship. This type of citizenship includes “personal, social, spatial, and temporal aspects of the citizen identity” that, the authors claim, is “necessary for meeting the challenges of the early 21<sup>st</sup> century” (Parker, Ninomiya, and Cogan, 1999, p. 127). Their research found that the personal dimension of global citizenship includes a “personal commitment to nurture a citizen identity among one’s other identities and with it a civic ethic characterized by socially responsible habits of mind, heart, and action” (Parker, Ninomiya, and Cogan, 1999, p. 127). The social dimension of citizenship asks that individuals be able and willing “to work with other citizens in a variety of public settings creating common ground and respectfully deliberating public problems with one another” (Parker, Ninomiya, and Cogan, 1999, p.

127). The spatial dimension “refers to the modern requirement that citizens see themselves as members of multiple overlapping communities: local, regional, national, and global....Persons and groups who are going to face...challenges together...must be able to think and act flexibly within multiple community affiliations” (Parker, Ninomiya, and Cogan, 1999, p. 127). And finally, the temporal dimension requests that individuals are able to simultaneously envision the past-present-and-future outlook, and are able to not only “be well-informed by history, [but also not] be trapped by the past in a way that prevents them from creating a good future” (Parker, Ninomiya, and Cogan, 1999, p. 128).

McIntosh (2005) explains that in order to define global citizenship, the very definition of citizenship must first be changed. She writes that the:

...ideas of loyalty, protection, duties, rights, responsibilities, and privileges would need to be expanded and multiplied to the point where one’s loyalty and expectation of protection come not only from such units as the living place, province, or nation, but also from a sense of belonging to the whole world. (McIntosh, 2005, p. 22-23)

McIntosh (2005) considers individuals to be global citizens when they exhibit traits of affection, respect, care, curiosity, and concern for the well-being of all living beings, and expects of them certain habits of mind, heart, body, and soul, “that have to do with working for and preserving a network of relationship and connection across lines of difference and distinctness, while keeping and deepening a sense of one’s own identity and integrity” (McIntosh, 2005, p. 23).

In 1999 the AAC&U defined a citizen of the world as one experienced “in the ways of diverse cultures” through which “own frames of identity and belief [can be bracketed] enough to be comfortable with multiple perspectives [and] to suspend

disbelief in the presence of new cultures and new ways of seeing” (p. 32). The April 2002 AAC&U global citizenship initiative further defines the term as a “sophisticated understanding of the increasingly interconnected but unequal world, still plagued by violent conflicts, economic deprivation, and brutal inequalities at home and abroad” (as cited in Hunter, 2004, p. 55).

In addition to attempts to define global citizenship by a set of ideas or attitudes, the term is also frequently used to justify a wide range of narrower, more discipline-specific aims. For example, business schools and departments use “global citizenship” to justify adding specific ethics course requirements to traditional curricula (Dower, 2003; Noddings, 2005). Likewise, history, language studies, environmental, and political science departments utilize the term to justify particular changes in their curricular reforms (Bragaw, 2001), however, their uses of the term rarely refer to any particular theoretical or philosophical position.

Yet, according to Bragaw (2001), global citizenship cannot be defined by any disciplinary focus. He elaborates:

In the past we have sometimes tried to make global education into a content-bounded domain...by saying [that it] is equivalent to the study of things foreign and international. Thus, students were said to be involved in global education when they were learning about another culture, country, or geographical region of the world; or when they were studying foreign policy, international relations, or world problems. The trouble with this conception is that it is not wrong. It is simply too narrow and incomplete a notion of global education. (p. 1-2)

Nussbaum (2002) agrees with Bragaw’s (2001) interdisciplinary focus. She argues that colleges and universities must teach students the content necessary to “learn enough

about the differences to recognize the common aims, aspirations, and values, and enough about these common ends to see how variously they are instantiated in the many cultures and their histories” (Nussbaum, 2002, p. 9). Said (2004) adds that, in addition to the connection between history and culture, students should also understand the role of technology and its connections to educating for global citizenship.

## **2.5 Contemporary Global Citizenship Programs**

Within the past decade there has been noticeable curricular movement, often resulting in a dramatic shift of university resources towards global initiatives. For example, Duke University, as well as other higher education institutions across the U.S, recognize that many of their undergraduate level courses have to become broader.

Duke’s past president, Nannerl Overhoiser Keohane, announced that:

If we as a nation are going to become better prepared to deal with an increasingly interdependent world, then the front line has to be in our colleges and universities where we prepare students to become leaders in global enterprises, to serve in the Foreign Service, to be leaders of their communities who are sensitive to international issues....It will be particularly important for us in the years ahead to have students who... know the cultures of many different countries in order for our nation to take its place as one of the leading countries in building a stronger...and more peaceful world.  
(Connell, 2005, p. 29-30)

The call to international responsibility has been carried over into the present day with focused and aggressive efforts to internationalize American college and university campuses nationwide (ACE, 2002, 2003; Andrzejewski & Alessio, 1999; Avila, 2005;

Branson, 1999; Cogan, 1987; Colby et al., 2003; Dower, 2003; Hincheliff, 2000; Lyotard, 2002; Young, 2004).

Internationalizing the college and university curriculum has, within the last decade, emerged as four elements that academics agree on: language study, study abroad, international students enrolled on American campuses, and internationalizing the curriculum (Johnston and Edelstein, 1993, as cited in AAC&U, 1999). Brubacher (1969) and Taba (1983, as cited by Clarke, 2004,) both emphasize that only a well structured curriculum prepares students for the future, and they promote the development of a cognitive knowledge that “inspires the affective attitudes, beliefs, and values for the future” (p. 54). Both Mathiason (1998) and Cummings (2001) argue that the international curricula plans that some campuses have implemented are deficient in adequately preparing students to understand world events. Indeed, some colleges and universities are recognizing that it may be difficult to structure the international curriculum in such a way as to promote global growth in all students (Colby et al., 2003); many curricula are failing to explicitly address widely acknowledged goals like judgment, integrative thinking, and facility in moving across disciplines, and researchers of higher education concur that “curricular structures at most colleges and universities are not particularly well suited to goals of moral and civic learning” (Colby et al. 2003, p. 168). Although many curricula can support civic development and global growth, they do not necessarily do so (Avila, 2005; Colby et al., 2003).

These deficiencies, inevitably, carry over into the identification of components that should exist within a global citizenship curriculum. Oxfam Education has led the critique that most programs lack the moral/civic education that should be at the core of

global citizenship. In response to that criticism, some researchers have tried to look at such issues as human rights and ethics education, peace education, and religious studies as models for programming of global citizenship (Ahmad, 2003; Dower, 2003). Today's educators also are debating whether students should be taught that they are, first citizens of the United States, or be taught that they are, most importantly, citizens of a world of human beings, who, although they are situated in the U.S., have to share the world with others (Nussbaum, 2002). Since no scholarly consensus exists on what constitutes a global citizenship education, colleges and universities instead refer to their institutions' mission statements, strategic plans, and funding initiatives for their guiding principles.

What complicates identifying global citizenship curricular components further, and remains a challenge in identifying the structure of such programs, is that global citizenship education is not intended to be bound to one scholarly discipline. The literature supports that global citizenship should not be seen as an individual subject that can be taught in one class (Bragaw, 2001; Mahlstedt, 2003), but rather should be "integrated into all disciplines" across the curriculum (Alger and Harf, 1986, as cited by Mahlstedt, 2003, p. 37). Avila (2005) elaborates that the:

...main function of future education would be therefore to foster a general intelligence capable of interconnecting... and fostering the development of the intellectual capacities in individuals....one of the basic functions of education is to promote world understanding, ethics, and culture, as cultures must learn from one another.... (p. 126)

Similarly, Colby et al. (2003) believe that "supporting students' moral and civic development is best achieved through the cumulative, interactive effects of numerous curricular and extracurricular programs" (p. 10). While the multidisciplinary focus of

global citizenship seems to be the consensus, it also leaves room for continuing debates regarding the specific curricular structure of any program.

In 1999, the AAC&U recommended infusing four goals for undergraduate study throughout the curriculum and all stages of co-curricular planning, experiential learning, and residential life: i) an understanding of diverse cultures and understanding cultures as diverse; ii) the development of intercultural skills; iii) an understanding of global processes; and iv) preparation for citizenship, both local and global. Avila (2005) expands on this model to include six objectives that should serve as a basic framework in a globalized general education curriculum: i) understanding multiple historical perspectives; ii) developing cultural consciousness; iii) developing intercultural competencies; iv) combating racism, sexism, prejudice, and all forms of discrimination; v) raising awareness of the state of the planet and global dynamics; and vi) developing social action skills.

Since 1999 approximately 17 colleges and universities have launched representative undergraduate global citizenship programs structured around integrating academic coursework, co-curricular requirements, and international experiences that incorporate hands-on activities.<sup>5</sup> Many of these programs draw on a variety of resources from the language, humanities, social sciences, business, environmental science, women's studies, and even education departments, and rely heavily on study abroad opportunities, service learning commitments, and college-wide lectures and events that focus on international topics. The most expansive global citizenship education initiative within the United States, titled "Liberal Education and Global Citizenship: The Arts of Democracy" was launched in April 2002 by the Association of American Colleges and

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<sup>5</sup> Of the 25 programs that are considered in this dissertation, 17 were launched during or after 1999.

Universities (AAC&U). In their 2001 press release, the AAC&U announced that after a national call for proposals, it would select a group of 10 colleges and universities “committed to designing new components within the undergraduate major that teach students about issues of globalization, involvement in community struggles for justice, and essential skills in the arts of inclusive democracy.” A group of 10 colleges and universities, committed to developing global citizenship concepts in their undergraduate curricula, was selected to: a) analyze the impact global studies have on undergraduate majors; b) spur greater civic engagement and global awareness in students; c) promote active knowledge and debate about contemporary democracy; and d) teach students to be adept at respectfully traversing cultural borders and to promote awareness of the interdependence of cultures (AAC&U, 2002).

A review of the nation’s 25 representative undergraduate college and university global citizenship programs, that were launched prior to and since the AAC&U’s 2002 initiative, shows that the AAC&U’s recommended four goals for undergraduate study, as well as Avila’s (2005) six objectives of a global curriculum, are not systematically addressed. Most institutions are simply repackaging traditional programs with a new program name of ‘global citizenship’ and simply create lists of existing courses that students can or must take in order to become a ‘global citizen.’ A select few of the colleges and universities, for example University of Michigan, Lehigh University, and Rutgers University, however, have attempted to develop new programs built on new or redesigned courses. But, as academic institutions have not consistently defined the term ‘global citizenship,’ the question of what content should be included in such a program continues to go unanswered. Most global citizenship programs in the United States are



focusing on specific disciplinary content, responsibilities needed for global citizenship, and/or active engagement with local and/or global communities. Yet it is impossible to know the extent to which global citizenship students are distinctive from other students, in spite of the obvious good intentions of colleges and universities.

### **2.5.1 Program Curriculum**

According to Cummings (2001), the central problem in identifying program components in a global citizenship curriculum is that global “education is not a primary concern of most scholars in the field” as “research is somewhat sporadic, noncumulative, and tends to be carried out by national organizations as part of advocacy projects” (p. 1-2; Avila, 2005). The leaders of Oxfam Education, the most vocal proponent of the belief that global citizens should be trained to make a positive difference in the world, put forth key questions necessary for devising a global curriculum: Do students graduate possessing critical thinking skills and the ability to challenge injustices and inequalities? Do they understand issues pertaining to diversity and interdependence? Do they have a sense of identity and self-esteem, and a concern for the environment with a commitment to sustainable development? Of course, constructing a curriculum that adequately guides students through such questions is easier said than done. Despite the inconsistencies that exist among the 25 representative global citizenship programs across the nation, the literature suggests curricular content that, if employed correctly, may promote the transformation of students into global citizens. Furthermore, Lamy (1990, as cited by Chernotsky and Hobbs, 2006) suggests approaches to global education and recommends introducing students to international scholarship across a variety of disciplines, providing

them opportunities to explore and define their worldview, and introduce them to a range of evaluative skills necessary to participate in the global environment.

Steger (2003) writes that in order for an undergraduate student to gain the full range of a global citizenship education, he or she must combine extra-curricular or experiential learning opportunities with courses that teach global content. He identifies three disciplines that may complement a global citizenship undergraduate education: economics, political science, and cultural studies. Steger (2003), as well as Colby et al. (2003), believe that a study of the flows of capital and technology and the open borders of national economic trade will reveal “the intensification and stretching of economic interrelations across the globe” (p. 37) to any student, regardless of discipline. Branson (1999) and Dower (2003) argue that political science must be included in global citizenship curricula in order to deepen a student’s understanding of the historical approaches to state sovereignty, its meaning and implications, the impact of intergovernmental organizations, and the future prospects for regional and global governance. Political science courses can teach students about social problems and “how to draw together diverse knowledge and perspectives to understand a complex problem and begin thinking about and evaluating possible solutions” (Colby et al., 2003. p. 190).

Steger (2003) promotes the study of cultures to reveal the cultural influences that travel across the globe and which allow students to make analytical distinctions between aspects of various social lives, the construction of meaning, and the language, music, and images necessary to understand symbolic expression. This type of curricular focus widens “the scope of civic education into the international arena” (Schattle, 2004, p. 7) and encourages students to engage in reflection focusing on the relationships between the

individual, the community, and the state (Colby et al., 2003). Global citizens need to know how to move within different cultures and “go beyond applying their own labels and categories to practices which seem strange, and...seek out the common humanity in those whose beliefs and practices are different” (AAC&U, 1999, p. 35).

Johnson (2004), however, disagrees with the focus on only the three disciplinary areas of economics, political science and cultural studies. He argues that students must be taught courses in religion, business, and other areas. Moreover, he is skeptical about the focus on courses oriented towards race, class, and gender, because, he argues, that they often contain biases against the Western heritage or the policies of the United States (Johnson, 2004). Chernotsky and Hobbs (2006) emphasize the need for students to possess an appreciation of multiple cultural perspectives with an awareness of cultures and cross-cultural communication. The authors write that, “attaining a truly global perspective requires, at a minimum, the recognition that a westernized view of the world is not universally shared and that the views of others may be profoundly different” (Chernotsky and Hobbs, 2006, p. 7).

Regardless of the philosophical debates regarding the overarching aims of global citizenship, in the end colleges and universities must design courses and field experiences necessary for such an education. It is here that the academy often becomes territorial in maintaining traditional disciplinary boundaries, and, thus, faces difficulty in establishing an adequate and content appropriate global citizenship curriculum. Despite the struggles, however, there emerge, amongst the 25 representative colleges and universities with global citizenship programs, a variety of curricular themes that include the development

of responsibilities, emotional connection, reflection, respect, civic engagement, global consciousness, active engagement, and study abroad.

### **2.5.1.1 Responsibilities**

In addition to rights, citizens bear certain duties; education for global citizenship implies that students be exposed to their general responsibilities. Nussbaum (2002), Dower (2003), and Colby et al. (2003), identify global citizens as individuals who, in Nussbaum's words, "work to make all human beings part of [their] community of dialogue and concern" (p. 9). Moreover, one must also believe in personal agency and in the possibility of making a difference in the world. Dower (2003) expresses it succinctly, writing that the most important premise of global citizenship is that "individuals can make a difference, especially if they cooperate" (p. 45). At the core of the discussion of global citizens' responsibilities is the belief that one must understand and accept his or her obligations to all humanity.

Andrzejewski and Alessio (1999) believe that as global citizens, students should be responsible for examining the meaning of democracy and citizenship from differing perspectives; they should explore the various rights and obligations that citizens have to their communities, their nations and the world; they should understand and reflect upon their own lives, careers, and interests in relation to the various forms of democracy and the welfare of the global society. Furthermore, "when students recognize in other cultures a parallel to that which they love in their own and tolerate the flaws in other cultures just as they tolerate the flaws in their own," they will, inevitably become globalized, responsible individuals (McConnell, 2002, p. 80). Yet how programs define "responsibility" can vary widely, and the literature points to a range of foci that include

making emotional connections, engaging in reflection, possessing multicultural respect, being civic-minded, and practicing a high level of global consciousness.

### **2.5.1.2 Emotional Connection**

It is imperative for students striving to become global citizens to understand the uniqueness of cultures, yet to do so, they must first learn about their own backgrounds (Bok 2002). Nussbaum (2002) explains that in order to develop this type of outwardly awareness and appreciation of others, students must first look inward and assert a compassion that begins with their local communities. The author elaborates that “if our moral natures and our emotional natures are to live in any sort of harmony, we must find devices through which to extend our strong emotions and our ability to imagine the situation of others to the world of human life as a whole” (Nussbaum, 2002, introduction). By introducing students to a range of cultural environments and requiring that they interact with minority neighborhoods or participate in cultural experiences while studying abroad, can students become emotionally attached to communities that they would otherwise not interact with. Nussbaum (2002) and Bok (2002) feel that this type of emotional interaction and commitment is needed in order to become a global citizen.

### **2.5.1.3 Reflection**

According to Dower (2003), in order to become global citizens students must first become comfortable with, and then later, habituated to the practice of personal (written) reflection. Since questions pertaining to global citizenship can not be left to individual reflection, as most students would not be motivated nor disciplined enough to act on them alone, these ideas must become institutionalized to equip students to “cultivate world

citizenship in [their] hearts and minds as well as [in] our codes of law” (Nussbaum, 2002, p. 139).

To assist students in the process of reflection, and specifically those students who are not enrolled in a curriculum that is writing-intensive, like business or engineering, Dower (2003) puts forth three questions that should guide students through their curricula: i) How should humans act?, ii) What is happening in the world?, and iii) What about the future? Wallerstein (2002) explains that to be a citizen of the world entails that students “occupy particular niches in an unequal world” (p. 124) and be presented with “the opportunity to reflect critically on their own social locations in the global matrices of power, privilege, and material well-being” (AAC&U, 1999, p. 24). Since global citizens have duties that, in principle, extend to all human beings anywhere in the world, the act of personal reflection allows students to go beyond their own needs and wants, and think about, and even evaluate others’ situations around the globe. Most of the undergraduate global citizenship programs that have been launched in colleges and universities across the nation ask that students engage in a process of critical reflection so that they become proficient in not only defining their personal positions, but also their professional stances in the world.

#### **2.5.1.4 Respect**

By introducing students to human differences and promoting the belief that individuals living in other nations are unique yet still part of our global human circle (Nussbaum, 2002), colleges and universities can instill a degree of cultural respect that is needed to function both as individuals and professionals. Multicultural respect is a necessity in today’s world, and it should become the topic for discussion in students’

education; scholars and researchers alike believe that, “if we fail to educate [students] to cross those [national] boundaries in their minds and imaginations, we are tacitly giving them the message that we don’t really mean what we say. We say that respect should be accorded to humanity as such, but we really mean that Americans as such are worthy of special respect” (Nussbaum, 2002, p. 15). Students who possess a high level of global awareness will, inevitably, “also possess international attitudes which will make them appreciate other cultures,” and they will, therefore, “be socialized into living successfully in a global society” (Clarke, 2004, p. 55-56).

#### **2.5.1.5 Civic Engagement**

The teaching of civic knowledge about local and global issues, democratic values, democratic disposition or attitude, civic participation skills, and peace education has been equated by Ahmad (2003) with preparing students for civic engagement. According to Latham (2003), civic engagement is a:

...contemporary expression of the historic liberal arts mission of preparing students for public life as citizens and leaders. It entails a commitment to enriching public discourse on significant questions, responding to the social needs of the local and global communities in which we live, cultivating effective and ethical public leaders, encouraging civic imagination and creativity, and otherwise promoting a democratic way of life in a multicultural and increasingly globalized world. (p. 2)

The current trend in global education is to teach students that they all have a civic responsibility to both their local and global communities. Macalester College, for example, teaches its students that civic learning involves “cultivating...the intellectual and practical skills, competencies and habits of mind necessary...to become effective citizens and civic leaders in a multicultural, multicivilizational and increasingly

globalized world” (retrieved on March 29, 2006, [www.macalester.edu/internationalcenter/studyabroad/civic.html](http://www.macalester.edu/internationalcenter/studyabroad/civic.html)). Macalester’s Global Citizenship Institute aims to develop in students civic competencies that include an appreciation of the challenges facing local and global communities, a sense of personal social responsibility and a capacity to engage in civil discourse and deliberation. Latham (2006) explains that civic learning can include service-learning, diversity education participation in community development, involvement in work that has public meaning and lasting public impact, participation in the political process, and active participation in courses that deal with issues of public relevance. It is uncertain, however, what definition of civic engagement the 25 representative undergraduate global citizenship programs apply and if they include all, or even some, of Latham’s recommended civic learning components.

#### **2.5.1.6 Global Consciousness**

Another objective of the international curriculum, according to Avila (2005), is to make “the global phenomena understandable while promoting intercultural understanding and sustainable development” (p. 123). Internationalization of the campus should promote the growth of a global consciousness, which Avila (2005) defines as “comprehension of and receptivity to foreign cultures, and the availability of certain knowledge of, and information about, socioeconomic concerns and ecology” (p. 123). A global citizenship education can be considered one tool that encourages in students to be globally aware, responsible, and active. Students “must become sensitized to the demands and rigors of global citizenship and come to realize that their own choices can make a difference” (Chernotsky and Hobbs, 2006, p. 9). By instilling a high level of



global consciousness, colleges and universities can develop in their students an appreciation of and need for global respect.

### **2.5.1.7 Active Engagement**

Educators and program administrators argue that the purpose of global citizenship education is to train students both for employment and global action. Colby et al. (2003) believe that “education is not complete until students not only have acquired knowledge but can act on that knowledge in the world” (p. 7). Avila (2005) also writes that “rather than simply providing students with professional training for an ever-changing job market, universities must educate for the acquisition of competence for ‘employability’” (p. 127). It is assumed that a global citizenship education teaches students skills such as abstraction, systematic thought, experimental investigation, and teamwork (Avila, 2005). Intercultural understanding and international cooperation should be the focal point of today’s college and university curricula, especially when one American job in six is affiliated, in one way or another, with various forms of international trade (Global Competence, 2005).

Yet there is a tension between those who believe that the central goal of education is to prepare students for global careers and those who strive to develop students’ interests in and skills for making a difference in the world. Because most of the global citizenship programs are rooted in liberal arts faculties, the majority aspire to prepare students to address the problems of the world, encouraging them to “critically evaluate the impact of human projects on other human beings, other species, and the environment” (Andrzejewski & Alessio, 1999, p. 10). Active global citizenship has become identified as an ability to not only understand, but also participate fully in a society at the local,

national and international levels ([www.ltscotland.org.uk/citizenship](http://www.ltscotland.org.uk/citizenship), retrieved on April 14, 2005).

The greater emphasis in developing critical thinking and active engagement still begs the question of how to translate these goals into curricular practice. Should the cornerstone of a global citizenship education be active engagement with the critical social issues of the day? Chernotsky and Hobbs (2006) explain that “even if we succeed in developing a more integrated and accepted core curriculum [global citizenship] programs are likely to fall short if they do not bridge the gap between learning and participation” (p. 9). Colleges and universities should seek to give their students the capacity to accept all humanity through the practice of social activity (Dower, 2003; Said, 2004). Dower (2003) writes that, “global citizenship seems to involve active engagement of some kind and some kind of self-identification as a global citizen” (p. 11; Watson, 2004). In this context, individuals become global citizens when they are engaged in what they do, and feel that their efforts make it possible for the world to become a better place with less violence, poverty, environmental degradation and violation of human rights (Dower, 2003).

#### **2.5.1.8 Study Abroad**

A popular and academically valued form of active engagement is study abroad. According to the annual report of the Institute of International Education, *Open Doors* 2005, the number of U.S. students studying abroad increased by 9.6 percent in 2003/04, up from 8.5 percent in 2002/03 (retrieved March 28, 2006 from <http://opendoors.iienetwork.org/?p=69735>). Research shows that study abroad enriches students’ educational experiences, for example, a survey conducted in the 1980s found

that students who participated in study abroad programs exhibited higher general knowledge levels (Barrows, 1981). Studies also report that students who participate in study abroad have improved language skills (Oppen, Teichler, and Carlson, 1990), while others who have several years of language abroad have a better English vocabulary and are more expressive and creative writers (Cummings, 2001; Masuyama, 2000).

Many of the top universities in the country are now explicitly building study abroad into their core mission. For example, Yale University's 2003 Report states that "experience abroad is an invaluable complement to academic training" (p. 45). The Yale Committee affirmed that the university's undergraduates "should be expected to gain experience of the larger world and to plan their time abroad as an integral part of [the] Yale education" (p. 45). Similarly, in 2003, the trustees at Duke University pledged to make study abroad available to all of their undergraduate students, regardless of individual economic circumstances (Connell, 2005). On Duke's campus, where the undergraduate student population totals 6,000, almost 800 students study abroad each year and almost half have studied abroad prior to their graduation (Connell, 2005). Robert Thompson, dean of Trinity College of Arts and Sciences and vice provost for undergraduate education at Duke University emphasizes the importance of a study abroad experience. He states that this type of study "involves taking yourself out of a very comfortable environment and putting yourself in a completely new one. That really gives you the ability to develop those adaptive skills. To have that sense that you can navigate and perform in a new environment is an incredible affirming experience for one's identity" (Connell, 2005, p. 35).

Harvard University, for the first time in 30 years, reviewed its undergraduate curriculum in 2004 and likewise concluded, after 15 months of study, that “students need more room for broad exploration, a greater familiarity with the world that can only be gained from study abroad” (Rimer, 2004). The Harvard Committee concluded that “students in a fast-changing world need a wider range of knowledge” (Rimer, 2004, internet). Harvard University’s Dean of the Faculty of Arts and Sciences, William C. Kirby, stated that Harvard “has a responsibility to educate its students – who will live and work in all corners of the globe – as citizens not only of their home country, but also of the world, with the capacity not only to understand others, but also to see themselves, and this country, as others see them” (Rimer, 2004).

Although most of the colleges and universities that have launched global citizenship programs have included a study abroad component into their curriculum, a select few have opted not to make it a requirement. Yet, the colleges and universities that have implemented study abroad into their programs vary the experience both in the length of time<sup>6</sup>, ranging anywhere from a ten day study abroad trip to an entire academic semester away, and in the actual study abroad locations<sup>7</sup>.

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<sup>6</sup> According to some studies, longer study abroad experiences are more significant and contribute to the student’s academic, cultural development, personal growth, and even career choices, and recommendations have been made that it should span a minimum of six weeks (Dwyer, 2004; Portillo, 2004).

<sup>7</sup> In some instances, colleges and universities are prohibiting study abroad in English-speaking countries with the idea that if a student has to struggle with either learning a new language or perfecting a language studied at their home institution in the United States they will feel like ‘the other’ and learn to maneuver and negotiate in a foreign country. Also, some colleges and universities, for example Lehigh University, do not require students to complete a for-credit language requirement, and therefore expect their students to travel to non-English speaking countries in order to experience a second language.

## 2.6 Global Competencies

While there is no consensus on the definition of ‘global citizenship,’ public pressure mounts to identify the necessary academic components of a global citizenship program. This urgency is best exemplified in the 2000 American Council on Education (ACE) preliminary report which focuses on the state of international education in the United States. This report points out that “without international competence, the nation’s standard of living is threatened and its competitive difficulties will increase. Unless today’s students develop the competence to function effectively in a global environment, they are unlikely to succeed in the twenty-first century” (Hayward, 1995, as cited by Deardorff, 2004, p. 13).

What does it mean to be globally competent?<sup>8</sup> In 1996 Lambert described a globally competent individual as one who has knowledge (of current events), can empathize with others, demonstrates approval (maintains a positive attitude), and has an unspecified level of foreign language competence and task performance (ability to understand the value in something foreign) (as cited by Hunter, 2004, p. 10). In 1999, Parker, Ninomiya, and Cogan focused on understanding what it means to educate for world citizenship. Their study, compiled with the assistance of a panel consisting of a multinational research team of 26 individuals, identified eight competencies that global citizens should exhibit. They included the:

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<sup>8</sup> This type of approach to international education was first documented in 1988 in a report published by the Council on International Education Exchange (Hunter, 2004, p. 10). The publication recommended that all U.S. universities increase not only the number of students who participate in exchange programs in non-English speaking countries, but also improve numbers of those who study abroad.

- Ability to look at and approach problems as a member of a global society;
- Ability to work with others in a co-operative way and take responsibility for one's role/duties in society;
- Ability to understand, accept, appreciate, and tolerate cultural differences;
- Capacity to think in a critical and systematic way;
- Willingness to resolve conflict in a nonviolent manner;
- Willingness and ability to participate in politics at local, national, and international levels;
- Willingness to change one's lifestyle and consumption habits to protect the environment;
- Ability to be sensitive toward and defend human rights.

(Parker, Ninomiya, and Cogan, 1999, p. 125).

Within the last five years international educators have offered a range of definitions for the term “global competence,” with the term gaining popularity in business, government and even human resource literature (Deardorff & Hunter, 2006). For example, in 2002 a transnational management consulting firm, Swiss Consulting Group, introduced the types of skills that a globally competent employee should possess; these skills include intercultural facility; effective two-way communication; diverse leadership; systematic best practice sharing; and, a truly global strategy design process (Hunter, 2004). Olson and Kroeger (2001), based on a survey of staff and faculty at New Jersey University, define a globally competent individual as “one who has enough substantial knowledge, perceptual understanding, and intercultural communication skills to interact effectively in our globally interdependent world,” (as cited by Hunter, 2004, p.

10). Brustein (2006), however, adds that certain skills form the core of global competence and includes examples of the ability to work effectively in international settings; an awareness of and adaptability to diverse cultures, perceptions and approaches; familiarity with the major currents of global change and the issues they raise; and the capacity for effective communication across cultural and linguistic boundaries.

Much of the success that students will experience when they enter the professional global environment will depend on the types of opportunities that their colleges and universities presented to them during their studies. Institutions of higher education, responsible for structuring appropriate international learning experiences, need to promote the development of global competencies and make available to students a curriculum that allows for “the ability to communicate effectively and appropriately in situations based on one’s intercultural knowledge, skills, and attitudes” (Bremer, 2006, p. 43). Moffatt (2006) argues that in order for students to develop competencies necessary to function in a global society, colleges and universities need to organize certain disciplinary intersections and include experiences that promote “being flexible in dealing with inter- or multi-cultural differences, cultural competencies, critical and reflective thinking, intellectual flexibility, emotional cognitive integration, and identity formation” (as cited by Bremer, 2006, p. 43). Students must, in order to function in today’s global companies and organizations, “acquire skills, attitudes, and knowledge that define global competencies that will allow them to relate to each other and be able to behave and communicate effectively and appropriately with persons from other countries” (Deardorff, 2006, as cited by Bremer, 2006, p. 43).

Although many colleges and universities are recognizing the deficiencies present in the nation's educational system, they lack a "commitment to an expansive goal that goes beyond simply enhancing our students' ability to speak languages" (Deardorff & Hunter, 2006, p. 72). According to Deardorff and Hunter (2006), the goals of today's academic institutions should focus on preparing students to become global-ready, with a central focus on developing in students a nonjudgmental and open attitude toward "the other." Baughan (2003) agrees, and elaborates that today's young people have to not only learn, but also be comfortable with sifting, analyzing, and arriving at informed judgments, and through the development of knowledge, dispositions and skills, they will be able to identify reliable evidence and think for themselves within a model that emphasizes sound and ethical values.

The President of Thunderbird's Garvin School of International Management, Angel Cabrera, proclaims his institution's ability to matriculate globally competent students. He attributes this success to a tripartite curricular approach that includes technical business courses, international affairs/studies, and skills of language and communication. Cabrera believes his institution grants students the status of global competence by encouraging them to become "aware of the world by teaching them the nature of the world: the dynamics, the relationships between countries, the balance of power between the public and private sectors and international organizations" (Cabrera, 2005, p. 14). Emphasizing that students need to learn how to work with others who do not share their language and assumptions, Cabrera (2005) recommends that learning a foreign language be mandatory; he believes language study will not only permit a



complete understanding of cross-cultural communication, but also of cross-cultural relations.

### **2.6.1 Knowledge, Skills, and Attitudes**

What are the educational outcomes necessary for globally competent students? Today's students, who will be entering the global workforce, must not only be more cross-cultural, but also comfortable in dealing with, understanding, and respecting cultural difference (Moffatt, 2006, as cited by Bremer, 2006); these students will be the leaders who can advance their goals as both professionals and as global citizens.

Fowler and Blohm (2004) ascertain that certain knowledge, skills and attitudes are necessary for the advancement of global competence and adequate intercultural training. For example, the authors write that if acquisition of global knowledge is desired then colleges and universities should focus on a curriculum that exhibits a variety of cultural and global readings, student observations of appropriate panels, watching cultural videos, or even researching via the internet.

Fowler and Blohm (2004) recognize that knowledge acquisition is not the only desired outcome of global competence, and encourage the development of skills that require students to look at situations from more than one perspective. The authors point out that skill development has to be facilitated by experienced faculty or trainers who can return to their students proper feedback and further guide the depth of the activity. Examples of activities that promote the development of global skills include thorough demonstrations and explanations of cultural situations and analysis through videos and readings, which are then followed by student role playing or various coaching techniques and simulation exercises (Fowler & Blohm, 2004).

A final outcome of global competence is that of modifying students' attitudes and belief systems. Fowler and Blohm (2004) explain that "attitude changes are not easily evaluated" (p. 47) and may need "to be observed over time in behaviors, interpersonal relations, and approaches to issues or problems" (p. 47). The training methods that faculty employ will have to be appropriate to the desired cultural and global outcomes, while promoting in students the required attitudes.

Table 2.1 below lists the desired outcomes, suggested methods, and evaluation activities that Fowler and Blohm (2004) encourage to consider when looking to educate students for global competence.

**Table 2.1** Desired Training Outcomes, Suggested Methods, and Evaluation Activities (Fowler, S. M, and Blohm, J.M. (2004). Adapted by the Centre for Development and Population Activities (2002) from work by M. Knowles (1970, p. 294).

<i>Desired Outcomes</i>	<i>Training Methods and Activities</i>	<i>Evaluation Activities</i>
<b>Knowledge</b> (facts and information)  Learner will understand	Readings, songs, lectures, brainstorming, TV, radio, audiotapes, videos, computer, programmed instruction, debates, panels, interviews, galleries and work stations, field trips	Written exams, oral exams, application in other training activities
<b>Skills</b> (manual, thinking, planning, etc.)  Learner will be able to do something	Demonstration of instructions followed by practice with feedback to correct mistakes; role playing, in-basket exercises, drills, games, coaching, case studies, worksheets, simulations	Observations on the job or in practicum or role play; observation checklist might be useful; case studies with decision making; development of product; training design, newsletter, media materials, drama
<b>Attitudes</b>  Learner will adopt new values, perspectives	Discussion, role plays, role modeling, values-clarification exercises, films and videos, case studies, critical incidents, debates, games, self-analysis, feedback, simulations, field trips	Indirectly, by observing behaviors: interpersonal relations, approaches to issues and problems, choices of activities

Oxfam Education, however, points to a slightly different and more detailed list of key elements that students, aiming to become globally competent, should possess. Oxfam identifies these elements as knowledge and understanding of specific areas in social justice and equity, diversity, globalization and interdependence, sustainable development, peace and conflict; skill development in areas that include critical thinking, ability to argue effectively, ability to challenge injustice and inequalities, possess a respect for people and things, cooperation and conflict resolution; and a promotion of values and attitudes that encourage a sense of identity and self-esteem, empathy, commitment to social justice and equity, value and respect for diversity, concern for the environment and a commitment to sustainable development, combined with a belief that people can make a difference.

Hunter (2004), who initiated and facilitated a focus group consisting of representatives from multinational businesses, senior international educators, and United Nations and embassy officials, proposes a working definition for the term “global competence.” He defines it as:

...having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment. (p. 101)

Hunter (2004) identifies specific types of knowledge, skills and attitudes that globally competent citizens should possess.<sup>9</sup> Based on the results of his survey, Hunter (2004) found that the kind of knowledge that marks a global citizen includes:

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<sup>9</sup> Essentially all outlined knowledge, skills and attitudes are based on the results of Hunter’s dissertation survey, and do not relate to the research of Adler and Bartholomew (1992), who noted that cross-cultural interaction and collaboration were necessary to become a global citizen. Furthermore, Hunter’s research

- An understanding of one's own cultural norms and expectations;
- An understanding of cultural norms and expectations of others;
- An understanding of the concept of "globalization";
- Knowledge of current world events; and
- Knowledge of world history.

The kind of skills that would distinguish a globally competent student include:

- Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions;
- Ability to assess intercultural performance in social or business settings;
- Ability to live outside one's own culture;
- Ability to identify cultural differences;
- Ability to collaborate across cultures; and
- Effective participation in social and business settings anywhere in the world.

Finally, a global citizen's attitudes include:

- Recognition that one's own worldview is not universal;
- Willingness to step outside of one's own culture and experience life as "the other";
- Willingness to take risks in pursuit of cross-cultural learning and personal development;
- Openness to new experiences, including those that could be emotionally challenging;

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questions Green's findings that learning a second language is critical to becoming globally competent. Similarly, while both Bikson, et al. (2003) and Hunter recognize the need for interpersonal skills in order to become globally competent, only Hunter's research demonstrates the need to look inward as well. Hunter's research is in line with work done by the Stanley Foundation and ACIIE (1996), which included the four stages of becoming globally competent; however, their research lacks any measurement of achievement and does not focus on the interconnectedness of gained knowledge. (footnote cited from Hunter, 2004)

- Coping with different cultures and attitudes;
- A non-judgmental reaction to cultural difference; and
- Celebrating diversity.

Although both Fowler and Blohm (2004) and Oxfam Education present a strong foundation for developing the necessary knowledge, skills, and attitudes needed for global competence, Hunter's (2004) research findings demonstrate a broader consensus on the types of knowledge, skills, and attitudes required to become globally competent. Furthermore, Hunter (2004) proposes a "Global Competence Checklist" (see table 3.1) which would not only assist academic institutions in developing uniform global educational goals, but also aid in achieving national standards which would determine each student's global competency level of achievement (Hunter, 2004). By implementing a curriculum that relies on recent scholarly research and identifiable levels of knowledge, skills, and attitudes, can colleges and universities be more certain that they are, in fact, educating for not only high levels of global competence, but also for global citizenship.

## **2.7 Summary**

All of the current justification for launching global education initiatives rests on the assumption that colleges and universities are creating future generations of global citizens. Within the last 20 years, 25 representative colleges and universities across the United States launched undergraduate global citizenship programs. These programs are structured around integrating academic coursework, co-curricular requirements, and international experiences that incorporate hands-on activities in the form of internships,

study abroad, and employment. As these colleges and universities begin to rethink their curricular offerings and confer global citizenship statuses on their students, many recognize that proper global learning entails a “clear, deliberate, and pervasive path for students to deepen their understanding of their world and to translate that knowledge into action,” (Hovland, 2005). The American Council on Education (ACE) reports that if, “institutions...are serious about their [internationalization] effect on students [they] should take a closer look at learning goals, course, content, pedagogy, campus life, enrollment patterns, and institutional policies and practices to get a more complete picture of their success” (Engberg and Green, 2002, as cited by Deardorff, 2005, p. 26). What all of the 25 representative programs lack is the adherence to a nationally accepted definition of the term “global citizenship”, a set of standards that identify what such an education should encompass, and an agreed upon method of program implementation (Andrzejewski & Alesion, 1999; Young, 2004). There is neither consensus among those defining the term “global citizenship” nor among those identifying the curricular components necessary to become a global citizen.

The study closely examines 25 representative undergraduate college and university global citizenship programs and explores how they develop global competencies in their students. Although currently there may be more than 25 undergraduate global citizenship programs in the nation, the 25 selected represent the diversity of most existing programs and boast an active, if not an already matriculated, student body. This study asks program administrators and faculty directors to explain how they are preparing their students to be global citizens, as well as provide information about their programs’ structures. Using Hunter’s (2004) checklist for global competency,

the study surveys the nation's existing global citizenship programs. It questions whether students are developing the global competencies necessary for global citizenship and determines if the variations in the programs' structures result in the same product. Key program areas are evaluated and include curriculum, co-curricular activities, travel/study abroad opportunities, language study and community involvement.

This study aims to compare the 25 representative global citizenship programs according to the criteria that global competencies outline. The purpose of this study is to assist academic institutions with creating uniform global citizenship educational goals and help identify student global competency levels as promoted by their programs. By relying on an already defined and tested measure of global competence, colleges and universities in the United States can be assured that they are, in fact, educating for a standardized level of global citizenship.

## CHAPTER 3: RESEARCH METHODOLOGY

### 3.1 Purpose of the Study

How do colleges and universities make certain that students are developing the knowledge, skills, and attitudes necessary to become global citizens? Since global citizenship standards have not been developed, it is evident that not enough is known about the phenomenon of global citizenship education; and if no standards exist, it is difficult, but essential, to create a formal assessment tool. According to Deardorff (2005), “if key goals of international education are advancing international understanding and graduating ‘global citizens,’ developing appropriate and effective assessment measures is vital” (p. 26). Colleges and universities launching such programs are uncertain if they are capable of educating for global citizenship and are undecided about the experiences they offer (Deardorff, 2004). Deardorff (2005) and Hunter (2004) agree that in order for students to become global citizens, certain global competencies must be understood and experienced.

The study surveys 25 representative undergraduate level global citizenship programs across the United States and relies on the input of faculty directors and program administrators leading these programs. The survey is developed based on the assumption that as leaders of global citizenship programs these individuals are most aware of the debates and trends that surround global citizenship education. The study aims to gather information about the structure of these 25 programs. Information collected from the survey will be “used to estimate the characteristics of the larger population” (Schloss and Smith, 1999, p. 65) with the goal to guide other colleges and universities in launching global citizenship programs. Although there may be more undergraduate global



citizenship programs in the nation, the 25 selected represent the diversity of most existing programs.

This two-phase, sequential methods study will obtain statistical, quantitative results from a purposeful sample, followed by a qualitative interview to explore those results in more depth. The first phase of the study consists of a quantitative Likert scale questionnaire administered to all 25 colleges and universities to test if Hunter's (2004) global competencies, identified as a series of knowledge, skills, and attitudes, can be considered measurable outcomes of undergraduate college and university-level global citizenship programs; if so, the study aims to determine which global competencies are most and least emphasized in the existing curricula, only to later explore, via the in-depth interview, what constraints prevent some and not others from being promoted. Gathering this information is useful, especially since most of the 25 programs are subsidized by their colleges and universities, large grants, donations, or endowments. If colleges and universities are recognizing global citizenship education as both an academic and national priority, how can they be certain that they are preparing their students for global citizenship? Neither the literature nor the academic institutions offering such programs have documented any proof of success in this area of education.

The second phase of the study consists of qualitative interviews that will probe the results of the quantitative survey by exploring aspects of the global citizenship curriculum with 14 of the 25 colleges and universities offering global citizenship programs. These 14 are selected as they share one major similarity – they are all credit-bearing. The other nine programs are either structured as Centers or Institutes of Global Citizenship, or specifically target faculty and new course development. The researcher

addresses the existing gap in the literature which consistently does not identify the characteristics necessary for a global citizenship education.

This study not only helps bridge the gap in the literature regarding measurable competencies that are implied by global citizenship, but also assists in the ongoing discussions between faculty, program administrators, funding agencies, and donors about global citizenship standards which, to date, have not been developed. If programmatic standards are identified, then developing a global citizenship program assessment tool becomes easier to accomplish; and if an assessment tool is employed, then faculty directors and program administrators can measure the effectiveness of their global citizenship programs and determine whether they are adequately preparing their students for global citizenship.

### **3.2 Research Questions**

- 1) What are the guiding principles of undergraduate-level global citizenship programs housed in colleges and universities across the United States?
- 2) How are college and university-level global citizenship programs advancing the development of global competencies?
  - a) What global competencies do they focus on developing? What global competencies are most promoted? What global competencies are least promoted? Why? What constraints prevent some and not others from being promoted?

### 3.3 Methodology

This study uses a mixed methodological approach that begins with a quantitative survey of 25 academic institutions on global competencies (Hunter, 2004), followed by a qualitative in-depth interview exploring 14 global citizenship programs across the United States. Two specific survey methods are employed: a Likert scale questionnaire and a standardized in-depth interview. Deardorff (2005) asserts that collecting only numbers does “not indicate the degree to which international understanding or global citizenship has been achieved” (p. 26), and since no acceptable, valid, and reliable measure exists by which global citizenship programs can be wholly evaluated, an open-ended interview will complement quantitative findings with descriptive information. Patton (2002) explains that in order to find out what things *mean* to the individuals being surveyed and “how it affects them, how they think about it, you need to ask them questions, find out about their experiences, and hear their stories” (p. 13). By describing what is happening with global citizenship programs across the nation, rather than solely relying on a “scale that has merit of being quantitative but whose validity and reliability are suspect” (Patton, 2002, p. 192), a more holistic picture of global citizenship curricula is formed.

The quantitative survey method employs a Likert scale questionnaire administered to all faculty directors and program administrators of the 25 colleges and universities. All 25 colleges and universities are surveyed on 29 quantitative measures. The open-ended follow-up interview relies on a sampling of 14 of the same 25 colleges and universities. These 14 are selected as they are all structured around credit-bearing courses and/or activities, requiring students to complete from 2 to 59 credits in order to receive the global citizenship credential. The researcher assumes that by interviewing

these 14 programs, similar only in that they possess a credit fulfillment requirement, the variations in the program structures can be evaluated. The other 11 of the 25 programs are not selected to participate in the interview as their structures vary even more so than the 14 selected. These 11 programs are non-credit bearing; of them, 6 are structured as Centers for Global Citizenship, 2 are Institutes, 2 specifically direct global citizenship focused co-curricular seminars, film, and speaker series, and the last targets faculty development of new global citizenship courses. It is the intent of the researcher to interview the largest sample possible that possess the most common programmatic feature.

### **3.4 Description of Methodology**

The research study will be conducted once approval has been received from Drexel University's Institutional Review Board (IRB).

#### **3.4.1 Quantitative Likert Survey**

The purpose of this survey is to collect information directly from 25 representative colleges and universities that offer global citizenship programs. The survey is administered online at [www.surveymonkey.com](http://www.surveymonkey.com). This internet tool is chosen as it facilitates a quick response and does not require a long time commitment of the respondent; it also eliminates the use of paper, postage, data entry errors, and any associated costs (Dillman, 2000). Since only a small number of academic institutions are surveyed, an electronic survey also encourages the maximum response rate.

The sample size for the quantitative survey relies on 25 academic institutions that have been "purposefully selected" (Maxwell, 2005). The participants for the study

consist of program administrators and faculty directors who lead global citizenship programs in their respective colleges or universities. Prior to the distribution of the survey, an introductory e-mail<sup>10</sup> will be sent to all participants announcing both the purpose of the study and the electronic questionnaire; a request will be made to complete the survey within a ten-day time frame (Schloss and Smith, 1999). A URL address and review of the login instructions will be included. This information will also be duplicated at the beginning of the actual survey. The completion of the survey should take no more than ten minutes. In the event that not all participants complete the survey within the ten day period, a second follow-up e-mail will be sent requesting participants to complete the survey within the next two days. If, after the second reminder not all responses have been submitted, each individual will be telephoned by the researcher, either thanking them for their participation in the survey and/or requesting its completion. The use of an incentive will also “encourage individuals to return the instrument” (Creswell, 2005, p. 368); with the goal of encouraging a high survey return rate, all selected individuals will receive a small gift card.

The major content sections of the survey instrument include: an introductory paragraph, participants’ demographic information, survey questions, and closing remarks (Creswell, 2003). The Likert scale is used to measure the questions and consists of a continuous scale from 1 through 5. A pilot test of the survey instrument will be conducted using a group of ten faculty and college or university administrators who are involved with global courses or programs at their academic institutions, but who do not hold leadership positions in the 25 global citizenship programs being surveyed. A detailed description of the pilot study can be found in section 3.4.2.

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<sup>10</sup> See Appendix III

The survey instrument will first ask each participant to share some basic demographic information; the participant's name will not be required, however, information about their academic institution will be coded according to Carnegie type<sup>11</sup> to allow for data comparison purposes. Some of the demographic data will include: (a) number of years in current administrative position, (b) number of active students in the global citizenship program, (c) number of matriculated students in the global citizenship program, and (d) identification of when and how program modifications have last been made to the global citizenship curriculum. This information allows the researcher to gather accurate demographic program data that was not available at the time that the GC Matrix<sup>12</sup> was developed, and thus provides a more complete and holistic picture of all 25 programs participating in the survey.

In addition to the demographic information, 29 questions will be asked. These survey questions are guided by Hunter's (2004) "Global Competency Checklist," table 3.1 below, and explore if each of the knowledge, skills, and attitudes are developed in students participating in undergraduate global citizenship programs.

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<sup>11</sup> Carnegie-type includes 4-year academic institutions that are broken down into the following categories: Doctoral Extensive Institutions (committed to graduate education through the doctorate, and award 50 or more doctoral degrees per year across at least 15 disciplines); Doctoral Intensive Institutions (committed to education through the doctorate and award at least 10 doctoral degrees per year across 3 or more disciplines or at least 20 doctoral degrees overall); Master's Institutions (offer a full range of baccalaureate programs and are committed to education through the master's degree. They award at least 40 master's degrees per year, across 3 or more disciplines); Baccalaureate Institutions (primarily emphasize undergraduate education); Other 4-year Specialized Institutions (award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering. Also, includes some institutions which have 4-year programs, but have not reported sufficient data to identify program category). (retrieved November 10, 2006 from <http://nces.ed.gov>)

<sup>12</sup> See Appendix II

**Table 3.1** Hunter's (2004) Global Competency Check List

<i>Knowledge</i>	<i>Skills</i>	<i>Attitudes</i>
An understanding of one's own cultural norms and expectations	Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions	Recognition that one's own worldview is not universal
An understanding of cultural norms and expectations of others	Ability to assess intercultural performance in social or business settings	Willingness to step outside of one's own culture and experience life as "the other"
An understanding of the concept of "globalization"	Ability to live outside one's own culture	Willingness to take risks in pursuit of cross-cultural learning and personal development
Knowledge of current world events	Ability to identify cultural differences in order to compete globally	Openness to new experiences, including those that could be emotionally challenging
Knowledge of world history	Ability to collaborate across cultures	Coping with different cultures and attitudes
	Effective participation in social and business settings anywhere in the world	A non-judgmental reaction to cultural difference
		Celebrating diversity

The following is a sample of questions from the actual survey:<sup>13</sup>

*Our program promotes an understanding of the student's own cultural norms.*

*1 = strongly disagree    2 = disagree    3 = neutral    4 = agree    5 = strongly agree*

*Our program engages learners in project-oriented academic experiences with people from other cultures and traditions.*

*1 = strongly disagree    2 = disagree    3 = neutral    4 = agree    5 = strongly agree*

*Our program recognizes that one's own worldview is not universally accepted.*

*1 = strongly disagree    2 = disagree    3 = neutral    4 = agree    5 = strongly agree*

*Our program encourages students to celebrate diversity by participating, on a regular basis, in local community events.*

*1 = strongly disagree    2 = disagree    3 = neutral    4 = agree    5 = strongly agree*

<sup>13</sup> See Appendix IV for the entire survey instrument.

Three of the 29 survey questions were adapted from a survey conducted in 2002 by *The American Council on Education*. These questions are added as they further support Hunter's (2004) "Global Competency Checklist" and seek opinion on language study, which Hunter's checklist does not consider. The responses to the survey are confidential and neither identified with any respondent nor their academic institution.

### **3.4.2 Validity – Quantitative Likert Survey**

According to Maxwell (1996, 2005) validity refers to the credibility of a description, conclusion, explanation, or interpretation. Since the researcher cannot employ an existing survey, as such a tool is not available, the survey must be created. The issue of validity, therefore, must be addressed. Creswell (2003, 2005) encourages triangulating data sources. He explains that since all research methods have limitations, the triangulation of data neutralizes the biases inherent in any single method. The researcher, therefore, will not only pilot-test the survey instrument, but also rely on two data collection methods – the Likert survey and in-depth interviews.

In order to determine the content validity and whether the ideas in the survey measure the content they were intended to measure, 10 individuals will be asked to participate in the pilot study. These individuals consist of faculty and college or university program administrators who, although do not lead global citizenship programs, have experience with global education. These individuals will be asked to review the survey instrument and mark up any problems on the survey, which may include: poorly worded questions, response selections that do not make sense, and comment on the amount of time needed to complete the instrument (Creswell, 2005). Based on the



feedback gathered during the pilot study, the researcher will revise the instrument before sending it out to the sample in the study.

### **3.4.3 Data Analysis – Quantitative Likert Survey**

Participant data will be compiled in a table with numbers and percentages (Creswell, 2003). Both a descriptive and statistical analysis of the data will be compiled. The responses to the survey questions will be described by percentages, a One Sample T-test, and recorded in tables. Responses will be analyzed using SPSS software, and the descriptive statistical analysis will rely on a normal distribution using one sample and one known variable. A simple statistical mean will be derived, as well as a standard deviation of each variable. All information presented in this analysis will originate from the survey data and will be kept anonymous.

### **3.4.4 Qualitative Standardized In-depth Interview**

The qualitative measure employs the standardized in-depth interview and aims to gather open-ended responses that allow to better “understand and capture the points of view of other people without predetermining those points of view through prior selection of questionnaire categories” (Patton, 2002, p. 21). The in-depth interview complements the quantitative information collection process which allows for a better understanding of global citizenship concepts, the manner in which programs are organized, thoughts about what is happening with global citizenship education, and faculty and administrator experiences and perceptions of their respective programs (Patton, 2002). The in-depth interview technique is selected as the researcher is unable to observe all in-class and extra-curricular experiences. Similarly, events and discussions that occurred prior to the launch of the programs, the modifications that have transpired since their inception, and

the pitfalls and successes that were encountered along the way can not be studied first-hand (Merriam, 1998; Patton, 2002; Seidman, 1998).

The in-depth interviews are carried out with program administrators and faculty directors who lead 14 of the 25 global citizenship programs at academic institutions in the United States. The 14 colleges and universities are purposefully selected “in order to provide information that can’t be gotten as well from other choices” (Maxwell, 2005, p. 88), and provide the researcher with the “confidence that the conclusions adequately represent the average numbers of the population” (Maxwell, 1996, p. 71). These participants are purposefully selected as their programs are structured around credit-bearing courses and/or activities, requiring students to complete from 2 to 59 credits in order to receive the global citizenship credential. The researcher assumes that by interviewing these 14 programs, similar only in that they possess a credit requirement, the variations in the program structures can be evaluated. The other 11 of the 25 programs are not selected to participate in the interview as their structures vary even more so than the 14 selected. These 11 programs are non-credit bearing; of them, 6 are structured as Centers for Global Citizenship, 2 are Institutes, 2 specifically direct global citizenship focused co-curricular seminars, film, and speaker series, and the last targets faculty development of new global citizenship courses.

However, if any of the 14 programs are unwilling to participate in the interview, the researcher will turn to some of the remaining 11, non-credit bearing programs to fill the outstanding interview spaces. It is the goal of the researcher to receive feedback from a total of 14 participants, thereby allowing for more in-depth generalizability of data.

Three pre-determined and open-ended (Patton, 2002) questions will be asked, in the same order, of all individuals involved with their respective global citizenship program; each of the three questions may be followed up with predetermined probe questions.<sup>14</sup> Some colleges and universities may have both a faculty director and a program administrator participate in the interview, while others may only have one individual; the additional information that is gathered from the second, or even third, participant allows for more breadth of answers and further supports the internal generalizability of qualitative findings (Maxwell, 2005). In anticipation of how the interview questions “will actually work in practice – how people will understand them, and how they are likely to respond,” (Maxwell, 2005, p. 92-93) the researcher will first pilot-test the questions with the same group of 10 individuals who participated in the pilot survey study. The researcher will seek feedback from this group on the appropriateness of the questions. Since a small sample population of 14 will be interviewed for the actual survey, the ability to pilot-test the questions “with people as much like [the] planned interviewees” (Maxwell, 2005, p. 93) is important when validating the data.

Appropriate steps will also be taken to obtain permission from Drexel University’s Institutional Review Board (IRB) in order to protect the rights of all participants (Creswell, 2003). Prior to engaging in the research, each interviewee will be asked to sign the “informed consent form” which “acknowledges that participants’ rights have been protected during data collection” (Creswell, 2003, p. 64). Participation in the study is strictly voluntary and participants are free to withdraw consent and end their participation at any time. See Appendix VI for a copy of the informed consent form, and Appendix V for the approval letter from Drexel University’s IRB.

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<sup>14</sup> See Appendix VII for all interview questions.

Each participant is interviewed separately and is asked the same three questions. Each participant is asked about their experiences with their respective global citizenship programs; their expectations; the changes they perceive in their students as a result of involvement in the programs; what attributes they feel make a student become globally competent; and whether they believe their global citizenship program helps students develop globally competent characteristics. The questions employ a structured method (Maxwell, 2005) and are developed as an extension of the quantitative Likert global competence survey. The structured approach permits the researcher to ask questions that pertain to the differences between each of the global citizenship programs and to then compare the collected data across all 25 global citizenship programs (Maxwell, 2005). The in-depth interview is considered the second phase of the two-phase research process.

All interview questions will be forwarded to participants one week prior to the interview date to provide time to think about the questions before being interviewed. At this time, participants will also receive their program's matrix sheet<sup>15</sup> in order to check for accuracy and complete any outstanding information. Providing this extra time gives participants the ability to "bring their own knowledge to bear on the questions in ways that [the researcher] might never have anticipated" (Maxwell, 2005, p. 92). Seidman (1998) supports that interviews promote the gathering of information that is searched for, and explains that in-depth interviewing allows for a full understanding of "the experiences of other people and the meaning they make of their experience" (p. 3). The questions that are asked strive to gain understanding about how global competencies are promoted in global citizenship programs.

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<sup>15</sup> See Appendix II for details.

Each interview session will last no longer than 60 minutes. While the majority of interviews will be conducted by the researcher, several will be led by an outside observer, Kate Cartwright. Ms. Cartwright is an Adjunct Lecturer in the English Department at Lehigh University and a full-time Instructor of English at Northampton Community College. She has studied, volunteered, and worked on social justice projects with non-profit organizations in Bolivia, Chile, Ireland, Mexico, Spain, and El Paso, Texas/Ciudad Juarez, Chihuahua, Mexico. In 2005-2006 she volunteered in the Border Servant Corps in El Paso, TX/Ciudad Juarez, Mexico, and between 2003-2005 received numerous international fellowships.

All interviews will be conducted via telephone since most participants are situated outside of the Pennsylvania area and are not physically accessible. The interviews will follow an interview protocol<sup>16</sup> (Creswell, 2003). Both the researcher and outside observer will precede each interview with an introduction to the study and take notes during the interview. All interviews will be recorded, later transcribed, and kept anonymous.

### **3.4.5 Validity – Qualitative Standardized In-depth Interview**

First and foremost it is important to understand that qualitative “validity does not carry the same connotations as it does in quantitative research” (Creswell, 2003, p. 195). It is difficult to not only generalize about qualitative data, but also consider it reliable since the qualitative research results can rarely be applied to new settings, people, or samples (Creswell, 2003). Eisner (1999) argues that even though it “is common knowledge that in research the ability to generalize depends upon a statistical process through which a sample is randomly selected from a population,” it becomes “apparent

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<sup>16</sup> See Appendix VII for details.

that in our daily lives we do not randomly sample in order to generalize” (p. 197). Eisner (1999) elaborates that the “ability to generalize skills, images, and ideas across situations appropriately represents one form of human intelligence. Some situations look alike but are not, and some that do not look alike, are” (p. 198). He writes that much of this decision process depends on the researcher’s perspective, and it is “knowing which perspective to adopt for what purposes [that] is part of the generalizing process” (p. 198). Eisner (1999) believes that the human ability to generalize is particularly relevant when assessing the utilities and validity of qualitative research.

Therefore, to ensure internal validity, the researcher will first pilot-test the interview questions with the same pilot group of 10 faculty and university or college program administrators used to test the survey questions, and will rely on the assistance of an outside observer to conduct several of the interviews. In addition, the following validity protocol will be applied:

1. The Interviewer – The majority of interviews will be conducted by the researcher, and several will be completed by Kate Cartwright, the outside observer. This approach will limit the researcher’s bias.
2. Verbatim transcripts of interviews - Difficulty rests in interpreting the responses to qualitative interview questions since results tend to be “longer, more detailed, and variable in content” (Patton, 2002, p. 14) than those received from a quantitative survey. This makes analysis of the results difficult as the responses are not standardized. Since all interviews will be recorded (Maxwell, 2005), the researcher will be able to gather “rich” data and provide content analysis based on descriptive themes that encompass all

of the gathered information - with the option of replaying each interview and reevaluating each response.

3. Member checking – “Respondent validation” (Maxwell, 2005) or “member checking” (Creswell, 2003) allows for interviewees to review the results of the data and assist in “ruling out the possibility of misinterpreting the meaning of what participants say...and the perspectives they have on what is going on” (Maxwell, 2005, p. 111).

Although participants will not review their entire transcripts, as this would give them the option to change their answers if they were not satisfied with their initial responses, they will be asked to check the accuracy of the report. Participants will be asked “whether the description is complete and realistic, if the themes are accurate to include, and if the interpretations are fair and representative” (Creswell, 2005, p. 252).

4. Triangulation of data – To avoid any threat to validity, the qualitative data will be complemented by data collected from the quantitative survey distributed prior to the start of the interviews. A pilot-test of the interview questions will also be conducted prior to the actual interview process, and the involvement of an outside observer will be included in the interview process.

5. Clarification of the researcher bias - A major challenge that the researcher encounters is that she currently works with a global citizenship university-level program and, therefore, has developed her own ideas and opinions about what such a program should include. Both Creswell (2003) and Maxwell (1996, 2005) coin this occurrence as “researcher bias.” The researcher has to be aware of the ideas she has formed about global citizenship education, and the values that she believes such an education promotes in students. Maxwell (1996) writes that “the main threat to valid interpretation is

imposing one's own framework of meaning, rather than understanding the perspective of the people studied and the meanings they attach to their words and actions" (p. 89-90).

To avoid any misinterpretation of data the researcher will listen intently to each participants' meanings, be aware of the meanings that she brings with her to the interviews, and make sure that all questions are, in fact, open-ended and allow each participant to reveal their own perspective. The researcher will rely heavily on employing a reflective notebook, documenting her thoughts during the interview process.

#### **3.4.6 Data Analysis – Qualitative Standardized In-depth Interview**

The analysis of interview data will begin, as per Maxwell's (2005) recommendation, "immediately after finishing the first interview...and continue to analyze the data" (p. 95) as the research moves forward. During the interviews the researcher will write notes based on what is heard and what was learned during the writing of the literature review.<sup>17</sup> This will assist with developing "tentative ideas about categories and relationships" (Maxwell, 2005, p. 96) that will later aid with data analysis. All interviews will be recorded, thereby allowing an opportunity for analysis of information by listening to the tapes prior to and during transcription (Maxwell, 2005).

Once all interviews are transcribed, the data will be sorted and arranged into various themes. Creswell (2003) recommends that the researcher first obtain a general sense of the information and ask herself, "What general ideas are participants saying? What is the tone of the ideas? What is the general impression of the overall depth, credibility, and use of the information?" (p. 191) Answering these questions will be the first step when analyzing the data.

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<sup>17</sup> See Appendix VII for details of note sheet.



The researcher will conduct a detailed analysis of the data by employing a coding process that Creswell (2003) defines as “organizing the material into ‘chunks’ before bringing meaning to those ‘chunks.’ It involves taking text data..., segmenting sentences (or paragraphs)...into categories, and labeling those categories with a term” (p. 192). In order to analyze the data, Tesch’s (1990, p. 142-145) eight steps for coding will be followed:

1. The researcher will aim to get a sense of the whole and will read all transcripts carefully and jot down ideas;
2. One interview will be selected and the researcher will go through it, asking “what is this about?” and will not think about the “substance” of the information but rather its underlying meaning. Thoughts will be written in the margins of the transcribed interview;
3. Step 2 will be employed for several informants, making a list of all topics. Similar topics will be clustered together. Topics might be arrayed as major topics, unique topics, and leftovers, and then organized into columns;
4. The topic list will be reviewed, abbreviated as codes and written next to the appropriate segments of the text and verified if new categories and codes emerge;
5. The researcher will find the most descriptive wording for the topics and turn them into categories, reducing the total list of categories by grouping topics that relate to each other;
6. Final decisions on the abbreviation for each category will be made and codes will be alphabetized;

7. Data material belonging to each category will be assembled in one place and a preliminary analysis will be performed;

8. If necessary, the researcher will recode the existing data.

The researcher will also apply Creswell's (2003) recommendation to analyze the "data for material that can yield codes that address topics that readers would expect to find, codes that are surprising, and codes that address a larger theoretical perspective in research" (p. 193). At the same time, themes and codes will be constantly compared within the collected data in order to continually refine the coding and analyzing of data (Glaser and Strauss, 1967).

The researcher will create coding categories for the research study – these will be considered the major research findings (Creswell, 2003). The final step in the data analysis process will be an interpretation of the data; Creswell (2003) explains that this process could include the researcher's personal interpretation or meaning derived from a comparison of the findings with information gleaned from the literature. The outside observer, Kate Cartwright, will assist the researcher in reviewing some of the interview transcripts; she will focus on answering the following questions: are the themes and codes both appropriate and are they grounded in the data; are inferences logical; what is the degree of researcher bias? (Creswell, 2005). The analysis of data will yield a narrative that describes the meaning of the interviews. Although the interviews are all anonymous, text-embedded quotations from the interviews will be used, an organized matrix of themes will be presented, and the researcher's interpretations will be included (Creswell, 2003).

### **3.5 Role of the Researcher and Researcher Bias**

The researcher will take on three roles during the data collection process. She will be the facilitator of the quantitative survey, the interviewer that conducts seven of the 14 interviews, and the analyzer of the collected data. According to Patton (2002), the credibility of the research methods relies heavily on the skill competence of the person conducting the fieldwork. The main difficulty in conducting a valid study rests with the researcher who becomes the instrument which measures what is supposed to be measured (Merriam, 1998; Patton, 2002; Seidman, 1998).

The researcher is the program administrator of Lehigh University's Global Citizenship Certificate Program. She has been involved in both the curricular and co-curricular planning of the program, and is the advisor to all of Lehigh's global citizenship students. The researcher is interested in the challenges surrounding the assessment and identification of standards of global citizenship programs.

### **3.6 Summary**

By employing a holistic perspective to gain a better understanding of the phenomenon that is global citizenship education, it is important to understand that each of the surveyed 25 representative global citizenship programs are more than the sum of all of their parts; attention must be paid to various programmatic components that most program administrators and faculty directors feel are beneficial to the development of global competencies in their students. Geography, school rankings, number of students participating in the program, and the expense of the program, can reap very different survey and interview responses. The researcher is cautious not to make generalizations

about all college and university undergraduate global citizenship programs, as the study focuses on only 25 colleges and universities, and does not account for the others that have been launched since these findings were collected.

## CHAPTER 4: ANALYSIS OF DATA

### 4.1 Introduction

The purpose of this study is to survey a representative group of 25 undergraduate level global citizenship programs across the United States. The survey relied on the input of faculty directors and program administrators and asked them to identify the characteristics necessary for a global citizenship undergraduate education. This study not only helps bridge the gap in the literature regarding measurable competencies that are implied by global citizenship, but also assists in the ongoing discussions between faculty, program administrators, funding agencies, and donors about global citizenship standards. The researcher obtained statistical, quantitative results from a purposeful sample, followed by a qualitative interview to explore those results in more depth (Creswell, 2003). Although there may be more undergraduate global citizenship programs in the nation, the 25 selected represent the diversity of most existing programs.

This chapter is organized into two main sections: an analysis of the results of the quantitative survey, and an analysis of qualitative in-depth interviews. Both sections answer the research questions that frame this study:

- 1) What are the guiding principles of undergraduate-level global citizenship programs housed in colleges and universities across the United States?
- 2) How are college and university-level global citizenship programs advancing the development of global competencies?
  - a) What global competencies do they focus on developing? What global competencies are most promoted? What global

competencies are least promoted? Why? What constraints prevent some and not others from being promoted?

Although Hunter's (2004) research on global competencies guides the survey questions, themes and topics have emerged based on the responses of faculty directors and program administrators who lead global citizenship undergraduate programs and participated in this research study.

#### **4.2 The Quantitative Likert Survey**

The first phase of the study consists of a quantitative Likert scale questionnaire, totaling 42 questions. 13 questions were specific to participants' demographics and 29 questions focused on measuring global competencies as defined by Hunter (2004). The survey was administered online at [www.surveymonkey.com](http://www.surveymonkey.com) to 25 colleges and universities offering global citizenship undergraduate level programs. Cronbach's alpha test for internal consistency was run to test for reliability. The survey results, with an Alpha of .989 exceed the minimum level of .70 to confirm instrument reliability (Nunnally, 1978).

The first section of the survey addresses the geographic location of the participating academic institutions, the location of their global citizenship program within their academic institution, the length of the participants' involvement with their program, the timing of the last curricular change, approximate budget, the involvement of faculty members and the number of graduates. This section serves as a starting point for future research discussions that may focus on specific structures of global citizenship programs.

Since the survey was not designed with co-relational data possibilities, no such inferences have been made using this data. This would be worth pursuing in future studies when looking to assess, for example, how the size of an academic institution and the size of its budget, may influence the decisions surrounding the development and implementation of a global citizenship program.

The second section consists of 29 questions. 27 questions employ a five-point Likert scale and focus on identifying specific global competencies as defined by Hunter (2004) as a set of knowledge, skills and attitudes. Questions 28 and 29 asked questions requiring a “yes” or “no” response specific to the terms “global competencies” and “global citizenship.”

#### **4.2.1 Survey Demographics**

The survey was launched online at [www.surveymonkey.com](http://www.surveymonkey.com) and made available to participants on April 11, 2007. A total of 25 participants<sup>18</sup> were sent an e-mail invitation<sup>19</sup> to participate in the survey. Participants were asked to complete the survey within a 10-day time period. After 10 days, participants received an e-mail reminder to complete the survey if they had not done so already. Two days later, all participants received a telephone call from the researcher either thanking them for their participation in the survey or reminding them to complete it. The survey was closed on May 2, 2007 at midnight, 22 days after it was launched. To encourage a high survey return rate, each participant received a small gift card.

Eighteen surveys (72% gross response rate) were returned by the participants. Of the 18 surveys received, 17 were complete and one was incomplete. All 18 participants

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<sup>18</sup> See Appendix II.

<sup>19</sup> See Appendix III.

responded to the first section, with the choice to skip any questions that did not apply to their program. These 18 responses were used in the data analysis of Section One.

Section Two, which focused on identifying global competencies in existing global citizenship programs, received 17 of 18 responses. These 17 responses were used in the data analysis of Section Two.

#### **4.2.2 Analysis of the Survey Results - Survey Section One**

The survey respondents were either faculty directors or program administrators of undergraduate global citizenship programs housed at their respective colleges or universities. Of the 18 participants who responded to Section One of the survey, 7 (38.9%) each were from the North East and the Mid West. Of the remaining participants, 3 (16.7%) were from the South East, and 1 (5.6%) was from the North West. No institutions from the South West participated.

Participants identified their institutions' Carnegie-Type<sup>20</sup> as the following: Master's Institution (33.3%, n=6), Doctoral Extensive Institution (27.8%, n=5), Doctoral Intensive Institution (22.2%, n=4) and Baccalaureate Institution (16.7%, n=3). No participants identified their schools as an Other 4-Year Specialized Institution. Of the 18 respondents, 8 (44.4%) identified their global citizenship program as being housed university-wide, and 6 (33.3%) identified their program as an Institute or Center. Three (16.7%) acknowledged that their program was affiliated with one college specifically, for example engineering, and 1 (5.6%) responded that their program no longer existed.

Eight participants (44.4%) reported involvement in the administration of their academic institution's global citizenship program from one to two years. 1 (5.6%) reported involvement for less than one year, 4 (22.2%) from three to five years,

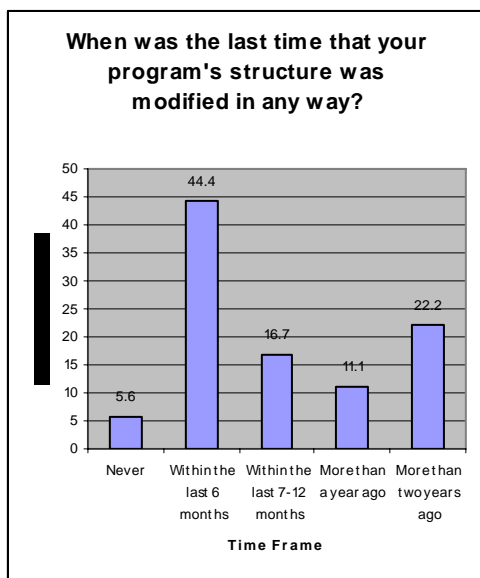
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<sup>20</sup> See footnote 11.

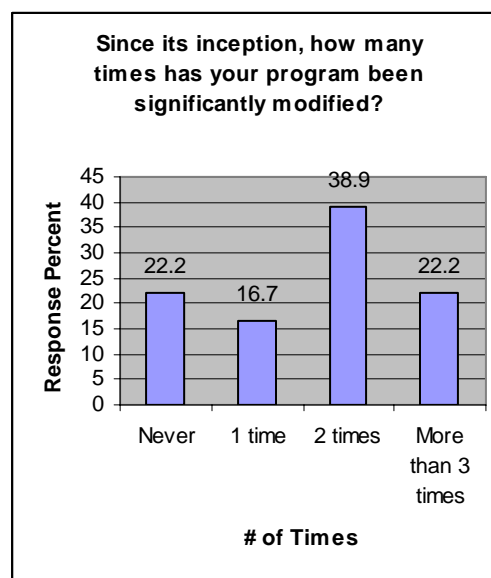


2 (11.1%) from six to eight years, and 3 (16.7%) for more than eight years. Seventeen (94.4%) of the 18 participants reported that they participate in the curricular change process related to their academic institution's global citizenship program.

The respondents identified modifications to their respective global citizenship programs according to the following time frames: within the last 6 months (44.4%, n=8), within the last 7 to 12 months (16.7%, n=3), greater than 1 year (11.1%, n=2), and more than 2 years ago (22.2%, n=4). One participant (5.6%) reported never having participated in any sort of program structure modification. See Figure 4.1. When asked how many times their program was modified, 4 (22.2%) responded with never, 3 (16.7%) responded with one time, 7 (38.9%) responded with two times, and 4 (22.2%) indicated that their curriculum was modified more than 3 times. See Figure 4.2.



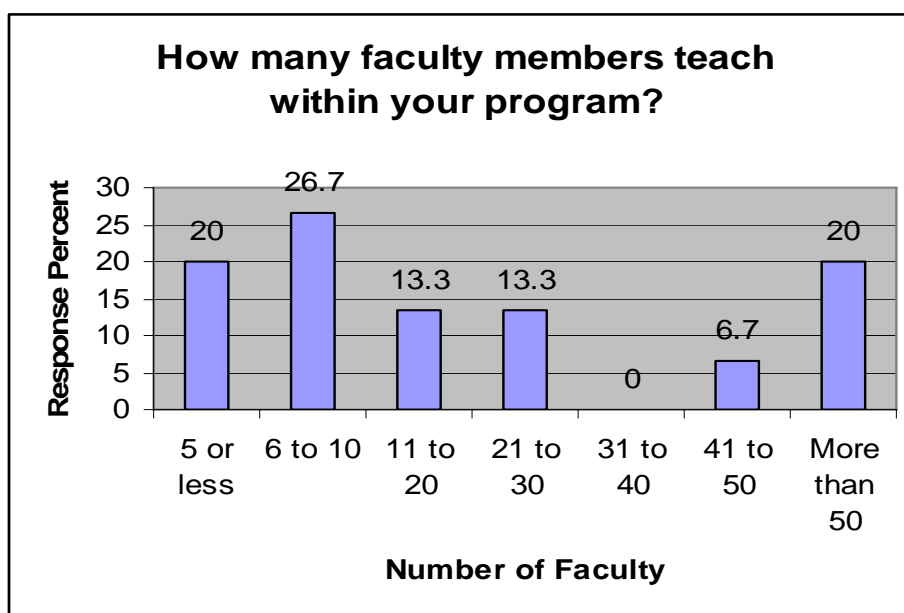
**Figure 4.1** – Survey *Section One*, Question 6



**Figure 4.2** – Survey *Section One*, Question 7

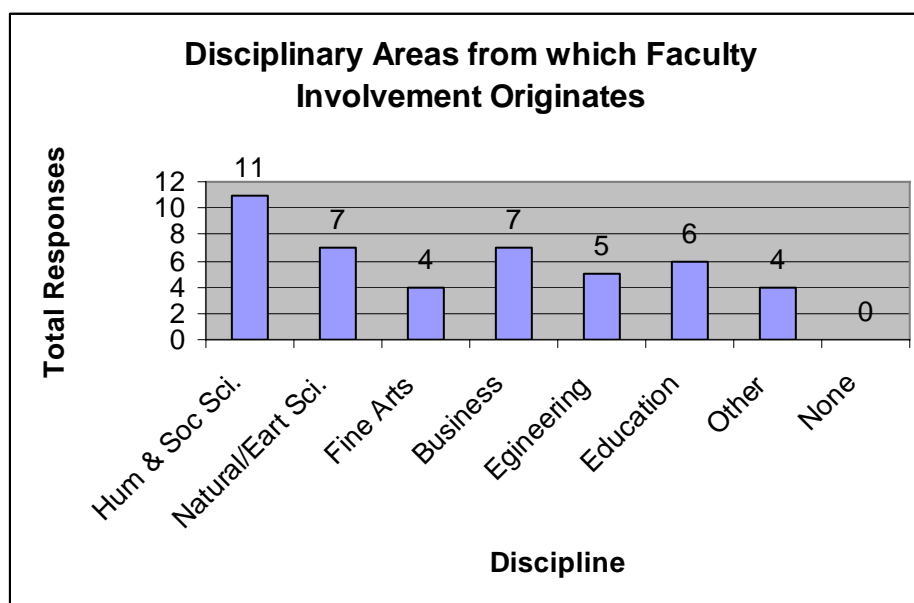
78% of the total respondents (n=14) shared their program budget information. Annual Global Citizenship Program budgets ranged from \$0.00 to \$600,000, with an average total operating budget of \$147,500.

Responses to questions specific to faculty, including the disciplinary areas from which faculty members originate and their type of involvement, were received from 15 (83.3%) of the respondents. When asked, “How many faculty members teach within your program?”, 3 (20%) reported 5 or less, 4 (26.7%) reported 6 to 10, 2 (13.3%) reported 11 to 20, 2 (13.3%) reported 21 to 30, 1 (6.7%) reported 41 to 50, and 3 (20%) reported more than 50. See Figure 4.3 below.



**Figure 4.3** - Survey *Section One*, Question 9

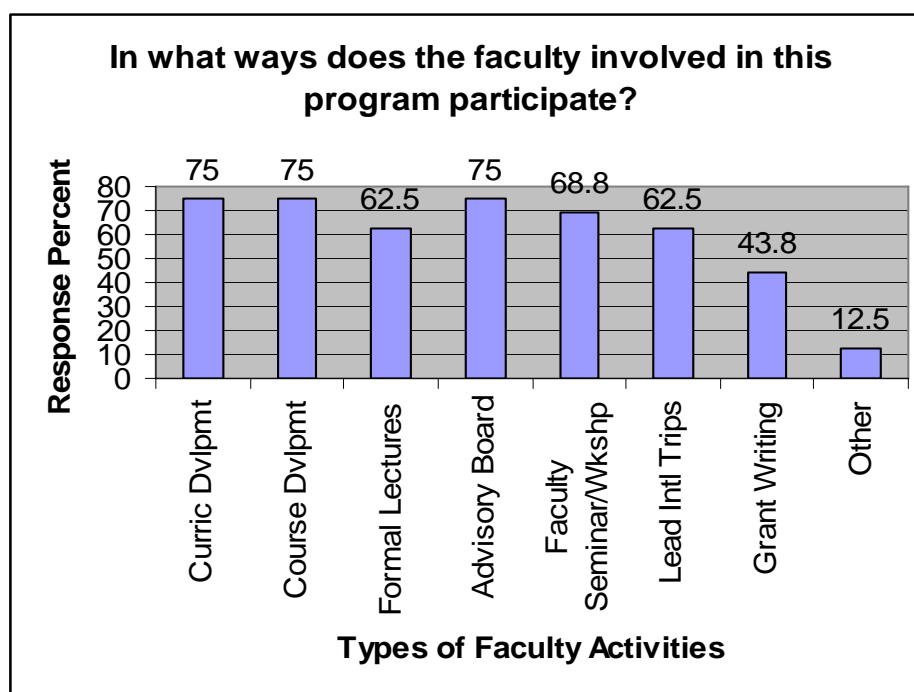
Twelve participants (67%) reported the disciplinary backgrounds of the faculty members involved with their programs. The survey results recorded the overall frequency distribution of each discipline (for the number of respondents that reported faculty members from that discipline), but did not give the frequency distributions corresponding to each respondent's individual program. Twelve respondents reported having faculty members from the humanities and social sciences, 7 each reported faculty from natural/earth sciences and business, 6 reported faculty from education, 5 reported faculty from engineering, 4 each reported faculty from the fine arts and other disciplines, and 0 reported faculty from none of the above. Results are summarized in Figure 4.4 below.



**Figure 4.4** - Survey *Section One*, Question 10

Sixteen respondents (89%) reported the extent to which faculty members participate in their programs. Twelve (75%) indicated that their faculty is involved with

curriculum development, course development and the advisory board. Eleven (68.8%) reported that their faculty is involved in faculty seminars/workshops. Ten (62.5%) stated that their faculty participate in formal lectures and lead international trips. Seven (43.8%) indicated that their faculty participate in grant writing. Two (12.5%) selected the category of “other” and reported the level of faculty members’ involvement as active participation in program development as well as assistance with student internship placement and student exchanges. See Figure 4.5 below.



**Figure 4.5** - Survey *Section One*, Question 11

When asked how many students are currently participating in the global citizenship program, 17 (94.4%) of the respondents answered. The majority of

respondents (70.6%, n=12) indicated that more than 100 students are currently participating in the program, with the remaining respondents reporting student enrollment numbers of: no students (1), since the program is currently under development, 26 to 35 (1), 46 to 55 (1), 56 to 65 (1), and 76 to 85 (1).

Seventeen participants (94.4%) reported the number of graduated students since the inception of their program. Five respondents (29.4%) indicated that no students have yet graduated from their program. The remaining 12 (70.6%) identified having graduates of their global citizenship programs. The total number of graduates ranged from 12 through 5,000, with an average number of 820.

#### **4.2.3 Analysis of the Survey Results - Survey Section Two**

In addition to the demographic information of Section One, 29 questions, based on Hunter's (2004) "Global Competency Checklist,"<sup>21</sup> were asked in Section Two. This section explored whether each of the knowledge, skills, and attitudes, identified as necessary for global competency, are developed in students participating in undergraduate global citizenship programs. Three of the 29 survey questions were adapted from a survey conducted in 2002 by *The American Council on Education*. These questions were included as they further support Hunter's (2004) "Global Competency Checklist" and seek opinion on language study, which Hunter's checklist does not consider.

Data collected from Section Two of the survey, questions one through 27, addressed global competencies through the use of Likert scale questions. These questions asked respondents to rate the degree to which they agreed or disagreed with each global competency as being present in their respective global citizenship program

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<sup>21</sup> See table 3.1.

with 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. Questions 28 and 29 sought feedback on the terms “global competencies” and “global citizenship” respectively, and required “yes” and “no” responses. The responses to questions 1 through 27 were imported into SPSS software (Version 14.0) for analysis. A descriptive statistical analysis<sup>22</sup> and a One Sample T-test<sup>23</sup> were generated on the first 27 questions.

Descriptive statistics were used to determine the mean value and standard deviation of each response. The One Sample T-test was run using a 95% confidence interval to test for the significance of each result. Let  $\mu$  = the mean agreement of the population. The null hypothesis is  $\mu \leq 3.0$ , for this five-point scale. Namely, that the participant does not agree, or has a neutral stance, on the importance of teaching global competencies in a global citizenship program. The alternative hypothesis states that the participant agrees ( $\mu > 3.0$ ) with the importance of teaching these competencies.

The mean value for each response was greater than 3.0. Each mean value indicated a level of agreement as greater than “neutral”, although for 4 responses, the lower range of the 95% confidence interval fell below, or equal to, 3.0.<sup>24</sup> Table 4.1 displays each question ranked by level of agreement as rated on a five-point Likert scale, as described above. Questions are listed in descending order according to the lower end of the 95% confidence interval.

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<sup>22</sup> See Appendix VIII.

<sup>23</sup> See Appendix IX.

<sup>24</sup> See Appendix IX.

**Table 4.1** Survey *Section Two*, Questions Ranked by Level of Agreement

<b>Global Competency</b> K= Knowledge S=Skills A=Attitudes	Mean	95% Confidence Interval of the Difference	
		Lower	Upper
(Q18) – S: Our program promotes the idea that students need international skills if they are to work effectively with people from other cultures.	4.706	4.46	4.95
(Q19) – A: Our program recognizes that one’s own worldview is not universally accepted.	4.706	4.46	4.95
(Q3) – K: Our program promotes an understanding of cultural norms of others.	4.588	4.33	4.85
(Q20) – A: Our program promotes in students the willingness to step outside of one’s own culture, and experience life as “the other.”	4.529	4.26	4.79
(Q14) – S: Our program provides students with opportunities to identify cultural difference.	4.471	4.21	4.74
(Q23) – A: Our program encourages students to collaborate with those of different cultures.	4.471	4.21	4.74
(Q22b) – A: Our program encourages students to take intellectual risks in pursuit of cross-cultural learning.	4.471	4.15	4.79
(Q8) – K: Our program promotes the development of knowledge of international issues as a necessity for students’ careers.	4.412	4.15	4.67
(Q15) – S: Our program provides students with opportunities to collaborate across cultures.	4.353	4.04	4.66
(Q4) – K: Our program promotes an understanding of cultural expectations of others.	4.294	3.99	4.60
(Q6) – K: Our program promotes the development of knowledge of current world events.	4.235	3.95	4.52
(Q21) – A: Our program promotes in students an openness to new experiences, including those that could be emotionally challenging.	4.353	3.91	4.80
(Q2) – K: Our program promotes an understanding of the student’s own cultural expectations.	4.235	3.89	4.58
(Q16) – S: Our program provides students with opportunities to participate in social settings around the world.	4.235	3.89	4.58
(Q1) – K: Our program promotes an understanding of the student’s own cultural norms.	4.176	3.85	4.50
(Q10) – S: Our program engages learners in project-oriented academic experiences with people from other cultures and traditions.	4.176	3.80	4.55
(Q25) – A: Our program encourages students to exercise a non-judgmental reaction to cultural difference.	4.118	3.72	4.52
(Q26) – A: Our program encourages students to celebrate diversity by participating, on a regular basis, in culturally diverse on-campus events.	4.118	3.68	4.56
(Q12) – S: Our program provides students with opportunities to assess their cultural performance in social settings.	3.824	3.45	4.20
(Q27) – A: Our program encourages students to celebrate diversity by participating, on a regular basis, in local community events.	3.824	3.33	4.31
(Q22a) – A: Our program encourages students to take emotional risks in pursuit of cross-cultural learning.	3.824	3.30	4.35
(Q22c) – A: Our program encourages students to take professional risks in pursuit of cross-cultural learning.	3.765	3.30	4.23
(Q11) – S: Our program engages learners in project-oriented vocational experiences with	3.706	3.17	4.24
(Q24) – A: Our program encourages students to adopt varying attitudes, even when they disagree.	3.529	3.12	3.94
(Q13) – S: Our program provides students with opportunities to assess their cultural performance in business settings.	3.412	3.00	3.82

(Q7) – K: Our program promotes the development of knowledge of world history – which includes the study of geography, U.S. history and government, world	3.412	2.93	3.89
(Q17) – S: Our program provides students with opportunities to participate in business settings around the world.	3.353	2.91	3.80
(Q9) – K: Our program requires proficiency in a foreign language.	3.118	2.29	3.95

When participants were asked whether their programs promote an understanding of the concept of *globalization* as a social condition characterized by the existence of four separate elements, the following results were derived:

**Table 4.1.1** Survey *Section Two*, Question #5 Ranked by Level of Agreement

<b>Global Competency</b> K= Knowledge S=Skills A=Attitudes	Mean	95% Confidence Interval of the Difference	
		Lower	Upper
(Q5c) – K: Globalization characterized by the existence of cultural interconnections and flows.	4.176	3.97	4.38
(Q5b) – K: Globalization characterized by the existence of political interconnections and flows.	4.059	3.67	4.44
(Q5a) – K: Globalization characterized by the existence of global economic interconnections and flows.	3.765	3.34	4.19
(Q5d) – K: Globalization characterized by the existence of environmental interconnections and flows.	3.647	3.34	3.96

Based on the results in table 4.1, the two highest ranked global competencies, with lower confidence interval values of 4.46, focused on a specific skill and attitude. Participants believe that developing in students the international skills needed to work effectively with people from other cultures was most important, as well as assisting students in recognizing that their own worldview is not universally accepted. The second highest ranked global competency, with a lower confidence interval value of 4.33, emphasized the development of knowledge in order for students to understand the cultural norms of others.



Foreign language proficiency was the lowest ranked global competency, with a lower confidence interval value of 2.29. This survey indicates that proficiency in a foreign language is not a popular requirement of undergraduate global citizenship programs and can be assumed that it is either not built into the formal curricular structure of most global citizenship programs, or, it speaks to a larger issue faced by some academic institutions where resource constraints have removed language study from the curriculum altogether.

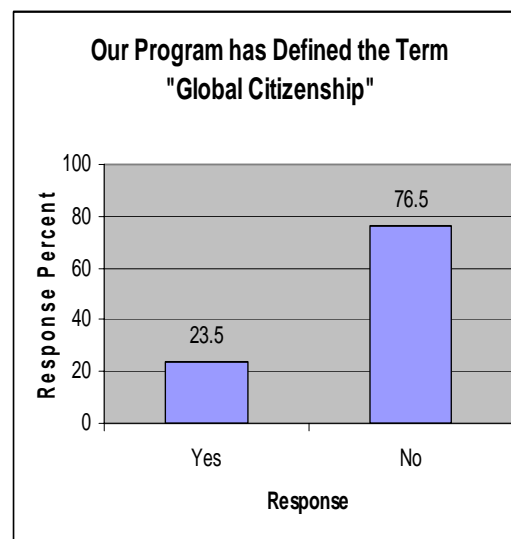
With a second lowest confidence interval value of 2.91, respondents acknowledged that global citizenship programs do not emphasize opportunities for students to participate in business settings around the world. This may indicate that when students participate in study abroad opportunities or international internships, their global citizenship programs either do not highlight business interactions or do not assist in organizing business visits and/or other related opportunities that could be otherwise incorporated into a student's abroad experience.

The third lowest confidence interval value of 2.93 addresses the question, "Our program promotes the development of knowledge of world history – which includes the study of geography, U.S. history and government, world history and cultures, and civics." This response exemplifies the challenge that today's higher education system is experiencing in general, and is not just specific to global citizenship programs. Students are learning remarkably little about the cultures, histories, religions, and aspirations of other nations, and addressing these topics remains a challenge for many program administrators, advisory boards, and even college and university governance (McConnell, 2002).

The fourth lowest confidence interval value of 3.0 addresses the issue of opportunities as presented to students to assess their cultural performance in business settings. If students do not engage in opportunities to function within a business setting, as exemplified by the second lowest confidence interval value of 2.91, then an evaluation of their cultural abilities in such an environment is impossible.

Questions 28 of the survey sought feedback on whether programs offering study of global citizenship believe that they focus on developing global competencies. The majority of respondents, 16 (94.1%) answered in the positive, while 1 (5.9%) believed that their program does not focus on developing global competencies. Figure 4.6 below.

Question 29 of the survey asked whether global citizenship programs have defined the term “global citizenship.” The majority of respondents, (76.5%, n=13), indicated that they have not. Only 4 (23.5%) stated that they have defined the term “global citizenship.” Figure 4.7 below. Hunter (2004) found global competencies to be synonymous with global citizenship. However, the faculty directors and program administrators who responded to the survey did not agree with Hunter’s findings, given the discrepancy in responses to question 28 and 29. Leaders of undergraduate global citizenship programs do not view a program’s emphasis on developing global competencies as assisting in defining the term “global citizenship”; if they did, the overwhelming majority would not have responded in the negative to question 29.



**Figure 4.6** - Survey *Section Two*, Question 28

**Figure 4.7** - Survey *Section Two*, Question 29

#### 4.2.4 Research Question One

What are the guiding principles of undergraduate-level global citizenship programs housed in colleges and universities across the United States?

Using the confidence interval value of  $\geq 4.0$ , respondents identified certain knowledge, skills, and attitudes that guide their undergraduate level global citizenship programs. These results, tabulated in tables 4.2 through 4.4, can be considered the quantitative results and guiding principles of undergraduate level global citizenship programs.

**Table 4.2** Knowledge as a Guiding Principle of Undergraduate Level Global Citizenship Programs

<b><u>Knowledge</u> as a Guiding Principle of Undergraduate-Level Global Citizenship Programs</b>
1. Understanding cultural norms of others.
2. Knowledge of international issues as a necessity for students' careers.

**Table 4.3** Skills as a Guiding Principle of Undergraduate-Level Global Citizenship Programs

<b><u>Skills</u> as a Guiding Principle of Undergraduate-Level Global Citizenship Programs</b>
1. Recognizing that students need international skills if they are to work effectively with people from other cultures.
2. Students need to be presented with opportunities in order to identify cultural difference.
3. Students need to be presented with opportunities to collaborate across cultures.

**Table 4.4** Attitudes as a Guiding Principle of Undergraduate-Level Global Citizenship Programs

<b><u>Attitudes</u> as a Guiding Principle of Undergraduate-Level Global Citizenship Programs</b>
1. Recognizing that one's own worldview is not universally accepted.
2. Promoting in students the willingness to step outside of one's own culture, and experience life as "the other."
3. Encouraging students to take intellectual risks in pursuit of cross-cultural learning.
4. Encouraging students to collaborate with those of different cultures.

#### **4.2.5 Research Question Two**

How are college and university-level global citizenship programs advancing the development of global competencies?

The survey does not address how colleges and universities implement their undergraduate-level global citizenship programs, and thus does not address how global competencies are being advanced. This question can best be answered using the data collected during the interview process found in Section 4.3.2.

#### **4.2.6 Research Question Two A**

What global competencies do they focus on developing? What global competencies are most promoted? What global competencies are least promoted?

Hunter's (2004) Global Competency Checklist consists of 19 items<sup>25</sup>, however, this survey was designed with 27 questions that segmented, where appropriate, each global competency into two separate questions to allow participants to respond clearly.

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<sup>25</sup> A copy of table 3.1 has been duplicated in this chapter as table 4.5 in order to allow for a comparison of most and least promoted global competencies as identified in the research findings.

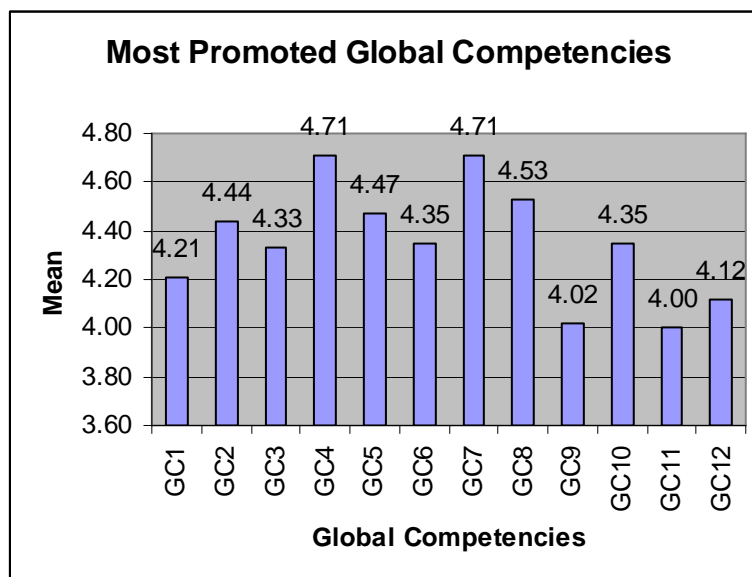
**Table 4.5** Hunter's (2004) Global Competency Check List

<i>Knowledge</i>	<i>Skills</i>	<i>Attitudes</i>
An understanding of one's own cultural norms and expectations	Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions	Recognition that one's own worldview is not universal
An understanding of cultural norms and expectations of others	Ability to assess intercultural performance in social or business settings	Willingness to step outside of one's own culture and experience life as "the other"
An understanding of the concept of "globalization"	Ability to live outside one's own culture	Willingness to take risks in pursuit of cross-cultural learning and personal development
Knowledge of current world events	Ability to identify cultural differences in order to compete globally	Openness to new experiences, including those that could be emotionally challenging
Knowledge of world history	Ability to collaborate across cultures	Coping with different cultures and attitudes
	Effective participation in social and business settings anywhere in the world	A non-judgmental reaction to cultural difference
		Celebrating diversity

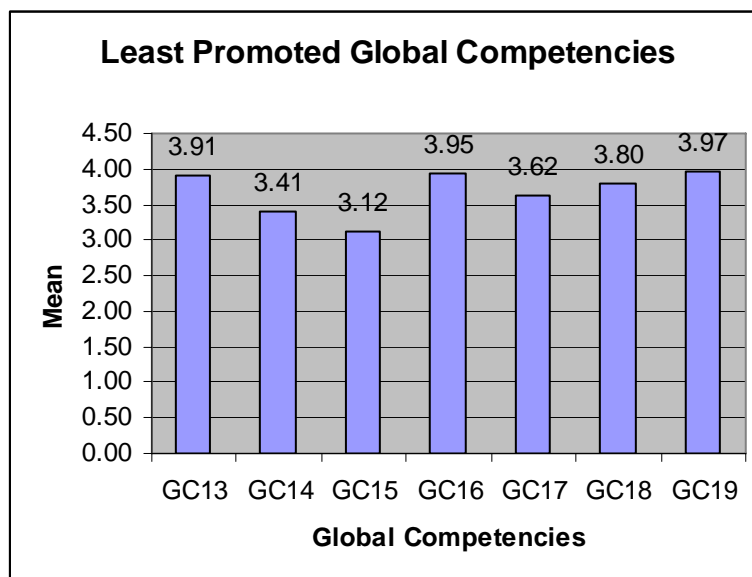
In order to identify the "most" and "least" promoted global competencies, the mean (table 4.1) of each of the 27 questions was reassigned to the appropriate global competency from which it originated.<sup>26</sup> The "most" and "least" promoted global competencies are graphed in Figures 4.8.1 and 4.8.2.

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<sup>26</sup> See Appendix XI.

**Figure 4.8.1** Most Promoted Global Competencies**LEGEND: Most Promoted Global Competencies**

GC1 = <i>Knowledge</i> : An understanding of one's own cultural norms and expectations.
GC2 = <i>Knowledge</i> : An understanding of cultural norms and expectations of others.
GC3 = <i>Knowledge</i> : of current world events.
GC4 = <i>Skills</i> : Ability to live outside one's own culture.
GC5 = <i>Skills</i> : Ability to identify cultural difference in order to compete globally.
GC6 = <i>Skills</i> : Ability to collaborate across cultures.
GC7 = <i>Attitudes</i> : Recognition that one's own worldview is not universal.
GC8 = <i>Attitudes</i> : Willingness to step outside of one's own culture and experience life as "the other."
GC9 = <i>Attitudes</i> : Willingness to take risks in pursuit of cross-cultural learning and personal development.
GC10 = <i>Attitudes</i> : Openness to new experiences, including those that could be emotionally challenging.
GC11 = <i>Attitudes</i> : Coping with different cultures and attitudes.
GC12 = <i>Attitudes</i> : A non-judgmental reaction to cultural difference.

**Figure 4.8.2** Least Promoted Global Competencies**LEGEND: Least Promoted Global Competencies**

GC13= <i>Knowledge:</i> An understanding of the concept of ‘globalization.’
GC14= <i>Knowledge:</i> of world history.
GC15= <i>Knowledge:</i> proficiency in a foreign language.
GC16= <i>Skills:</i> Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions.
GC17= <i>Skills:</i> Ability to assess intercultural performance in social or business settings.
GC18= <i>Skills:</i> Effective participation in social and business settings anywhere in the world.
GC19= <i>Attitude:</i> Celebrating diversity.

Global competencies with a mean value  $\geq 4.0$  are identified as the “most” promoted.

Those with a mean value of  $< 4.0$  have been identified as the “least” promoted.



Why? What constraints prevent some and not others from being promoted?

The survey did not solicit feedback to answer this question. This question is best answered using the data collected during the interview process found in Section 4.3.

### **4.3 The Qualitative Standardized In-Depth Interview**

In the second phase, the qualitative interview was used to probe the results of the quantitative survey by exploring aspects of the global citizenship curriculum with 12 of the 25 colleges and universities offering undergraduate-level global citizenship programs. The initial research methodology targeted 14 of the 25 global citizenship programs specifically structured around credit-bearing courses and/or activities. Not all of the 14 administrators of these programs were, however, available to participate in the interview. Some expressed a lack of available time, blaming the approaching end of the academic year, while others were not willing to talk about their program. The researcher turned to the remaining 11 colleges and universities whose programs are non-credit-bearing and are either structured as Centers or Institutes for Global Citizenship.

The purpose of the in-depth interview was to gather open-ended responses that allow for a better understanding of global citizenship concepts, the manner in which programs are organized, thoughts about what is happening with global citizenship education, and faculty and administrator experiences and perceptions. Three pre-determined and open-ended questions were asked of all individuals involved with their respective global citizenship program<sup>27</sup>, and each of the three questions were followed up with pre-determined probe questions when necessary. All interview questions were

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<sup>27</sup> See Appendix VII for all interview questions.

forwarded to participants one week prior to the interview date to provide time to think about the questions before being interviewed.

Seven of the interviews were conducted by the outside observer, Kate Cartwright, and five were conducted by the researcher, thus limiting the researcher's bias. Each interview session was conducted via telephone and lasted between 30 and 60 minutes. All interviews were recorded and transcribed, and identification of participants was kept anonymous.

#### **4.3.1 Analysis of the In-Depth Interview**

Analysis of the interview data was conducted using a coding process that involved taking the text data of all 12 interviews, segmenting sentences or paragraphs into categories, and then labeling those categories with a term (Creswell, 2003). Tesch's (1990) eight steps for coding were employed with the themes and codes being constantly compared in order to refine the coding and analyzing of data (Glaser and Strauss, 1967). Table 4.6 outlines the major coding categories, which include the major topics common to most global citizenship programs, the unique topics that, although not common to most global citizenship programs, were emphasized frequently for a few, and some of the leftover topics that were not highlighted in many interviews, but were spoken about to great lengths with some participants. All of these topics can be considered the research findings of the qualitative portion of the research study.

**Table 4.6** Major Coding Categories

	<b>Code</b>	<b>MAJOR TOPICS (M)</b>	<b>Code</b>	<b>UNIQUE TOPICS(U)</b>	<b>Code</b>	<b>LEFTOVERS (L)</b>
1.	MAG	Agency (empowerment, problem solving, activism)	UAK	Awkwardness (uncomfortableness)	LAP	Adaptability
2.	MAS	Assessment (Lack of)	UCP	Credential	LC	Citizenship
3.	MAW	Awareness (heightened)	UD	Director (Political Scientists)		
4.	MBN	Budget Needs	UE	Ethics (social justice)		
5.	MCB	Community Building (volunteer work, service learning, relationship building, collaboration)	UII	International Student Influence		
6.	MCW	Social Laboratory(classroom with real world connections)				
7.	MDF	Definition of a Global Citizen				
8.	ME	Engagement (civic, cultural preparation)				
9.	MFT	Faculty (tensions, buy-in, participation, development)				
10.	MLN	Language (foreign, cross-cultural, literature)				
11.	MLS	Leadership (initiative, proactiveness, motivation)				
12.	MM	Multidisciplinary				
13.	MPG	Personal Growth (life measurement, an awakening, self confidence)				
14.	MR	Reflection (thoughtfulness, systematic, explicit, conscious, passionate, caring)				
15.	MRS	Responsibility				
16.	MSA	Study Abroad (reentry)				
17.	MV	Variety in curriculum				

### 4.3.2 Research Question One

What are the guiding principles of undergraduate-level global citizenship programs housed in colleges and universities across the United States?

Data collected during the interview process reveals several key areas that guide undergraduate-level global citizenship programs. The guiding principles that have been identified in this part of the study resulted from an analysis of participants' definitions of either the term "global citizenship" or the global citizenship program itself. For many, identifying students both as global citizens and as individuals considered to be part of a community that is larger than the town they live or study in, was an important characteristic. Interview participants believe that such classification and identification ultimately influences the personal values and priorities of their students. An interviewee explained that, "at the very least we view global citizenship as implying that not only are we citizens of a larger community, but we have responsibilities to that larger community. How we choose to express that responsibility may be different actions for different people, but we all agree that we are responsible to the larger community."

Faculty directors and program administrators stated that global citizenship is about building capacities for students to work on local, national, and transnational levels and focuses on how students live their lives and how they identify themselves. For example, a program administrator explained that:

...global citizenship is a lens for how students look at life and how they look at how the world around them – close and afar, is a world waiting for contribution, and I think that we are wired to contribute. It's about doing that in a very respectful, loving, educated way. And with reciprocity, they are realizing what they need to learn in giving that they are also receiving.

Interview participants believe that global citizenship requires that students begin to look for solutions to global problems and see how different disciplines can contribute to building those solutions. Global citizenship is about helping students develop an awareness and a sense of responsibility for the way in which their decisions, individually and collectively, impact others.

For some of the participating academic institutions, the definition of global citizenship is always in flux. Although the focus is on the idea of engagement and active participation, as well as how a better world can be created, the ambiguity of the term is viewed a strength rather than a weakness. In these instances, faculty directors and program administrators focus on defining the components of their program, as opposed to the term “global citizenship.” For example, students are expected to build an awareness about the world and become knowledgeable about world affairs, other cultures, and local and national events. Students are required to possess the ability to communicate across cultures and know how to understand that someone else may see the world differently while having the flexibility to adapt to that view. An interview participant elaborated that global citizenship “ensures that students be open to change, that they mature, be respectful of other cultures, that they be aware of the inter-dependence of all humanity, be sensitive to the needs of social justice.” For other interview participants, global citizenship is about having international exposure, experience with a foreign language – or at the very least, an opportunity to attempt to exercise some form of cultural communication, completion of appropriate academic coursework, and participation in both service and activities outside of the required academic program.

For interview participants whose disciplinary focus was on either the study of business or engineering, educating for global citizenship also equated with professional preparation. For example, “rather than preaching to our students about global citizenship, we encourage them to be aware of the fact that they will have to work, practice their profession globally, work together and collaborate with people, and they need to understand where the other person is coming from.” Teaching students an appreciation of a perspective of “the other,” as well as preparing them to work in a multicultural and multinational environment, is emphasized.

Specific to this study, and based on the feedback provided by interview participants, a set of guiding principles of undergraduate level global citizenship programs housed in representative colleges and universities across the United States have been identified by the researcher. Utilizing the major coding categories found in table 4.6, and relying heavily on the interview data, the following seven guiding principles are summarized below in table 4.7:

**Table 4.7** Guiding Principles of Undergraduate Level Global Citizenship Programs  
– Based on Interview Results

<b>Guiding Principles</b>	<b>Major Coding Topics from Table 4.6</b>
1. To consciously <i>identify</i> yourself as a global citizen, with a recognition that being a global citizen shapes and informs personal values and priorities.	MAG, MAW, MDF, MLS, MM, MPG, MRS
2. To understand personal <i>agency</i> in finding solutions to global problems.	MAG, MAW, MCB, ME, MPG, MRS
3. To understand personal <i>responsibility</i> when preparing to function in a multicultural and multinational environment.	MAW, MCB, MCW, ME, MLS, MM, MRS
4. To actively <i>engage and participate</i> in community building through local and global experiences and collaborations.	MAG, MCB, MCW, ME, MLS, MM, MRS
5. To acquire <i>knowledge</i> of the world.	MM, MRS
6. To <i>communicate</i> across cultures and know how to understand that someone else sees the world differently and adapting to that “other” perspective.	MAW, MCB, MLN, MM
7. To explicitly, systematically, and consciously <i>reflect</i> on what it means to be both an individual and a professional in a globalized world.	MAW, MCW, MDF, MPG, MR

### 4.3.3 Research Question Two

How are college and university-level global citizenship programs advancing the development of global competencies?

Based both on the survey results and information gathered during the interview process the representative academic institutions that implemented global citizenship

programs are structuring their offerings in a variety of ways. These programs have organized using either a credit-bearing requirement or an Institute or Center type of structure, both with various degrees of focus on faculty development and international opportunities for students. Information gathered during the interviews reveals the various approaches to global citizenship program development, with the objective for most participating academic institutions to take students who major and/or minor in any discipline to participate in a program that does not require choosing between completing a major or becoming a global citizen - students can do both. This flexibility is most emphasized by global citizenship programs that were created by putting together various offices, departments, and programs across campus with the idea that through such collaboration there emerges a sense of global citizenship. Most popular partnerships have included the Office of International Students and Scholars, the Office of Service Learning, and various disciplinary departments offering courses in languages, sociology, psychology, history, and religion. Since these global citizenship programs are either working through academic departments, co-curricular programming, and/or interdisciplinary models, rather than one stand-alone program structure, interviewees agreed that this structure impacts the most possible number of students.

Yet as flexible as such an umbrella structure appears to be, other colleges and universities have organized their global citizenship program around a credential, whether it be an official 'global' transcript, a certificate, an additional major, or even double Bachelor degrees. These programs are considered 'stand-alone' and are not dependant on other campus activities for their existence. Common programmatic features include one or more courses on intercultural communication, at least a year of language study, a study



abroad experience, local and/or global service learning or volunteer work, a set minimum number of co-curricular activities, and a senior project. For global citizenship programs that issue students an additional major or Bachelor degree, the requirements are similar to the transcript/certificate structure, but also include two additional components: an additional year of study abroad at the college or university level, thereby allowing for more intense language study, and a professional internship component at either a local U.S. international company or abroad.

The 12 academic institutions that participated in the interview process not only shared information about their credentials, but also about the degree of faculty involvement, and details about their programs' budgets. The consensus from most interview participants is that there is not enough funding allotted to global citizenship programs. The data indicates that a few programs operate off of private donations which, in order to renew funding, strictly outline program requirements. Others operate off of one to three year grants or college or university designated funds. For most programs that rely on their academic institutions' financial support, there is a sense of competition between a global citizenship education and disciplines that have, traditionally, been identified as core disciplines of higher education – mainly natural sciences, engineering, and business study.

The research data also indicates that an equal challenge exists in involving faculty in global citizenship programming. Since faculty members tend to be promoted and rewarded through academic departments and based on very traditional activities, involvement in a non traditional non- departmental program, like global citizenship, is not viewed a strength. For example, one interviewee explained:

People are involved in their own things, and I guess I had hoped that there would be a little more interest in trying to do this. Initially there were different people involved, but getting beyond that was hard. We all have things to do, and to get focused on, or involved in something else, and to promote outside of what you're already promoting, is not something that people have time for or planned to do.

Furthermore, faculty in their pre-tenure years are hesitant about how much they want to focus on developing interdisciplinary innovative global courses, since such a commitment does not complement their scholarship nor their contributions to their departments. Without faculty wanting to be involved in teaching global citizenship courses, organizing activities around specific global issues, and even leading student trips abroad, the strength and momentum of global citizenship programs is limited.

The information gathered during the interview process reveals that the academic institutions offering undergraduate-level global citizenship programs are promoting the development of certain global competencies through nine common thematic approaches identified as: responsibility, agency, heightened awareness, engagement, community building, study abroad, language, reflection, and personal growth.

**Table 4.8** Thematic Approaches to Developing Global Competence

1. Responsibility	6. Study Abroad
2. Agency	7. Language
3. Heightened Awareness	8. Reflection
4. Engagement	9. Personal Growth
5. Community Building	

#### **4.3.3.1 Responsibility**

According to faculty directors and program administrators who participated in the interview, the core approach to global citizenship is through responsibility. An interviewee explained that the logic is straightforward, “you have issues or problems – whatever language you want to call it – with things in the world. You have a responsibility because you’re bothered by them, to fix them.” Faculty and administrators expressed an opinion about their students, who identify themselves as both global citizens and members of a community that is larger than the town they live in, and who form values that shape their personal identity. Students who identify as citizens of a larger community are more likely to recognize their responsibilities to that larger community. According to the interviewees, global citizenship is never unrooted, and students who participate in global citizenship programs “can not distance themselves from social problems and hover over the world and sit and criticize”, but rather are expected to be responsible and affect change.

#### **4.3.3.2 Agency**

The aim of most of the representative global citizenship programs is to develop self-confident and empowered students. The majority of programs ask their students, early in their academic careers, to begin thinking about how they can become agents of change, and are asked to identify a social problem that they would like to research, and are then guided toward developing a viable solution. Interview participants expressed that most overwhelming and disempowering for their students is tackling the issue of how massive and complex globalization is, and explained that students most commonly ask, “what can I possibly do?” In response, these programs emphasize strengthening

students' sense of agency. For example, one faculty director was proud of how well students have learned to participate in a change process, and described them as “unbelievably charged up and very active on campus. They organize and petition to make things happen.”

For other students, however, their development of personal agency is not obvious until at least their senior year. A faculty director explained:

We invited a bunch of students from a variety of classes to sit down and have some informal conversations about social learning and civic engagement. And some of them were seniors and were graduating and looking at the end of their college careers and some of them are very very bright students, and could articulate that this is the story of my college experience. And there was this girl that was talking that when she came in she was pre-med and planning on going to medical school and had this experience. And that experience - and some of this was international, and some of it was service learning – it reshaped a variety of things for her. It reshaped her identity. It reshaped her sense of her own spirituality and it let her decide to go in a different direction.

The interview data indicates that at the core of a global citizenship education is the belief that students must understand and accept their responsibilities to the world around them. For some this may result in a change in the types of student clubs or activities they participate in, a change in discipline, or even in declining a particular job offer upon graduation. Students quickly learn that agency is about the possibility of making a difference in the world, combined with a clear and realistic understanding of personal expectations.

#### **4.3.3.3 Heightened Awareness**

The data indicates that faculty directors and program administrators believe that most students who participate in global citizenship programs display a heightened level of local and global awareness, especially when compared to their non global citizenship student counterparts. Interview participants stated that, in general, their students tend to be more socially aware of their surroundings, and, upon graduation, tend to be more apt than their non global citizenship counterparts to engage in local and/or global community service work. Students who are able to identify cultural differences are more likely to develop global awareness and are much more conscious of the complexity of developing connections with ‘the other.’ These faculty directors and program administrators believe that students who are aware of where they live and how they function in relationship to other individuals not only broaden their horizons, but also recognize that they live in a large world shared with others. The success in becoming aware is not that a student has changed their mind about their decisions and actions, but rather that they have a better idea of why they made a certain decision. Faculty directors and program administrators expressed an opinion about individuals who identify themselves as global citizens, and defined them as those who exhibit an openness to continue to think about their choices, even after they are made.

#### **4.3.3.4 Engagement**

Faculty directors and program administrators who participated in the interview also identify active participation and engagement as critical components of a global citizenship education. The data indicates that students need to possess an interest in social issues and are required to learn to identify social problems, while being willing and

able to engage and collaborate with communities in problem-solving exercises. For some students, the practice of engagement usually begins on campus, where they lead various student clubs and organizations - global citizenship students have been known to organize Amnesty International, Doctors without Borders, Engineers without Borders, and Students for Sustainable Development. A faculty director shared an example of student engagement:

We have something called the – House, where the students work in the inner city, and this is post-baccalaureate. It was really satisfying to see the work they were doing and what they're getting exposed to through this process. There's one young woman who grew up in a rather sheltered environment, in a very well-to-do family, she was going into some of the welfare projects where there were children who were being neglected. And what this organization was trying to do was help those women cope with what it's like to be a mother when you're 16 years old. It was a shock to her, and she was struggling with it, but there was no doubt in my mind that this was going to change her life. She wants to be a medical doctor at some point. Who knows, she might join Doctors without Borders. I don't know what she will do, but it will be a life changing event for her.

Although most of the representative college and university level global citizenship programs encourage local community service work, for some students global social engagement is more enticing; such an experience usually consists of identifying particular regions and issues with which students want to, and can, get involved. For example:

The students all packed up and flew to Mongolia, and literally engaged in a workshop – kind of, what kind of projects can you do in this community that would make a difference. And how do you do that when sitting down with a bunch of Mongolians, who don't speak English, by the way?! And what happens when you live with them?!

Faculty and administrators who participated in the interview believe that engagement is a powerful tool that may promote the development of certain global competencies. The aim of most of the participating global citizenship programs is to teach students how to consistently exercise a strong sense of engagement and later be able to carry that practice into their professional lives. The feeling among interview participants was that students who understand how to identify a social problem, develop an action plan and then implement it, are, on average, considered more employable after graduation.

#### **4.3.3.5 Community Building**

When attempting to promote the development of global competencies the data reveals that leaders of global citizenship programs encourage their students to interact with local and global communities. For most global citizenship students such an experience is organized at the co-curricular level with activities focusing on connecting students with communities through volunteering, service learning, civic leadership programs, or research. Most activities at the college and university levels organize students to work with the homeless, the poor, or other marginalized and/or under-represented groups. Students spend time in soup kitchens, thrift stores, church groups, or in head-start nursery schools. Interview participants agreed that these types of community interactions tend to broaden students' perspectives and teach them how to

function as professionals in a multicultural or international organization after they graduate.

Yet for some students, it is easier to do community work abroad than in the United States:

We, Americans, tend to like to go abroad and fix things and change things. And yet sometimes we're not eager to do that in low-income neighborhoods that are ten minutes away from us, or helping the person that is in hospice down the block or signing up to help with PTA of our kid's school. We're trying to emphasize to our students that you need to be a neighbor, you need to be responsive to the needs around you on all different levels.

The interview data reveals that for many students, especially from wealthy, private academic institutions, it is often difficult and uncomfortable to immerse themselves in their local campus communities. This may be attributed to lack of local knowledge, disbelief in the existence of local diversity, or even an unwillingness to identify themselves, amongst their peers, as being involved with a community that they would otherwise not associate with.

#### **4.3.3.6 Study Abroad**

The data revealed that the most popular method in advancing global competencies was found in experiences offered by study abroad programming. Interview participants explained that study abroad opportunities tend to be organized into semester-long, summer, or short-term experiences. The study abroad programs are either organized by global citizenship program administration or are the responsibility of a study abroad office in partnership with the global citizenship program. One interviewee stated that:



Study abroad is very much prioritized and validated here...it's the big thing here...to study abroad or do an internship abroad or to do service abroad....But, we're not the study abroad office. Students usually know in advance that if they are going to do this [global citizenship] program, they are going abroad.

Another academic institution emphasized participation in study abroad for an entire academic year:

We have a program that is a year long study away program where students pick their own study away program for the Fall, and then the second semester they are together and studying globalization and global study themes. It is a pretty competitive, and pretty academically rigorous program.

Faculty directors and program administrators stated that most of their study abroad programs are gaining popularity among their students, as the number of participants steadily increases from each previous year, and even, for some, doubles each semester.

A study abroad program tends to offer students the opportunity to better understand and learn about themselves. Students are challenged to use language, participate in national and religious holidays, and socialize with peers who, although are similar in age, hold very different values and cultural expectations. By living abroad, and contrasting their experience with home, students can also learn about their own country.

Although not documented by most colleges and universities, interview participants shared, anecdotally, that study abroad experiences and reflections tend to lead students to an incredible intellectual and emotional maturation. In general, leaders of global citizenship programs agree that study abroad opportunities have transformative

effects on their students. They believe that students who go abroad tend to be more adventurous, more inquisitive, and more curious.

#### **4.3.3.7 Language**

Although Hunter's (2004) global competencies do not include a language requirement, most interview participants expressed a need for incorporating language instruction into their programs' structures. The question of including language is supported by a survey conducted in 2002 by *The American Council on Education*.

Faculty directors and administrators concur that most American college students are language phobic. Yet, global citizenship programs appear to foster student interest in learning another language. One program administrator explains that since language study was incorporated into their global citizenship program, "it helped foster enrollment in languages and we now have very strong numbers in terms of language majors."

The representative global citizenship programs that include language study into their core structure have approached it in meaningful ways, with the specific goal of guiding students to make experiences of their language skills. Using a theater class as an example, a program administrator explained how their program integrates language within the course's content:

The students went backstage for the set of "Hello Dolly" and one of the set designers was Chinese. He took them backstage and they learned about the specific language related to the theater and the stage, from the standpoint of someone who actually worked on the design. And they did it in Chinese. So here is an American theater class, who speaks Chinese, or have some intermediate abilities in Chinese, and they're going backstage to the set of "Hello Dolly" and using their Chinese vocabulary and learning new terms, that they probably wouldn't know in Chinese.

A faculty director spoke of another approach to teaching languages, which, although common for most academic institutions, does lend itself to a meaningful experience. For example, students are required, in addition to credit-bearing language classes or simply as a co-curricular requirement, to spend two hours a week with a native language speaker (an international student from the country from where the foreign language is spoken) to hold conversations. The international language student usually brings in photographs of his/her family or home town, or even poetry or music. For the most part, language study offered by the participating global citizenship programs focuses on the spoken language, oral comprehension, and competency; according to most interview participants, this is what students want today. Students are creating a demand for an ability to communicate across cultures, rather than becoming proficient in one specific language and studying verbs and pronunciations.

In addition to developing vocabulary for communication, culture becomes embedded in language. Most interviewees do not see the two as being separate and leaders of global citizenship programs plan for deliberate ways to include both language and study of culture in their program's structure. For many, this includes on-campus interactions with international students and faculty, participation in cultural campus and community co-curricular activities, and connections with internationally focused employers. For most participating academic institutions offering language study, a focus on becoming proficient in a foreign language is often complemented by the ability to interact with others who do not speak the same language. For example:

The ability to communicate across cultures, which is partially language, but also partially – I’ve never seen anyone articulate it well on paper - there is a skill to understand someone from another culture, even if you aren’t speaking the same language. Knowing how to understand that someone else sees the world differently and being able to adapt to that. Sort of cultural adaptability, cultural competence, in a sense.

For many of the representative colleges and universities offering global citizenship programming, proficiency in another language, although not required for the development of global competencies, does include either fluency in, or some form of working knowledge of a foreign language.

#### **4.3.3.8 Reflection**

In order for students to understand the impact that a global citizenship program has on both their academic studies and personal life, the data reveals that deliberate exercises in reflection are commonly incorporated into global citizenship programming. A global citizenship education tends to raise a lot of questions for students, with many recognizing that their experiences with courses, volunteer work, and study abroad, to name a few, are always culturally situated. For faculty directors and program administrators, leading a global citizenship program is not as straightforward as it appears on paper, with many participants identifying the study of culture to be the “hardest thing to put my head around.”

Written reflections require that students think about their cultural experiences.

For example:

...learning to be a reflective global citizen and able to tie these pieces together is important. And providing some opportunity to look at what students are doing in the classroom, what they're doing in the local community through internships and other opportunities, and then bringing in the reflective skills – that is also a key component for citizenship – that you think, not just do and not just know, but you reflect and think, pre and post – is this the right thing to do? And then, how would I do this next time, knowing what I know. This is so critical to global citizenship.

Some global citizenship programs are so deliberate about student reflection that they build it into their community work, language study, and study abroad experiences. Faculty directors and program administrators expect that faculty members who teach within global citizenship programs incorporate, into their syllabi, opportunities for leading both reflective discussions and writings, with a focus on social, cultural and intellectual issues that students encounter through the semester.

Most common for the representative global citizenship programs is to also require rising Seniors to submit formal reflective essays incorporating all of their four or five year college or university experiences into one document. The reflective essays usually integrate the students' course work, co-curricular activities, language capabilities, and travel experiences. Students are expected to relate and integrate all of their experiences into all aspects of their college or university careers. For most students, such written reflection has a social, emotional, and intellectual impact. The data reveals that organized reflection allows students to go beyond their own needs and wants and challenges them to think about, and evaluate, their decisions and actions, as well as others' situations around the globe. Such internal personal assessment tends to affect

students and becomes internalized and, later, influential when deciding to apply to graduate school, accept an employment offer, or even live abroad.

#### **4.3.3.9 Personal Growth**

Program leaders who participated in the interview believe that students who are attracted to global citizenship programs often already exhibit high levels of initiative and leadership, seek out interesting local and global experiences, and, for the most part, “go above and beyond their global citizenship requirements.” They are considered, by faculty directors and program administrators, to be exceptional students who are not only intelligent, but who understand the value of pushing themselves out of their comfort zones. A program administrator explained that:

I’m incredibly humbled by them, because every year at the certificate ceremony we list everything they did. They’re very intelligent. I remember one student a few years ago was a Zulu Park Ranger. And you’re like, how the heck did you manage that?! You know, somebody else was on a softball team in China!

The data reveals that leaders of global citizenship programs assume that by offering students opportunities to learn about their own country, through contrasts with different experiences from various cultures, they promote an ability in students to better understand themselves. For most students, program experiences result in a real intellectual and emotional maturation. Global citizenship becomes a life measurement tool and a passion that will affect “the rest of their [students’] lives in ways that we can not predict.”

#### 4.3.4 Research Question Two A

What global competencies do college and university-level global citizenship programs focus on developing? What global competencies are most promoted? What global competencies are least promoted?

Results found in Section 4.2.2 identify the global competencies that global citizenship college and university programs focus on developing. The “most” and “least” promoted global competencies have been identified and graphed in Figures 4.8.1 and 4.8.2.

Why? What constraints prevent some and not others from being promoted?

An analysis of information gathered during the interview process reveals six issues surrounding global citizenship programs. Half of these constrain the development of certain global competencies, while the remaining three support their materialization. These issues are: budget needs, lack of assessment, faculty tensions, role of the faculty director/program administrator, involvement of faculty members, and influence of international students.

**Table 4.9** Issues that promote or hinder global competency development

1. Budget Needs	Hinder
2. Lack of Assessment	Hinder
3. Faculty Tensions	Hinder
4. Role of Faculty Director/ Program Administrator	Promote
5. Involvement of Faculty Members	Promote
6. Influence of International Students	Promote

#### 4.3.4.1 Budget Needs

The consensus from most interview participants is that there is insufficient funding allocated for global citizenship programs. A few of the representative programs operate off of private donations which, in order to renew their funding annually, operate under strict guidelines. For example, “the way the anonymous donor has provided us with money is rather innovative. We are required to perform in certain ways. His whole goal is to expose students to the reality of living in an impoverished situation in developing countries. The more students we get overseas, the more we get reimbursed.”

Other programs operate off of one to three year grants or receive college or university designated funds. Since these program budgets tend to be limited, many global citizenship activities are ‘opportunistic.’ For example, “when things are going on elsewhere on campus, or there are resources elsewhere on campus, we sort of piggy-back on them. Like guest lecturers, and films, and those sorts of things. We are routinely invited from all across campus.”

The data reveals that for most programs that rely on their academic institutions’ financial support, an unfortunate sense of competition can arise between traditional, discipline-based academic departments and global citizenship education. The sense of competition is strongest from natural sciences, engineering, and business. Moreover, since global citizenship programs are often expensive, changes in Deans, Provosts, and even, Presidents can present a challenge to program sustainability. And so leaders of global citizenship programs turn to fundraising to build program endowments and develop new initiatives.



#### **4.3.4.2 Lack of Assessment**

The consensus of all 12 participating academic institutions is that adequate assessment tools, which would measure if and how global citizenship programs are accomplishing their goals, do not exist. Leaders of these programs have been attempting to measure the success of separate program activities, like service learning, attitudes, study abroad, and career development, but no program has implemented any method of evaluation that looks at a global citizenship program in its entirety. For most, program evaluation is not even a systematic activity, and occurs sporadically, if at all.

#### **4.3.4.3 Faculty Tensions**

Common for some of the representative colleges and universities is the concern over the lack of support and involvement of upper level administration in global citizenship programming. Interviewees concurred that it is a challenge to implement a global citizenship program without the full support of a Provost or Dean, including at least a minimal level of financial support. Faculty members, who tend to be promoted and rewarded based on traditional definitions of teaching, scholarship and service, look to the administration for a 'read' on the value of participating in programs such as global citizenship. Without visible administrative support, pre-tenure faculty are hesitant about how much they can allocate to non-departmental course development, participating in study abroad, or other activities outside of the departmental structure.

Furthermore, since there are neither official documented benefits of a global citizenship education nor a definition of the term, some faculty doubt the values of a new or unproven program. A program administrator elaborates:

I had to go to a million committee meetings. Every word was torn apart. You know, faculty members, “what does ‘global’ mean? what does ‘proficient’ mean? Can we really say anyone is proficient at anything? what does ‘certificate’ mean?” They tore it apart.

The representative global citizenship programs that follow a multi-disciplinary, for-credit model are also threatened by trends among faculty to move back to a more focused disciplinary curricular structure. Faculty members are leery about the allocation of faculty and financial resources. Yet, without faculty involvement in teaching global courses, organizing activities around specific global issues, and even leading student trips abroad, the strength and momentum of global citizenship programs is weakened.

#### **4.3.4.4 The Faculty Director/Program Administrator**

Although the professional and personal experience varies among faculty directors and program administrators, some common themes emerged during the interviews. For example, five of the faculty directors identified themselves as political scientists, many of whom expressed interest in comparative politics and social engagement. Perhaps this interest in global citizenship study overlaps into their interest in political science, which, like global citizenship focuses on social inquiry and structures.

A majority of interview participants have also lived abroad for extended periods of time, have led study abroad trips, and are fluent in at least one other language. For these individuals, their life experiences help them relate to students participating in a global citizenship program. Most common to all interview participants was their passion and positive energy that, ultimately, makes them successful at what they do.

#### 4.3.4.5 Involvement of Faculty Members

For some colleges and universities that have recently launched global citizenship programs, there did not exist a large, on-campus, faculty base with expertise in global citizenship. For academic institutions where funding for new hires is not a significant issue, a substantial number of faculty members were hired with research and teaching interests in global citizenship. For those who did not budget to hire new faculty, the challenge is how to transform current course offerings and activities, within largely fixed faculty resources, so that students gain a more global experience. For example:

The business aspect has the more challenging task because most students come in and think they just want to be an accountant and don't think that they have to know about world cultures. The faculty really put themselves out there and try to make it a reality.

Other examples of faculty involvement and support include leading summer reading groups, teaching large sections of courses focusing on the issue of globalization, organizing co-curricular activities, setting up internships, and arranging study abroad and exchange programs. Faculty members who have taken on these projects remain committed and passionate about its content and the opportunities it brings for students.

Yet spreading the work beyond the truly committed is a challenge on all campuses. The small academic institutions that participated in the interview process pride themselves on the commitments and teaching/research relationships that have been spurred amongst faculty involved in global citizenship programming. The advantage for these relatively small colleges is that a lot of faculty members know each other and work well across disciplinary lines. For example:

If you can find some interest in other departments, and someone is working on a project that you find interesting, it's relatively easy to cross over. This kind of environment fosters that [multidisciplinary collaboration] to a much bigger degree.

However, for some academic institutions, global citizenship programs have been successful only because the leaders in higher administration gave their full support. Interviewees explained how instrumental a Dean or a Vice President was in bringing faculty together: "People ask, 'how do you get your Dean to buy into this?' Well, the answer is, we didn't have to. It was, in many ways inspired by him nudging us to go further." In these instances Deans, Provosts, and even Presidents worked on and revised program structures until an innovative and credible global citizenship program could be launched.

#### **4.3.4.6 Influence of International Students**

For global citizenship programs that offer intense cultural experiences with language study, activities are regularly structured with the participation of both American and international students. The international students, in most instances, become the language and culture resource specialists for their American counterparts, usually leading them in discussions about politics, governmental relations, social justice, and the environment. Such activities are organized around social events and usually incorporate ethnic foods from the international students' home countries. The goal of such events is to bring the outside world onto campus and begin broadening students' global perspectives in order to start thinking about larger issues that impact others, or, which may impact them in the future. For most American students, interaction with an

international student is the first step in developing a curiosity about and a need to learn more about other cultures.

Yet what does this mean for academic institutions that do not have an international student population? Although the interview data does not reveal such instances, the researcher assumes that the cultural experiences would be hindered for American students.

#### **4.4 Summary of Results**

The data collected seeks to answer the study's two major research questions: what are the guiding principles of undergraduate-level global citizenship programs, and how are undergraduate college and university-level global citizenship programs advancing the development of global competencies? This study employed a mixed methodological approach, consisting of a quantitative Likert-scale survey and in-depth interviews. A total of 18 of 25 (72% response rate) faculty directors and program administrators completed the survey, and 12 of 14 (88% response rate) participated in the interview process.

The research data presents participants' demographic information and gives insight into the geographical location of participating academic institutions, their Carnegie-Type<sup>28</sup>, as well as a brief snapshot of the global citizenship programs' histories. It explores whether each of the knowledge, skills, and attitudes, identified by Hunter (2004) as necessary for global competency, are developed in students who participate in undergraduate-level global citizenship programs. The researcher probes these results by analyzing interview responses to better understand global citizenship concepts, the

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<sup>28</sup> See Footnote 11.

manner in which programs are organized, thoughts about what is happening with global citizenship education, and faculty and administrator experiences. The research data reveals that many undergraduate-level global citizenship programs do not promote the development of all global competencies, with variances in both teaching method and focus. Support from the Presidents, Provosts, and Deans was also emphasized, as were economic, faculty and creative resources deemed necessary for global citizenship program success.

An analysis of the interview data reveals seven guiding principles of undergraduate level global citizenship programs. These include: conscious personal identification as a global citizen; the importance of a sense of personal agency; a responsibility to function in multicultural and multinational environments; engaging in community collaborations; acquiring knowledge of the world; communicating across cultures; and reflecting on what it means to be both an individual and a professional in a globalized world. The research results also identify thematic approaches to developing global competencies and overlap with the guiding principles of most of the representative global citizenship programs.

The findings in this chapter provide a clear and focused understanding of how a representative group of undergraduate level global citizenship programs are structured, implemented, and experienced by students. The next chapter discusses these research findings and makes recommendations for future research study of global citizenship education.

## CHAPTER 5: SUMMARY AND DISCUSSION

### 5.1 Introduction

This chapter summarizes the research problem, methodology that was utilized to answer the research question, and outlines the results and conclusions drawn from the study. Other major sections include the significance of the study and recommendations for future research.

A representative group of 25 colleges and universities across the nation have, within the last 20 years, mobilized to prepare their students to become globally aware, socially responsible, and engaged citizens of the world. Although the imperative for these colleges and universities is to provide students with the intellectual tools to function as global citizens, there is no scholarly consensus on the definition of the term “global citizenship,” no agreement on the implementation of such a curriculum, and hence, no programmatic assessment model. As such, the scholarly discussions surrounding the topic of global citizenship programs have led to an increased curiosity and interest about the development and experiences of global competencies. Global competence implies that students will be prepared for global citizenship and possess the skills required to understand the forces of globalization in order to make informed career and personal choices.

This study applies Hunter’s (2004) concept of global competence as a measure of global citizenship, and evaluates a representative group of colleges and universities offering undergraduate level global citizenship programs on a range of specific knowledge, skills, and attitudes. The focus of the study is to answer the following research questions:

- 1) What are the guiding principles of undergraduate-level global citizenship programs housed in colleges and universities across the United States?
- 2) How are college and university-level global citizenship programs advancing the development of global competencies?
  - a) What global competencies do they focus on developing? What global competencies are most promoted? What global competencies are least promoted? Why? What constraints prevent some and not others from being promoted?

A quantitative survey was distributed to faculty directors and program administrators who lead global citizenship programs and sought feedback on the characteristics necessary for a global citizenship undergraduate education. The survey was developed based on the assumption that as leaders of global citizenship programs these individuals are most aware of the debates and trends that surround global citizenship education. The first phase of the study consisted of a quantitative Likert scale questionnaire administered to all 25 colleges and universities to test if Hunter's (2004) global competencies can be considered measurable outcomes of undergraduate college and university level global citizenship programs; if so, the study aims to determine which global competencies are most and least emphasized in the existing curricula. A 72% survey response rate was achieved, and the survey instrument, with a Cronbach Alpha of .989, exceeded the minimum level of .70 to confirm instrument reliability (Nunnally, 1978).



The survey instrument was followed by a qualitative interview to probe and explore the results in more depth and identify what constraints prevent some and not other global competencies from being promoted. 12 of the 25 colleges and universities offering undergraduate-level global citizenship programs participated in the interview. The findings from the qualitative interview revealed seven guiding principles of undergraduate level global citizenship programs<sup>29</sup>, as well as the thematic approaches used by global citizenship programs in developing certain global competencies<sup>30</sup>.

Using this comparative data, colleges and universities may be better able to define the learning outcomes that a global citizenship education aims to impart on its students. Simultaneously, global citizenship programs may be able to identify how their current outcomes are integrated into their program of study and begin evaluating whether, and how, their existing global citizenship curricula promote the development and experiences of global competencies.

## **5.2 Discussion - Conclusions of the Study**

Based on the results of the quantitative data, as well as the emerging themes documented from the interviews, the researcher has identified four major conclusions that answer the two research questions. This study confirms that it is a challenge to prepare students for lives of responsibility, engagement and commitment, and reveals that colleges and universities offering undergraduate-level global citizenship programs are, despite much speculation and doubt, “developing comprehensive and integrated

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<sup>29</sup> See table 4.7.

<sup>30</sup> See table 4.8.

approaches to global learning” (Hovland, 2006, p. 15). The following points can be considered the key conclusions of the study:

- A global citizenship education requires that students, regardless of discipline, be engaged, responsible, active, aware, and reflective individuals, while simultaneously collaborating with their local and global communities;
- Language skills are promoted by undergraduate level global citizenship programs, with emphasis on cultural communication rather than language proficiency;
- To develop, implement, and sustain global citizenship programming, support from higher-level administration, for example, the President, Provost, Dean, as well as interdepartmental collaboration combined with adequate resources, is required; and
- Although there exists an overlap of knowledge, skills, and attitudes between an undergraduate level global citizenship education and Hunter’s (2004) global competencies, global citizenship can not be considered synonymous with global competencies.

A global citizenship education requires that students, regardless of discipline, be engaged, responsible, active, aware, and reflective individuals, while simultaneously collaborating with their local and global communities.

The research data reveals that faculty directors and program administrators believe that a global citizenship undergraduate education has to have a multidisciplinary focus. Students can not be taught in silos since in the 'real' professional and global world each discipline interacts with others. Students need to learn the language of other disciplines and build connections to their own. By teaching students how to successfully participate with others and interact with different intellectual groups from their own, can they, upon graduation, become increasingly self confident in and able to form working relationships with others outside their own professional sphere.

The research findings reveal that at the core of a global citizenship education is responsibility. Faculty directors and program administrators believe that students who identify themselves as global citizens also identify themselves as members of a community that is larger than where they live, and thus possess responsibilities to that larger community. These students tend to be more socially aware of their surroundings, and, upon graduation, tend to be more apt than their non global citizenship counterparts, to engage in local and/or global community service work.

Yet to fully understand the impact that a set of responsibilities, a heightened local and global awareness, as well as collaboration with various communities, has on a global citizenship student, the exercise of deliberate written reflection needs to be employed. Students are required to think about their cultural experiences and are expected to

integrate all of their academic and co-curricular work in order to look past their own needs and wants, and think about others' situations in the world.

Faculty directors and program administrators expressed an opinion about global citizenship education as ultimately becoming a life measurement tool that affects students beyond their college and university careers. Students who participate in global citizenship programs are not only considered exceptional by their professors, but are comfortable with, and understand the value of, learning about other cultures and countries, while simultaneously challenging themselves to step out of their comfort zones and gain the perspective of 'the other.'

Language skills are promoted by undergraduate level global citizenship programs, with emphasis on cultural communication rather than language proficiency.

Global competencies do not require the knowledge of a foreign language. Not surprisingly, the quantitative survey results revealed that proficiency in a foreign language is the least required component of a global citizenship program. However, data gathered from the qualitative interviews emphasized the importance of language, especially when discussing what it means to be a global citizen.

The researcher believes that the discrepancies in the survey and interview responses are not in disagreement, but rather attention must be given to the wording of the question that specifically sought quantitative feedback. The survey question asked, "Our program requires proficiency in a foreign language." Information gathered during the interview process revealed that while most global citizenship programs do not require students to participate in credit-bearing language activities, language experiences are

emphasized throughout the programs' structures. For example, one academic institution expects its students to study abroad in non-English speaking countries, another offers opportunities for students to engage in cultural community activities where the predominant spoken language is never English, and still another program gives students the option to remain at the academic institution for an additional year in order to take advantage of language opportunities offered through international internships or culturally charged research projects.

Although acquiring language proficiency is not the focus of the representative global citizenship programs, students are, nevertheless, expected to develop a facility with cultural communication. For some, this may ultimately equate to proficiency in a foreign language – which includes an ability to speak, read, and write. According to faculty directors and program administrators who participated in the interviews, cultural communication emphasizes the ability to be sensitive to another culture and its language, while understanding that there exists an opportunity for individuals who are speaking different languages to still communicate between each other.

The data reveals that faculty and administrators believe that global citizenship encourages students to develop a perspective of 'the other,' become comfortable with being culturally uncomfortable, and learn how to function abroad. The global citizenship programs that were surveyed are promoting the study of language and recognize it as directly embedded in culture. Students who are interested in becoming global citizens arrive with a curiosity about culture and eventually share an interest in experiencing language study. The research reveals that students' demands for language study require that leaders of global citizenship programs include, using a variety of traditional, creative,

and experiential methods, language study within the programs' structures. Language study is manifest in campus and community events, professional internship opportunities, interactions with international students and faculty, and trips abroad. And for a few representative global citizenship programs, language is a required component.

To develop, implement, and sustain global citizenship programming, support from higher-level administration, for example, the President, Provost, Dean, as well as interdepartmental collaboration combined with adequate resources, is required.

As mentioned in Chapter Four, common for some colleges and universities is the concern over the lack of support and involvement of upper level administration in global citizenship programming. The data reveals that the support of the President, Provost, or Dean prompts and influences faculty members to evaluate their commitments to a multi-disciplinary program that is high, or low, on the priority list of higher level administrators. Faculty tend to look to the administration for a 'read' on the value of participating in programs like global citizenship. Without visible administrative support, pre-tenure faculty are hesitant about how much they can allocate to non-departmental course development, participating in study abroad, or other activities outside of the traditional departmental structure.

For the representative colleges and universities with financial resources allocated for new faculty hires with research and teaching interests in global citizenship, the challenge to transform a traditional curriculum into a global citizenship focus is easier than for the academic institution whose budget is restricted to natural science, engineering, or business hires. The research reveals that global citizenship study

emphasizes multi-disciplinary study and encourages faculty from across departments to collaborate, team teach, and/or partner on research projects. The data shows that small academic institutions best emphasize their commitment to multi-disciplinary team teaching as they tend to be more robust in multi-disciplinary course offerings, experiential and/or service learning opportunities, and study abroad experiences, than their larger counterparts. Global citizenship programs that possess strong intellectual collaborations tend to be the leaders in global citizenship education.

Although there exists an overlap of knowledge, skills, and attitudes between an undergraduate level global citizenship education and Hunter's (2004) global competencies, global citizenship can not be considered synonymous with global competencies.

In order to define global competency Hunter (2004) initiated and facilitated a focus group consisting of representatives from multinational business, senior international educators, and United Nations embassy officials. According to Hunter's (2004) findings, a globally competent individual is one who has a set of knowledge, skills, and attitudes, while possessing:

...an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively outside one's environment. (p. 101)

Hunter (2004) also proposed a “Global Competence Checklist”<sup>31</sup> which the researcher employed to evaluate a representative group of undergraduate level global citizenship programs; using this assessment tool, the researcher gathered feedback from faculty directors and program administrators.

During the study, attention was given to defining the guiding principles of undergraduate level global citizenship programs, and whether, and how, representative global citizenship programs are advancing the development and experiences of global competencies. The findings of this research, although exhibiting overlap with Hunter’s (2004) findings, reveal that global competencies are not synonymous with global citizenship.

Hunter (2004) presents a series of knowledge, skills, and attitudes necessary for global competence. However, the feedback received from respondents participating in this study, although focusing on the development of certain global competencies, does not indicate that their global citizenship programs promote them all. Is it possible to be globally competent while only possessing certain knowledge, skills, and attitudes? According to Hunter (2004) it is not.

The analysis of data from this research study reveals that global citizenship education teaches students how to develop a sensitivity to the world around them; it asks that students engage with and delve deeper into cultural analysis and experience while continually drawing comparisons to their own lives. Global citizenship education requires students to push themselves out of their comfort zones, while seeking social justice and solutions to common local or global community problems. According to faculty directors and program administrators who participated in this study, global

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<sup>31</sup> See table 3.1.



citizens are empowered agents of change who, not only hold a heightened awareness of themselves, but also of the communities from which they originate and of the environments with which they interact. Global citizens are aware of their personal strengths and weaknesses, and easily recognize how they can offer their strengths to promote and assist with solution building and impact change.

While global competence bears some similarities with global citizenship, it is the differences in knowledge and skill requirements that ultimately set them apart. Global competence does not include language as a necessary component, while global citizenship expects, not only, knowledge of a foreign language, but the ability to communicate across cultures. Global competence promotes the development of a business skill set that can be transferred and assessed across countries, while global citizenship requires its students to develop skills in community engagement, personal agency, and community collaboration. Global citizenship also requires individuals to explicitly, systematically, and consciously reflect on what it means to be both an individual in a globalized world, and global competence requires that the term ‘globalization’ be understood and world knowledge be acquired before evaluating intercultural performance in social or business settings.

Faculty directors and program administrators of undergraduate global citizenship programs have expressed an interest in, and shared examples of, how they promote certain global competencies into their program structure<sup>32</sup>. By employing Hunter’s (2004) checklist, which provides a focused starting point for assessing global citizenship programs, this research study reveals the various programmatic components, themes and

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<sup>32</sup> See figure 4.8.1 for a listing of global competencies that are promoted by undergraduate level global citizenship programs.

guiding principles that are beneficial to the development of global citizenship, but which are not the same as those required for global competency.

### **5.3 Significance**

In the Fall of 2006, Jonathan Fanton, the President of the John D. and Catherine T. MacArthur Foundation, charged college and university presidents to think about and implement programs that challenge undergraduate students to be prepared, upon graduation, to function in an interconnected global society. He encouraged them to “entertain radical departures from the collegiate pattern” and teach students how to “develop a healthy tolerance of strangeness and a healthy impatience with complacency” (Fanton, 2006). In the Winter of 2006, the then secretary general of the United Nations, Kofi Annan, charged all of humanity, and especially citizens of the United States, to confront the challenges of the 21<sup>st</sup> century. He reminded the world of the responsibilities that all individuals hold for each other’s global security, welfare, respect for human rights and the rule of law, and encouraged all citizens to hold their governments accountable for their actions, and give fair and democratic thought when organizing powerful institutions (Annan, 2006).

As colleges and universities “seek to prepare students for the reality of an interdependent global society,” the time has come to rethink higher education culture and curricula (Fanton, 2006). Students need to acquire international knowledge, be able to respect and confront issues from multiple perspectives, become comfortable with difference, and be able to function and work anywhere in the world. Fanton (2006) recommends that in order to develop these abilities, colleges and universities across the

United States must review and increase their enrollments of and interactions with international students, place emphasis on foreign languages, refocus classes on global issues, offer co-curricular programming that broadens students' perspectives, and require study abroad participation. Colleges and universities must prepare their students for global citizenship. Although Fanton (2006) suggests an ideal range of activities, the research findings suggest that many academic institutions approach global citizenship education from very unique and individual perspectives.

Since there is no accepted definition of the term "global citizenship," it is not surprising that no consensus exists concerning the design of undergraduate global citizenship programs. Although Hunter's (2004) work on global competencies attempts to identify the traits needed for global citizenry, as he asserts that globally competent citizens possess certain types of knowledge, skills and attitudes that others do not, acquiring only global competence for global citizenship is not sufficient. Leaders of the representative college and university level global citizenship programs expect their students to become conscious of their roles as global individuals, be able to function in and collaborate with various constituencies, including the homeless, the poor, or other marginalized and/or under-represented groups, be reflective in their actions, and possess an ability to communicate across cultures. Global citizenship focuses on developing in students a sensitivity to the massive range of local and global issues, and expects of them organization and refusal to defer to others for ideas and solutions (Stout, 2007).

What does this mean for colleges and universities focusing on educating for global citizenship? According to these research findings, and to Appadurai (2007), colleges and universities "are in a unique – and challenging – position to reinvent

themselves,” and “institutions devoted to the creation of new knowledge, the reorganization of existing knowledge, and the critical sifting of mere information from mere knowledge should be at the heart of the debates that surround globalization” (website). If colleges and universities are in the midst of a period of transition, and are searching for ways in which the undergraduate curricula can best teach students how to be global partners, then global citizenship education is the answer.

#### **5.4 Recommendations for Future Study**

The topic of global citizenship study in higher education is new and offers many possibilities for future research. Faculty directors and program administrators who participated in this study all recognize that the world is changing and expect that their students will, upon graduation, be prepared to fully understand their impending roles as key global players. However, despite many good intentions, there exists minimal literature and resources that explore the effects that such an education promises. What follows is a list of possible future research projects that could assist in the discussions focusing on undergraduate level global citizenship education:

- Faculty and program administrators are required to play an important and active role in educating students for global citizenship. Regardless of discipline, faculty must promote social engagement, action, reflection and responsibility. How then, should faculty and program administrators be prepared and trained to respond to the needs of their students? If a global citizenship curriculum requires a multi-disciplinary approach, how can faculty, from various departments, promote and

instill the various themes of global citizenship into their work? What resources do they need?

- A current major point of discussion in the United States focuses around the issue of immigration and the role of immigrants in U.S. society. How are immigrant students being introduced to the concept of global citizenship, and how are colleges and universities structuring curricula to meet the needs of such students? How are immigrant students educated for global citizenship? Should the process be different from that which is currently practiced?
- No studies document the longitudinal effects that a global citizenship education has on students. There exists no information that reveals the types of organizations, employment opportunities, or graduate schools that students later commit to. Have their professional choices been influenced by their experiences in an undergraduate global citizenship program? Perhaps involvement in a global citizenship program was a motivating factor for the types of professional experiences they embarked on? Or, perhaps these students were inclined anyway and would have made the same decisions? Follow-up with global citizenship alumni is required.
- What are the perceptions of graduate schools and employers who hire or admit global citizenship 'certified' students? What do employers assume and expect when they see 'global citizenship' on a student's resume? Do graduate schools

view such an education as a strength? Why? And, does participation in an undergraduate global citizenship program have an impact on student performance in graduate school or professional employment?

The recommendations for future studies focus on long-term effects that are implied by an undergraduate level global citizenship education. Tracking students as they graduate from college or university would not only complement the conclusions made by this study, but would also add to a literature that is highly demanded by those who lead undergraduate level global citizenship programs.

## **5.5 Personal Biography**

The researcher is currently in her ninth year working in higher education. She is employed at Lehigh University, Bethlehem, PA as the Program Development Officer of the Global Citizenship Certificate Program, and has been in this position since February 2004. She has been fortunate to travel with her students to Santiago, Chile, Prague, Czech Republic, and Cape Town, South Africa; she is currently preparing for the 2007-2008 trip to India. She is the co-founder of Diversity Initiators, LLC, a consulting group that offers cultural and diversity training to colleges and universities across the North East. Previous to working at Lehigh University, she was, between 2001 and 2004, the Associate Director for MBA Online Programs at Drexel University's LeBow College of Business where, in 2003, she led international business residencies to London and Paris. Between 2000 and 2001 she was the Design Arts Co-operative Education Coordinator at Drexel University's Steinbright Career Development Center, while from 1998 through 2000 was an instructor for their co-operative education program. Her work outside of academia has included experience with the Toronto Dominion Bank in Ontario, Canada, as well as artistic endeavors focusing on private mural and painting commissions.

Her undergraduate degree, an Honors Bachelor of Arts, with a focus on Cultural, Critical and Historical Studies in the Fine Arts, is from York University, Toronto, Ontario, Canada. She completed her Master of Science in Arts Administration at Drexel University, Philadelphia, PA in 2000. She was born in Warsaw, Poland, was raised in the U.K. and Canada, and is a Canadian citizen.

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## **Appendix I: Examples of Educational Associations Promoting Global Initiatives**

Below are examples of educational associations promoting global initiatives. This list should only be treated as a sampling as it is not inclusive of all of the hundreds of national efforts that exist. These examples have been selected as they represent a range of global education efforts across all academic disciplines, including liberal arts, business, engineering, and education.

- The Association of American Colleges and Universities (AAC&U): Initiatives within the last five years have included “Liberal Education and Global Citizenship,” “Shared Futures: Learning for a World Lived in Common,” “Liberal Arts Colleges and Global Learning.”
- The American Council on Education (ACE): Organized in October 2005 a national conference, titled “Realizing America’s Promise: Embracing Diversity, Discovery, and Change.” This conference promoted the advancement of minorities at all levels of higher education, and provided a forum for discussion of key issues that affect diversity, as well as to showcase programs that have increased the representation of individuals from underrepresented groups.
- The Association to Advance Collegiate Schools of Business (AACSB): In May 2005 held a conference in Madrid, Spain titled “World Class Practices in Management.”
- The National Council for Social Studies (NCSS): Its position statement outlines that social studies programs must include global and international perspectives. An article posted on their website on March 20, 2003, titled “U.S. Students Poorly Prepared to Compete in Today’s Global Arena,” speaks to the urgency present in global education.
- The Accreditation Board for Engineering and Technology in the U.S. (ABET): Employs a policy on diversity, promoting differences and similarities. In 2001/2002 ABET launched the Western Hemisphere Initiative (WHI), that laid down the groundwork for the standards, global vision, and education of Latin American engineers.
- The American Association for Higher Education (AAHE): Offered pre-conference globally-focused workshops and held a national conference in 2001 on the same topics. Examples of workshops include “Developing a Diversified Approach to Faculty Development and the Scholarship of Engagement,” “Diversity and Learning: New Frontiers of Curriculum Transformation,” and “What is Civic Engagement and how can it be taught?”
- The Interstate New Teacher Assessment and Support Consortium (INTASC): In 1991 reprinted its 1985 position paper laying out the steps for advancing international education.



## Appendix II: Global Citizenship Matrix – General List

<u>Academic Institution</u>	<u>Name of Program</u>	<u>Launched</u>
1. Binghamton University	International Studies Certificate Program	1995
2. Boston College	Global Proficiency Program	1999
3. Bradley University	Global Scholars	1996
4. Drake University	Global Ambassador Program	2002
5. Drury University	Global Perspectives for the 21 <sup>st</sup> Century	
6. Duke University	Hart Leadership Program	1986
7. Elizabethtown College	Center for Global Citizenship	2004
8. Franklin Pierce College	Global Citizenship Certificate Program	2003
9. Haverford College	Center for Peace & Global Citizenship	2000
10. John Carroll University	The Center for Global Education	2005?
11. Lehigh University	Global Citizenship Certificate Program	2004
12. Macalester College	Institute for Global Citizenship	2006
13. Mount Holyoke College	Center for Global Initiatives	2004
14. Ohio University	Global Leadership Center	1998?
15. Pacific Lutheran University	The Wang Center for International Programs	2002
16. Rochester Institute of Technology	Globalization, Human Rights & Citizenship	
17. Rutgers University	Global PACT	2002
18. Tufts University	Institute for Global Leadership	1986 & 1998
19. University of Michigan	International Programs in Engineering	
20. University of Missouri-Columbia	Global Scholars Program	1996
21. University of North Carolina at Chapel Hill	Global Scholars Program	2003
22. University of Rhode Island	International Engineering Program	1987
23. University of Washington	Global Citizen Project	
24. University of Wisconsin-Madison	Global Cultures Program	1993
25. Virginia Commonwealth University	Global Scholar in Business Program	2005

## Global Citizenship Matrix – Detailed Individual Program Information

Binghamton University page 1 of 3

Binghamton University  
 Nelson A. Rockefeller Center, G-1  
 Binghamton, NY 13902 – 6000

### 1. INTERNATIONAL STUDIES CERTIFICATE PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1995	Certificate  OR  Minor in International Studies		2 courses in multi-cultural OR cross-cultural disciplinary areas	Yes – 8 credits at intermediate level, must be the same language	No

Binghamton University  
 Nelson A. Rockefeller Center, G-1  
 Binghamton, NY 13902 – 6000

## 1. INTERNATIONAL STUDIES CERTIFICATE PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Minimum 6 weeks OR work internship (in the U.S. or abroad) within an international setting.	Students choose between studying abroad OR interning within an international setting	No	1-credit independent study that brings together student's cumulative international experience during their years at the university and abroad and/or work experience and its relationship to their coursework and career/personal goals. The student writes a 6-8 page essay in coordination with an independent study supervisor who is a Binghamton faculty member. Students may elect to undertake a larger more creative project (i.e. videography, poetry) for additional credit.	Yes	

Binghamton University  
 Nelson A. Rockefeller Center, G-1  
 Binghamton, NY 13902 – 6000

### 1. INTERNATIONAL STUDIES CERTIFICATE PROGRAM

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
	Assist with student's capstone project.			Suronda Gonzalez (607) 777-3780	sgonzal@binghamton.edu

Boston College  
 Office of International Students and Scholars  
 21 Campanella Way 249  
 Chestnut Hill, MA 02467

## 2. GLOBAL PROFICIENCY PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1999	Certificate	18	<b>Language:</b> 2 courses beyond the language requirement <b>Humanities:</b> 2 international or multicultural courses <b>Social Sciences, Business, or Education:</b> 2 international or multicultural courses	Yes	No

Boston College  
 Office of International Students and Scholars  
 21 Campanella Way 249  
 Chestnut Hill, MA 02467

## 2. GLOBAL PROFICIENCY PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Yes	Yes – one of the four required co-curricular activities must fall into a civic component	Yes – total of 4: one intercultural service activity and three intercultural co-curricular activities	Yes	Yes	No application process; any student can sign into the program and it is up to them to fulfill all of the program's requirements.

Boston College  
Office of International Students and Scholars  
21 Campanella Way 249  
Chestnut Hill, MA 02467

## 2. GLOBAL PROFICIENCY PROGRAM

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
To intern'lize the campus by encouraging students to take courses and participate in activities with an int'l focus; to help students integrate their academic, co-curricular, and study-abroad experiences with the intention of giving them a more holistic approach to their college experience that might ultimately influence their post-graduate career decisions; to produce "interculturally competent" students who have the knowledge and skills to effectively enter an increasingly global workforce and society; to coherently document these accomplishments to benefit students in post-grad careers.	A dean from each of the undergraduate schools serves as the official academic advisor. Although unofficially, all faculty are involved in the program to the extent that they advise on courses that will fill the program's requirements.	326 in 2005	122	Adrienne Nussbaum (617) 552-8005	nussbaua@bc.edu

Bradley University  
 Slane College of Communications & Fine Art  
 1501 W. Bradley Avenue  
 Peoria, IL 61625

### 3. GLOBAL SCHOLARS – INTERNATIONAL OPTION

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1996	Certificate	2-semester hours for seminars are specified, but not included in graduation requirement.	1 Non-Western Civilization course  1 Fine Arts course  1 Literary or Philosophical Human Values course  1 Social Forces and Institutions course	Yes	No



Bradley University  
 Slane College of Communications & Fine Art  
 1501 W. Bradley Avenue  
 Peoria, IL 61625

### 3. GLOBAL SCHOLARS – INTERNATIONAL OPTION

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Yes	No	<p>Yes – students select 2 global scholar seminars from a variety of offerings with global figures in the arts, politics, communication, and industry.</p> <p>Students attend events, social and cultural activities which enhance int'l understanding and provide valuable contacts with experienced professionals and int'l students.</p>		<p>Open to all majors</p> <p>Collaboration with all academic departments and the international programs office</p>	<p>The program requires neither additional courses nor additional expenses, and allows each student to formulate a plan of study pertinent to individual career interests</p>

Bradley University  
 Slane College of Communications & Fine Art  
 1501 W. Bradley Avenue  
 Peoria, IL 61625

### 3. GLOBAL SCHOLARS – INTERNATIONAL OPTION

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
	<p>As many as 6 resident faculty members offer international courses each year.</p> <p>At least 2 faculty members offer global scholars seminars each year.</p>			<p>Christine Blouch            (309) 677-2400</p>	<p>blouch@bradley.edu</p>

Drake University  
 Department of Politics and International Relations  
 Des Moines, IA 50311

#### 4. GLOBAL AMBASSADOR PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2002	Certificate	15 – 27	Intercultural Communication Course  One year of language study  At least 3 credits of study abroad  Senior Capstone	Yes – at least one year (2 semesters)	No

Drake University  
 Department of Politics and International Relations  
 Des Moines, IA 50311

#### 4. GLOBAL AMBASSADOR PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/Partnerships</b>	<b>Unique Program Features</b>
Yes – at least 3 credits, must include an internship that has been accepted for Drake credit	Yes – either while abroad or 50 hours of service learning with an internationally oriented community group	Yes	Yes – 2 credit group project aimed at educating the campus and/or community about a global issue or cultural perspective	Yes – open to all undergraduates	Students have opportunity to apply for a Global Volunteer Grant which provides up to \$1200 to subsidize travel and program costs when recipients go abroad.

Drake University  
 Department of Politics and International Relations  
 Des Moines, IA 50311

#### 4. GLOBAL AMBASSADOR PROGRAM

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
The concept of “global citizenship” focuses attention on the need for members of Drake community to gain awareness of and take responsibility for the ways in which our choices affect people in other societies through increasingly dens webs of inter-dependence.	10 faculty serve on a combined campus-community advisory board.  Approx. 20 have submitted successful proposals to the faculty development fund.  Attendance at faculty workshops.	48 in 2006	6	David Skidmore (515) 271-3843	<a href="mailto:david.skidmore@drake.edu">david.skidmore@drake.edu</a>

Drury University  
 900 North Benton Avenue  
 Burnham Hall, Room 336  
 Springfield, MO 65802

## 5. GLOBAL PERSPECTIVES FOR THE 21<sup>st</sup> CENTURY

Date Launched	Credential	# of credit hours to receive credential	Core Classes	Language Requirement	First-year Trip
	Minor in Global Studies	32 – 34	American Experience  Mathematics  Health & Well-being  Global Awareness & Cultural Diversity  Values Inquiry  Science and Inquiry  Global Futures  Undergraduate Science Research  Senior Seminar or Research	Yes – must develop competency in second language	No

Drury University  
 900 North Benton Avenue  
 Burnham Hall, Room 336  
 Springfield, MO 65802

## 5. GLOBAL PERSPECTIVES FOR THE 21<sup>st</sup> CENTURY

Study Abroad	Civic and/or Internship Component	Co-curricular Requirement	Capstone/Senior Project	Multi-disciplinary/ Partnerships	Unique Program Features
Encouraged		Global Insight luncheons with a focus on a variety of countries i.e. Russia and Lithuania, Taiwan, Nepal, Ghana	Yes – Senior Seminar or Research  Students draw on their liberal arts experience as well as their major to consider topics in terms of their values, implications, their historical context and societal significance	Yes – all university students are required to complete this curriculum.	All Drury students graduate with a Global Studies Minor.

Drury University  
 900 North Benton Avenue  
 Burnham Hall, Room 336  
 Springfield, MO 65802

## 5. GLOBAL PERSPECTIVES FOR THE 21<sup>st</sup> CENTURY

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
Students gain an understanding of global issues and develop the skills necessary for success in careers that increasingly call upon people to understand diverse cultures and international issues.	9 faculty to date – all are professors of Interdisciplinary Studies	All Drury students graduate with a global studies minor	All Drury students graduate with a global studies minor	Richard Schur (417) 873-6834	<a href="mailto:rschur@drury.edu">rschur@drury.edu</a>



Duke University  
 111 Sanford Institute  
 Box 90248  
 Durham, NC 27708

## 6. HART LEADERSHIP PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1986	n/a – courses are cross-listed with other programs and departments	n/a	n/a – courses are cross-listed with other programs and departments	No	No

Duke University  
111 Sanford Institute  
Box 90248  
Durham, NC 27708

## 6. HART LEADERSHIP PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Optional	<p>Offer intensive immersion experiences in communities around the world where students are exposed to real social problems such as HIV/AIDS, educational inequities, gun proliferation, and violence among youth</p> <p>3 experiential programs include: Enterprising Leadership Incubator, Service Opportunities in Leadership, and Hart Fellows</p>	<p>Optional, with 3 choices:</p> <ul style="list-style-type: none"> <li>- Enterprising Leadership Incubator</li> <li>- Service Opportunities in Leadership</li> <li>- Hart Fellows</li> </ul>	No	<p>Yes – open to all majors</p> <p>Program co-sponsors the University’s Scholarship with a Civic Mission which promotes Research Service Learning across the curriculum</p> <p>Leadership courses grounded in the interdisciplinary field of public policy</p>	<p>Hart Leadership Program Library – over 850 books that cover topics ranging from American foreign policy to contemporary politics to leadership and personal development</p> <p>Since 1995, 279 interns and fellows have conducted community-based projects with partner organizations in 13 U.S. cities and 35 countries</p>

Duke University  
 111 Sanford Institute  
 Box 90248  
 Durham, NC 27708

## 6. HART LEADERSHIP PROGRAM

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
To help Duke undergraduates become engaged citizens in a democratic society	Interdisciplinary faculty of scholars, practitioners, artists and activists		Since 1986, nearly 7,500 students have taken a leadership course or participated in experiential learning programs	Doug McClary (919) 613-7350	dwmac@duke.edu

Elizabethtown College  
One Alpha Drive  
171 Wenger Hall  
Elizabethtown, PA 17022

**7. CENTER FOR GLOBAL CITIZENSHIP**

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2004	n/a	n/a	n/a	n/a	n/a

Elizabethtown College  
 One Alpha Drive  
 171 Wenger Hall  
 Elizabethtown, PA 17022

## 7. CENTER FOR GLOBAL CITIZENSHIP

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/Partnerships</b>	<b>Unique Program Features</b>
Match students who wish to study abroad with overseas programs	Service-Learning – programs like “Into the Streets”  Promote experiential learning	n/a	n/a	In collaboration with International Programs, Service Learning, Peace Studies Association	Support international students  Center has International Programs division  Center promotes service learning

Elizabethtown College  
 One Alpha Drive  
 171 Wenger Hall  
 Elizabethtown, PA 17022

## 7. CENTER FOR GLOBAL CITIZENSHIP

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
	Faculty members receive support with integrating service-learning into their academic courses and finding placements for their students  Faculty international seminar			Bill Ayers (717) 361-1147	<a href="mailto:ayersb@etwon.edu">ayersb@etwon.edu</a>

Franklin Pierce College  
 20 College Road  
 Rindge, NH 03461 - 0060

### 8. GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2003	Certificate	13 – 25	1 of 2 gateway courses  1 credit capstone global citizenship seminar  2 additional courses	No	No

Franklin Pierce College  
 20 College Road  
 Rindge, NH 03461 - 0060

## 8. GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Optional – students choose between either 12 credits of study abroad or internship	Optional – students choose between either an internship experience that involves international and citizenship dimensions or a 12 credit study abroad experience	Yes	1-credit global citizenship seminar focusing on assessment of growth as global citizens and planning for a lifetime of involvement	Yes	



Franklin Pierce College  
 20 College Road  
 Rindge, NH 03461 - 0060

## 8. GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
Global citizenship involves understanding the forces that affect cross-cultural connections and being committed to work for a global community based on human interdependence, equality and justice	6 faculty members are involved – they either teach or are on the Steering Committee	35 in 2006	13	Debra Picchi (603) 899-4264	<a href="mailto:picchids@fpc.edu">picchids@fpc.edu</a>

Haverford College  
 Stokes Building, Office 107B  
 Haverford, PA 19041

**9. CENTER FOR PEACE AND GLOBAL CITIZENSHIP**

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2000	n/a – the Center encourages interdisciplinary collaboration and curricular innovation on campus, while pursuing broader initiatives beyond campus	n/a	n/a	n/a	n/a

Haverford College  
Stokes Building, Office 107B  
Haverford, PA 19041

## 9. CENTER FOR PEACE AND GLOBAL CITIZENSHIP

Study Abroad	Civic and/or Internship Component	Co-curricular Requirement	Capstone/Senior Project	Multi-disciplinary/ Partnerships	Unique Program Features
n/a	<p>The Center supports summer internships in Philadelphia, other parts of the U.S., and in more than 30 countries. As well, shorter service learning projects over Fall, Winter, and Spring Breaks – launched in 2004</p> <p>Year-long post-baccalaureate community service program in Philadelphia (Haverford House)</p>	n/a	n/a	Yes	<p>Student Research Fund</p> <p>Service Fund</p> <p>Campus Events Fund</p> <p>Off-Campus Conference &amp; Workshop Fund</p> <p>Haverford House</p> <p>Emerging Social Entrepreneurship Program Award</p> <p>Center Café</p> <p>Service Leadership Program</p> <p>Faculty Curricular Support Fund</p> <p>Internship Database</p>

Haverford College  
 Stokes Building, Office 107B  
 Haverford, PA 19041

## 9. CENTER FOR PEACE AND GLOBAL CITIZENSHIP

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
Commitment to social justice, working to create a more just and peaceful world through research, education, and action	<p>Faculty Director</p> <p>Faculty Instructor who teaches courses for returning interns – develops new projects in collaboration with other faculty</p> <p>6 faculty involved in Steering Committee</p>			Joseph Bock (610) 896-1205	<a href="mailto:jbock@haverford.edu">jbock@haverford.edu</a>

John Carroll University  
 Center for Global Education  
 20700 North Park Blvd  
 University Heights, OH 44118

#### 10. THE CENTER FOR GLOBAL EDUCATION

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2005 ?	n/a	n/a	Courses from each of the departments will be linked, allowing students to enroll in all three courses, and are organized around the theme "Human Rights and the Arts of Democracy"	n/a	No

John Carroll University  
 Center for Global Education  
 20700 North Park Blvd  
 University Heights, OH 44118

#### 10. THE CENTER FOR GLOBAL EDUCATION

Study Abroad	Civic and/or Internship Component	Co-curricular Requirement	Capstone/Senior Project	Multi-disciplinary/Partnerships	Unique Program Features
n/a – Center supports initiatives			Senior-level learning community that includes an experimental dimension to team taught courses		

John Carroll University  
 Center for Global Education  
 20700 North Park Blvd  
 University Heights, OH 44118

## 10. THE CENTER FOR GLOBAL EDUCATION

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
Committed to provide students an educational experience which will ensure that they will achieve the following: be “open to change as they mature;” be “respectful of their own culture and that of others;” be “aware of the interdependence of all humanity;” and be “sensitive to the need for social justice in response to current social pressures and problems.”	New team-taught courses			Andreas Sobisch (216) 397-4320	<a href="mailto:sobisch@jcu.edu">sobisch@jcu.edu</a>

Lehigh University  
Coxe Hall – 32 Sayre Drive  
Bethlehem, PA 18015

### 11. GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

Date Launched	Credential	# of credit hours to receive credential	Core Classes	Language Requirement	First-year Trip
2004	Certificate	23 – 27	<p>3 credits – Globalization and Cultures – offered by the Modern Languages &amp; Literature Department (equivalent to English 1)</p> <p>1 credit – Trip Preparation Practicum</p> <p>3 credits – Global Literature – offered by the English Department (equivalent to English 2)</p> <p>3 to 4 credits – one Global Citizenship approved course i.e. Economics 1, Introduction to Anthropology, Introduction to Sociology</p> <p>9 to 12 credits – additional Global Citizenship designated courses</p> <p>4 credits – senior capstone</p>	No formal requirement – must take language while on study abroad	Yes – 10 to 12 days in non-English speaking country



Lehigh University  
Coxe Hall – 32 Sayre Drive  
Bethlehem, PA 18015

## 11. GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
<p>Yes – minimum summer session equivalent to 5 weeks</p> <p>Non-English speaking country</p>	No	<p>Yes – 2 activities required per semester – examples include guest lecturers, community events</p>	<p>Yes – 4 credits</p> <p>Woven into college required final thesis project</p>	<p>Yes – involvement of all 3 undergraduate colleges, Arts &amp; Sciences, Engineering, and Business</p> <p>Partnerships with NGOs and the United Nations</p> <p>Cross-departmental partnerships, for example Students for Sustainable Development, World Affairs Club, Global Union</p>	<p>Students must apply to the program prior to the start of their first year. Students must first be accepted to the university.</p> <p>University pays all but \$500 toward the first-year trip</p> <p>Program spans four years</p>

Lehigh University  
Coxe Hall – 32 Sayre Drive  
Bethlehem, PA 18015

## 11. GLOBAL CITIZENSHIP CERTIFICATE PROGRAM

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
<p>The Global Citizenship Program prepares students for engaged living in a culturally diverse and rapidly changing world. Emphasizing critical analysis and value reflection, the program structures educational experiences through which students learn to negotiate international boundaries and develop their own sense of personal and corporate responsibility to the global community.</p>	<p>Faculty Director</p> <p>55 faculty from all colleges participated within three years in the annual global citizenship faculty seminar with the intent of revising an existing course or creating a new course that incorporates global citizenship themes</p> <p>Faculty lead the first year trip abroad</p> <p>10 faculty members participate in the Advisory Board</p>	<p>30 per entry year; 80 total students as of 2006</p>	<p>n/a</p>	<p>Magdalena Grudzinski-Hall (610) 758-3014</p> <p>OR</p> <p>Hannah Stewart-Gambino (610) 758-3014</p>	<p><a href="mailto:magd@lehigh.edu">magd@lehigh.edu</a></p>

Macalester College  
1600 Grand Avenue  
St. Paul, MN 55105

## 12. INSTITUTE FOR GLOBAL CITIZENSHIP

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2006	n/a/ - to encourage, promote and support rigorous learning that prepares students for lives as effective and ethical "global citizen-leaders"	n/a	2 purposefully designated courses  Structured reflection	n/a	No

Macalester College  
1600 Grand Avenue  
St. Paul, MN 55105

## 12. INSTITUTE FOR GLOBAL CITIZENSHIP

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/Partnerships</b>	<b>Unique Program Features</b>
Encouraged – various opportunities specifically focusing on further developing global citizenship in students	Public and Community Service Fellows Program  Urban Engagement Resources  Civic Engagement	Speaker Series	n/a	Yes – Macalester International Roundtable  Annual Spring conference focusing on students' work in areas of civic engagement	Corporate social responsibility program  Engagement of alumni and community members as 'co-educators'  Student leadership and peer mentoring

Macalester College  
1600 Grand Avenue  
St. Paul, MN 55105

## 12. INSTITUTE FOR GLOBAL CITIZENSHIP

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
<p><b>Global:</b> Encompasses the local/urban, national and inter- or trans-national levels of analysis and action.</p> <p><b>Citizenship:</b> Not the legal or juridical membership in specific national polity, but more broadly to the phenomenon of active engagement in public life of local, national, or transnational communities within which people live.</p> <p><b>Leadership:</b> Ability to (a) envision a desirable future state or condition that reflects widely shared values and aspirations, (b) to catalyze collective action to realize state and condition.</p> <p><b>Global Citizen-Leader:</b> One who has knowledge, attitudes, intellectual skills, moral faculties, and practical competencies to be an effective and ethical agent of social change within local, national and transnational communities.</p>	Steering Committee			Karin Trail-Johnson (651) 696-6786	<a href="mailto:trailjohnson@macalester.edu">trailjohnson@macalester.edu</a>

Mount Holyoke College  
 Center for Global Initiatives  
 50 College Street  
 South Hadley, MA 01075-6451

### 13. CENTER FOR GLOBAL INITIATIVES

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2004	n/a	n/a	n/a – Center promotes cross-disciplinary teaching with a focus on comparative perspectives	No – however, Center integral in launching the Foreign Language Writing Assistance Program – Spanish, French, Italian, and German	No

Mount Holyoke College  
 Center for Global Initiatives  
 50 College Street  
 South Hadley, MA 01075-6451

### 13. CENTER FOR GLOBAL INITIATIVES

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/Partnerships</b>	<b>Unique Program Features</b>
n/a – supports study abroad initiatives	Variety of internships exist, including programs in Africa and Middle East, Asia and Pacific, Europe, Latin America and the Caribbean, and North America	n/a	n/a	Yes – every 2 years, Center hosts a conference on a major issue of global concern	Center initiates, promotes, and coordinates educational activities to advance the understanding of global problems and solutions from cross-disciplinary, cross-cultural, and cross-national perspectives. Through its programs, students and faculty engage critically with the promises and threats of an increasingly global world.

Mount Holyoke College  
 Center for Global Initiatives  
 50 College Street  
 South Hadley, MA 01075-6451

### 13. CENTER FOR GLOBAL INITIATIVES

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
Center founded to unite Mount Holyoke's wealth of international programs and people, and implement a coherent vision for education for global citizenship.	Faculty Advisory Board  Fellow in-residence  Courses team-taught by two faculty members from different disciplines			Eva Paus (413) 538-2072	<a href="mailto:global@mtholyoke.edu">global@mtholyoke.edu</a> <a href="mailto:epaus@mtholyoke.edu">epaus@mtholyoke.edu</a>



Ohio University  
 35 South Congress Street  
 Bromley Hall, Room MMR2  
 Athens, OH 45701

#### 14. GLOBAL LEADERSHIP CENTER

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1998 ?	Certificate	30	Project Learning Units – students work in project teams on real-world problems and issues  8 Global Leadership classes	Yes – through 200 level	Yes – first 3 weeks of winter break

Ohio University  
 35 South Congress Street  
 Bromley Hall, Room MMR2  
 Athens, OH 45701

#### 14. GLOBAL LEADERSHIP CENTER

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Yes – students have option to either complete a study abroad experience or an international internship or international employment	Yes – students have option to either complete an international internship or a study abroad experience or international employment		No – only project learning units	Yes – open to all majors  College of Business, Communication, Engineering, Arts & Sciences	Courses are not traditional classes with lectures, tests, and papers. Instead, students work in project teams on real-world problems and issues which challenge them to acquire the knowledge and skills they need to work in a rapidly changing world.

Ohio University  
 35 South Congress Street  
 Bromley Hall, Room MMR2  
 Athens, OH 45701

#### 14. GLOBAL LEADERSHIP CENTER

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
The Global Leadership Center is a two-year undergraduate certificate program that prepares students to serve as internationally-minded, skilled, and experienced leaders in all walks of life (commercial, governmental and nongovernmental, educational, political, religious, etc.)		Approx. 7 per year	58 – since 2000	Greg Emery (740) 597-2794	<a href="mailto:glc@ohio.edu">glc@ohio.edu</a>

Pacific Lutheran University  
Wang Center  
Tacoma, WA 98447

#### 15. THE WANG CENTER FOR INTERNATIONAL PROGRAMS

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2002	n/a	n/a	n/a	Optional	n/a

Pacific Lutheran University  
 Wang Center  
 Tacoma, WA 98447

### 15. THE WANG CENTER FOR INTERNATIONAL PROGRAMS

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
<p>Coordinate and advance the university's study abroad programs</p> <p>Center seeks to expand student opportunities and participation</p>	n/a	<p>Lectures</p> <p>Symposia, i.e China, Norway</p>	n/a	Yes – offer public education, including symposia and publications	<p>Goal is to provide students in all majors with the opportunity to participate in at least one international study experience that enhances their understanding of other cultures or languages</p>

Pacific Lutheran University  
 Wang Center  
 Tacoma, WA 98447

### 15. THE WANG CENTER FOR INTERNATIONAL PROGRAMS

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
Support and strengthen the university's internationally focused academic programs	Board of Directors  Board of Advisors  Global Education Committee			Neal Sobania (253) 535-7577	<a href="mailto:sobania@plu.edu">sobania@plu.edu</a>

Rochester Institute of Technology  
One Lomb Memorial Drive  
Rochester, NY 14623-5603

**16. GLOBALIZATION, HUMAN RIGHTS & CITIZENSHIP**

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
	Lecture/Film Series	n/a	n/a	n/a	n/a

Rochester Institute of Technology  
 One Lomb Memorial Drive  
 Rochester, NY 14623-5603

## 16. GLOBALIZATION, HUMAN RIGHTS & CITIZENSHIP

Study Abroad	Civic and/or Internship Component	Co-curricular Requirement	Capstone/Senior Project	Multi-disciplinary/ Partnerships	Unique Program Features
	<p>Promote community-based internship programs with non-profit groups</p> <p>Engage with grassroots organizations that encourage civic engagement in topics related to globalization</p>	Lecture Series	Yes – variety, depending on disciplinary study	Yes	<p>Organize thematically guided movies – film series</p> <p>Organize a distinguished speakers’ series with an internet-accessible archive of past lectures</p>



Rochester Institute of Technology  
 One Lomb Memorial Drive  
 Rochester, NY 14623-5603

## 16. GLOBALIZATION, HUMAN RIGHTS & CITIZENSHIP

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
	<p>Development of a series of globalization topic-specific modules with accompanying RIT faculty mentors for inclusion in existing courses and for developing a multi-use website for expanding and integrating new teaching and research resources.</p> <p>Proposed international studies program</p>			<p>Robert Manning            (585) 475-4929</p>	<p><a href="mailto:rdmgsm@rit.edu">rdmgsm@rit.edu</a>  <a href="mailto:rmanning@cob.rit.edu">rmanning@cob.rit.edu</a></p>

Rutgers University  
 Department of Political Science  
 89 George Street  
 New Brunswick, NJ 08901

**17. GLOBAL PACT: GLOBAL PARTNERSHIPS FOR ACTIVISM AND  
 CROSS-CULTURAL TRAINING**

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2002	<p>A curriculum which can be taken for University credit in which you partner with 5 to 6 students from diverse backgrounds to solve a real-life problem.</p> <p>End result: create and found an organization dedicated to changing one social issue which was identified by the student team.</p>	4 – 4.5	n/a – on-site during study abroad	Encouraged	No

Rutgers University  
 Department of Political Science  
 89 George Street  
 New Brunswick, NJ 08901

**17. GLOBAL PACT: GLOBAL PARTNERSHIPS FOR ACTIVISM AND  
 CROSS-CULTURAL TRAINING**

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
<p>Yes – one month during summer</p> <p>Organized with group of students and faculty/staff traveling to same destination</p>	<p>Yes – built into study abroad experience</p>	<p>No</p>	<p>No</p>	<p>Yes</p>	<p>Learn knowledge, attitudes, and skills necessary for building a non-governmental organization (NGO) to make meaningful, long-term community change</p>

Rutgers University  
 Department of Political Science  
 89 George Street  
 New Brunswick, NJ 08901

**17. GLOBAL PACT: GLOBAL PARTNERSHIPS FOR ACTIVISM AND  
 CROSS-CULTURAL TRAINING**

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
An organization of students as citizen-activists that encourage all people, regardless of circumstances, to realize that anyone can take initiative and make a meaningful difference in their lives, the lives of their friends, and ultimately the entire world.				Paul Kuehn (732) 932-3677	global.pact@gmail.com

Tufts University  
 96 Packard Avenue  
 Medford, MA 02155

### 18. INSTITUTE FOR GLOBAL LEADERSHIP

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1986 (Education for Public Inquiry and International Citizenship) AND 1998 (Tufts Institute for Leadership and International Perspective)	n/a	n/a	2 interrelated programs: Education for Public Inquiry and International Citizenship AND Tufts Institute for Leadership and International Perspective	n/a	No

Tufts University  
96 Packard Avenue  
Medford, MA 02155

### 18. INSTITUTE FOR GLOBAL LEADERSHIP

Study Abroad	Civic and/or Internship Component	Co-curricular Requirement	Capstone/Senior Project	Multi-disciplinary/ Partnerships	Unique Program Features
Center seeks to expand student opportunities and participation	Yes – postings available	n/a	n/a	Yes – collaboration with Business/Consulting, Environment, Governance, Human Rights/Humanitarian Relief, International Mediation, Media, Non-governmental, Public Health  Emphasis on individual progress and collaborative effort	Engagement of students in classes, global research, internships, workshops, simulations and international symposia – all involving national and international leaders from the public and private sectors

Tufts University  
 96 Packard Avenue  
 Medford, MA 02155

### 18. INSTITUTE FOR GLOBAL LEADERSHIP

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
<p>Thinking beyond boundaries, acting across borders</p> <p>A cross-school, interdisciplinary, signature program</p> <p>Emphasizes rigorous academic preparation with experiential learning</p>	<p>Faculty Board consisting of 33 members</p>			<p>Sherman Teichman            (617) 627-3314</p>	<p><a href="mailto:sherman.teichman@tufts.edu">sherman.teichman@tufts.edu</a></p>

University of Michigan  
 245 Chrysler Center  
 2121 Bonisteel Blvd  
 Ann Arbor, MI 48109-2092

### 19. INTERNATIONAL PROGRAMS IN ENGINEERING

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
	Major	24 – 30	Offers 2 academic programs which further integrate international education into engineering curriculum <ol style="list-style-type: none"> <li>1) Engineering Global Leadership Honors Program</li> <li>2) Program in Global Engineering</li> </ol>	Yes – 2 semesters of same 2 <sup>nd</sup> year language – 8 credits	No



University of Michigan  
 245 Chrysler Center  
 2121 Bonisteel Blvd  
 Ann Arbor, MI 48109-2092

## 19. INTERNATIONAL PROGRAMS IN ENGINEERING

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Required for Global Engineering Program	Encouraged	Encouraged	Yes – synthesis team project – learning within an industry context	Yes – engineering and business collaboration	<p>Adds international dimension to engineering college activities</p> <p>Serves as resource for international visitors, scholars, and exchange students within engineering i.e. international buddy program</p>

University of Michigan  
 245 Chrysler Center  
 2121 Bonisteel Blvd  
 Ann Arbor, MI 48109-2092

### 19. INTERNATIONAL PROGRAMS IN ENGINEERING

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
	Assistance provided to faculty in developing collaborative activities with current partners  International Programs Committee			Amy Conger (734) 647-7129	<a href="mailto:aconger@umich.edu">aconger@umich.edu</a>

University of Missouri-Columbia  
 International Center  
 N52 Memorial Union  
 Columbia, MO 65211

## 20. GLOBAL SCHOLARS PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1996	Faculty Curriculum Development Project	n/a	n/a	n/a	n/a

University of Missouri-Columbia  
 International Center  
 N52 Memorial Union  
 Columbia, MO 65211

## 20. GLOBAL SCHOLARS PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
n/a	n/a	n/a	n/a	Yes – university wide	<p>Intention of significantly expanding international opportunities for undergraduate students within the land-grant tradition</p> <p>Designed to have a maximum impact on general undergraduate population, regardless of major</p>

University of Missouri-Columbia  
 International Center  
 N52 Memorial Union  
 Columbia, MO 65211

## 20. GLOBAL SCHOLARS PROGRAM

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
	Emphasis on teaching renewal  Annual international (summer seminar) experiences  Individual grants  Teaching workshops  Continuous mentoring and monitoring  To date, over 100 faculty have either newly developed or significantly revised courses to include international focus			James Scott (573) 882-6008	<a href="mailto:scottj@missouri.edu">scottj@missouri.edu</a>

University of North Carolina at Chapel Hill  
 Chapel Hill, NC 27599

## 21. GLOBAL SCHOLARS PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2003	Certificate		One course – Business Between the Americas and the Pacific Rim	No	No - optional trip to East and South East Asia

University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599

## 21. GLOBAL SCHOLARS PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
No	Not required – students involved in campus and local service	No	No		Program is a collaboration between a professional school, the general College and Student Services  Program ended in Spring 2006.

University of North Carolina at Chapel Hill  
 Chapel Hill, NC 27599

## 21. GLOBAL SCHOLARS PROGRAM

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
To internationalize the UNC campus.	One faculty member – teaches each one semester the core class	24 UNC students 24 International students	40	Mark Scullion (919) 962-3750	<a href="mailto:mark_scullion@unc.edu">mark_scullion@unc.edu</a>



University of Rhode Island  
 International Engineering Program  
 67 Upper College Road  
 Kingston, Rhode Island 02881-0812

## 22. INTERNATIONAL ENGINEERING PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1987	Simultaneous degree in Engineering and German, French, or Spanish (new Chinese program under development)	As per engineering curriculum	As per engineering curriculum	Yes – German, French, or Spanish  Students graduate with fluency in at least one language other than English	No

University of Rhode Island  
 International Engineering Program  
 67 Upper College Road  
 Kingston, Rhode Island 02881-0812

## 22. INTERNATIONAL ENGINEERING PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Yes – one semester minimum	Yes – with engineering based firms in Europe, Latin America, or China  6 months in length  Take place during 4 <sup>th</sup> year of the program and after a semester of study abroad				Designed to meet the needs of business and industry in the rapidly evolving global workplace

University of Rhode Island  
 International Engineering Program  
 67 Upper College Road  
 Kingston, Rhode Island 02881-0812

## 22. INTERNATIONAL ENGINEERING PROGRAM

<b>Global Citizenship Definition/ Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
		175 as of 2006	Over 100	John Grandin (401) 874-4700	<a href="mailto:grandin@uri.edu">grandin@uri.edu</a>

University of Washington  
 Global Citizen Project  
 Department of Communication, Room 125  
 Box 353740  
 Seattle, WA 98195

### 23. GLOBAL CITIZEN PROJECT

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
	n/a	n/a	n/a	n/a	n/a

University of Washington  
 Global Citizen Project  
 Department of Communication, Room 125  
 Box 353740  
 Seattle, WA 98195

### 23. GLOBAL CITIZEN PROJECT

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
n/a	n/a	Yes – uses of communication technologies to bring people into global networks that facilitate political organization and high quality information exchange	n/a	Yes –political economy, political sociology, political psychology, political communication	Interviews  Global activists networks  Political consumers – an investigation of the political nature of consumer activities  Strategic communication campaigns

University of Washington  
 Global Citizen Project  
 Department of Communication, Room 125  
 Box 353740  
 Seattle, WA 98195

### 23. GLOBAL CITIZEN PROJECT

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
Global citizens are persons whose experience of membership, agency, or political cause is global, or at least transnational. Global citizens find themselves affected by transnational power arrangements and regulation, and they are trying to affect government, corporate, and social policies in countries and contexts beyond their own nations.	Student-faculty collaboration from within university, across other universities, and countries			Lance Bennett (206) 685-1504	<a href="mailto:ccce@u.washington.edu">ccce@u.washington.edu</a>

University of Wisconsin-Madison  
 226 Ingraham Hall  
 1155 Observatory Drive  
 Madison, WI 53706-1319

#### 24. GLOBAL CULTURES PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
1993	Certificate	21	Students choose from over 100 courses offered by different departments  Required: Introduction to Global Cultures OR Introduction to Human Geography	Yes – 3 credits of 5 <sup>th</sup> semester of foreign language	No

University of Wisconsin-Madison  
 226 Ingraham Hall  
 1155 Observatory Drive  
 Madison, WI 53706-1319

## 24. GLOBAL CULTURES PROGRAM

Study Abroad	Civic and/or Internship Component	Co-curricular Requirement	Capstone/Senior Project	Multi-disciplinary/Partnerships	Unique Program Features
Optional – receive credit toward certificate  3 credits for summer 6 credits for semester 12 credits for a year  Study abroad can be substituted for capstone course			Yes – integrates the knowledge gained by students during their comparative course work and/or overseas study  Global Cultures capstone seminar OR cross cultural field work OR independent study project abroad	Yes	



University of Wisconsin-Madison  
 226 Ingraham Hall  
 1155 Observatory Drive  
 Madison, WI 53706-1319

#### 24. GLOBAL CULTURES PROGRAM

<b>Global Citizenship Definition/Mission</b>	<b>Faculty Involvement</b>	<b>Student Population per year</b>	<b>Total Graduates</b>	<b>Contact Person &amp; Telephone</b>	<b>Contact E-mail</b>
	Faculty Steering Committee	60 as of 2006	40 as of Spring 2006	Jo Ellen Fair (608) 263-2199	<a href="mailto:jefair@wisc.edu">jefair@wisc.edu</a>

Virginia Commonwealth University  
 1015 Floyd Avenue, Rm. 3119  
 School of Business Building  
 Box 844000  
 Richmond, VA 23284-4000

## 25. GLOBAL SCHOLAR IN BUSINESS PROGRAM

<b>Date Launched</b>	<b>Credential</b>	<b># of credit hours to receive credential</b>	<b>Core Classes</b>	<b>Language Requirement</b>	<b>First-year Trip</b>
2005	Global Scholar	49	Economics, Accounting, International Relations, Global Societies, Business Info. Systems, Statistics, Organizational Behavior, Financial Mgmt, Marketing, Operations Mgmt, Speech for Business and Professions, Organizational Communication, Global Ethics and World Religions	Yes – 6 hours of language credit at 300 level or higher	No

Virginia Commonwealth University  
 1015 Floyd Avenue, Rm. 3119  
 School of Business Building  
 Box 844000  
 Richmond, VA 23284-4000

## 25. GLOBAL SCHOLAR IN BUSINESS PROGRAM

<b>Study Abroad</b>	<b>Civic and/or Internship Component</b>	<b>Co-curricular Requirement</b>	<b>Capstone/Senior Project</b>	<b>Multi-disciplinary/ Partnerships</b>	<b>Unique Program Features</b>
Encouraged	Yes – corporate		No	Yes – business students explore other disciplinary areas	Each business student is matched with a mentor from the corporate community

Virginia Commonwealth University  
 1015 Floyd Avenue, Rm. 3119  
 School of Business Building  
 Box 844000  
 Richmond, VA 23284-4000

## 25. GLOBAL SCHOLAR IN BUSINESS PROGRAM

Global Citizenship Definition/ Mission	Faculty Involvement	Student Population per year	Total Graduates	Contact Person & Telephone	Contact E-mail
Enable undergraduate students with leadership capability to refine inherent talents and obtain new skills to prepare them to become effective leaders in an ever-changing business environment		30		Robert Andrews (804) 828-7101	<a href="mailto:rlandrew@vcu.edu">rlandrew@vcu.edu</a>

### Appendix III: E-mail Letter of Introduction

Dear Faculty Director/ Program Administrator:

My name is Dr. Elizabeth Haslam and I am the Principal Investigator for the study titled “How Do College and University-Level Global Citizenship Programs Advance the Development and Experiences of Global Competencies?” I am working with Magdalena Grudzinski-Hall, my co-investigator and a Doctor of Philosophy candidate at the School of Education at Drexel University in Philadelphia, PA. I am sending you this e-mail to request your participation in an online survey about global citizenship undergraduate programs launched across the United States. The goal of this study is to help bridge the gap in the literature regarding measurable competencies that are implied by global citizenship, and also assist in ongoing discussions about global citizenship standards.

The survey is located at [www.surveymonkey.com](http://www.surveymonkey.com). The questionnaire will require you to provide brief responses to questions, and should take no longer than 10 minutes to complete. I ask that you complete the survey within 10 days of my request. Please note that once the survey results are received, I may also ask you to participate in a brief interview to elaborate on some of the questions that were asked in the survey. If selected, your participation in the interview may require a time commitment of no more than 60 minutes. Your participation in both the survey and interview is anonymous, and results will not include your name, position title, nor college/university affiliation. I will share the interview results with you prior to the completion of the dissertation in order to check for accuracy in the responses. This study will be shared with appropriate members of Drexel University, and the dissertation that results from this work will be published in hard copy and microfiche which will be housed at the Hagerty Library on Drexel’s campus.

Your participation in this study is voluntary. No penalty exists for refusal to participate, and you are free to withdraw consent and end your participation at any time. If you are interested in the content of this study, but wish not to be a participant in the study, I will make the data results available for your use upon completion of the study. Please be aware that no monetary remuneration is provided to any research subjects; however, should you participate in the study, and to show my appreciation, you will receive a \$5.00 gift card. If you have any questions about this project, the testing method, or any other aspect of the study, you may contact me at 215.895.6770 or [Elizabeth.l.haslam@drexel.edu](mailto:Elizabeth.l.haslam@drexel.edu).

I thank you in advance for your participation.

Dr. Elizabeth Haslam

## Appendix IV: Quantitative Survey Instrument

### **Global Competencies as a Measure of Global Citizenship**

There are many debates within the academic field regarding what constitutes a “global citizen.” This research does not intend to settle any of the debates, nor propose that one theory is superior to another. Rather, this survey focuses on whether colleges and universities offering global citizenship programs promote the development of global competencies. The development of global competencies is examined in a quantitative fashion, as most of the other debates focus on subjective qualities of the individual and thus are difficult to measure.

This survey is anonymous and neither your name nor the name of your academic institution is required. Your participation in this study is voluntary. No penalty exists for refusal to participate and you are free to withdraw consent and end your participation at any time. No remuneration is provided to any participants. Thank you in advance for your participation.

This survey is accessed via [www.surveymonkey.com](http://www.surveymonkey.com). All participants are asked to complete the survey within 10 days. The survey should take no longer than 10 to 15 minutes to complete.

### **Demographic Information**

1. What is the geographic region of your academic institution?
  - North East
  - North West
  - South East
  - South West
  
2. What is your academic institution’s Carnegie-Type?
  - Doctoral Extensive Institution (committed to graduate education through the doctorate, and award 50 or more doctoral degrees per year across at least 15 disciplines)
  - Doctoral Intensive Institution (committed to education through the doctorate and award at least 10 doctoral degrees per year across 3 or more disciplines or at least 20 doctoral degrees overall)
  - Master’s Institution (offer a full range of baccalaureate programs and are committed to education through the master’s degree. They award at least 40 master’s degrees per year, across 3 or more disciplines)
  - Baccalaureate Institution (primarily emphasize undergraduate education)
  - Other 4-year Specialized Institution (award degrees primarily in single fields of study, such as medicine, business, fine arts, theology, and engineering)

3. Where is the global citizenship program housed in your academic institution?
- Affiliated with one college specifically, i.e. engineering
  - University-wide program
  - Institute or Center
  - Other \_\_\_\_\_
4. How many years have you been involved in the administration of your academic institution's global citizenship program?
- Less than 1 year
  - 1 – 2 years
  - 3 – 5 years
  - 6 – 8 years
  - More than 8 years
5. Do you participate in the curricular change process related to your academic institution's global citizenship program? For example, do you provide input regarding the program's curricular revisions, requirements, certifications?
- Yes                       No
6. When was the last time that your program's structure was modified in any way, i.e. curricular development, faculty development, co-curricular activities?
- Never
  - Within the last 6 months
  - Within the last 7 to 12 months
  - More than a year ago
  - More than 2 years ago
7. Since its inception, how many times has your program been significantly modified (including, but not restricted to, curricular and co-curricular change)?
- Never
  - 1 time
  - 2 times
  - More than 3 times
8. Approximately (estimate to the nearest \$1,000), what is the total operating budget of your program?
- \$ \_\_\_\_\_

9. How many faculty members teach within your program?
- 5 or less
  - 6 to 10
  - 11 to 20
  - 21 to 30
  - 31 to 40
  - 41 to 50
  - More than 50
10. From what disciplinary areas do the faculty involved in your program originate? (select all that apply and indicate approximate percentage distribution):
- Humanities and Social Sciences      % \_\_\_\_\_
  - Natural/Earth Sciences                      % \_\_\_\_\_
  - Fine Arts    % \_\_\_\_\_
  - Business    % \_\_\_\_\_
  - Engineering                                        % \_\_\_\_\_
  - Education                                         % \_\_\_\_\_
  - Other: \_\_\_\_\_ % \_\_\_\_\_
  - None of the above. Explain \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
11. In what ways does the faculty involved in this program participate? (select all that apply):
- Curriculum development
  - Course development
  - Formal lectures
  - Advisory Board
  - Faculty seminars/workshops
  - Lead international trips
  - Grant writing
  - Other: \_\_\_\_\_  
 Explain \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



12. How many students are currently participating in your program?

- No students – program currently under development
- Less than 10 students
- 10 – 25 students
- 26 – 35 students
- 36 – 45 students
- 46 – 55 students
- 56 – 65 students
- 66 – 75 students
- 76 – 85 students
- 86 – 95 students
- more than 100 students

13. How many students have graduated in the whole life of the program (approximate to the nearest number)?

- No students
- Approximate # of students \_\_\_\_\_

*The following questions ask you about your global citizenship program's content and curricular activities. The word "promotes" is used repetitively and should be understood as implying active teaching, discussions, experiential learning structures, and the like.*

Using the following 1-5 scale, please indicate the degree to which you agree with the statements below as they pertain to your academic institution's global citizenship program:

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

### **KNOWLEDGE**

**Our program promotes an understanding of:**

- |    |  |           |
|----|--|-----------|
| 1. | The student's own cultural <b>norms</b> .        | 1 2 3 4 5 |
| 2. | The student's own cultural <b>expectations</b> . | 1 2 3 4 5 |
| 3. | Cultural <b>norms</b> of others.                 | 1 2 3 4 5 |
| 4. | Cultural <b>expectations</b> of others.          | 1 2 3 4 5 |

5. The concept of *globalization* as a social condition characterized by the existence of:
- a) Global economic interconnections and flows. 1 2 3 4 5
  - b) Political interconnections and flows. 1 2 3 4 5
  - c) Cultural interconnections and flows. 1 2 3 4 5
  - d) Environmental interconnections and flows. 1 2 3 4 5

**Our program promotes the development of knowledge of:**

- 6. Current world events. 1 2 3 4 5
- 7. World history – which includes the study of geography, U.S. history and government, world history and cultures, and civics. 1 2 3 4 5
- 8. International issues as a necessity for students' careers. 1 2 3 4 5
- 9. Our program requires proficiency in a foreign language. 1 2 3 4 5

**SKILLS**

**Our program engages learners in:**

- 10. Project-oriented **academic experiences** with people from other cultures and traditions. 1 2 3 4 5
- 11. Project-oriented **vocational experiences** with people from other cultures and traditions. 1 2 3 4 5

**Our program provides students with opportunities to:**

- 12. Assess their cultural performance in **social settings**. 1 2 3 4 5
- 13. Assess their cultural performance in **business settings**. 1 2 3 4 5
- 14. Identify cultural differences. 1 2 3 4 5
- 15. Collaborate across cultures. 1 2 3 4 5
- 16. Participate in **social settings** around the world. 1 2 3 4 5
- 17. Participate in **business settings** around the world. 1 2 3 4 5
- 18. Our program promotes the idea that students need international skills if they are to work effectively with people from other cultures. 1 2 3 4 5

**ATTITUDES**

19. Our program recognizes that one's own worldview is not universally accepted. 1 2 3 4 5

**Our program promotes in students:**

20. The willingness to step outside of one's own culture, and experience life as "the other." 1 2 3 4 5
21. An openness to new experiences, including those that could be emotionally challenging. 1 2 3 4 5
22. Our program encourages students to take:
- a) **emotional** risks in pursuit of cross-cultural learning. 1 2 3 4 5
- b) **intellectual** risks in pursuit of cross-cultural learning. 1 2 3 4 5
- c) **professional** risks in pursuit of cross-cultural learning. 1 2 3 4 5

**Our program encourages students to:**

23. Collaborate with those of different cultures. 1 2 3 4 5
24. Adopt varying attitudes, even when they disagree. 1 2 3 4 5
25. Exercise a non-judgmental reaction to cultural difference. 1 2 3 4 5
26. Celebrate diversity by participating, on a regular basis, in culturally diverse on-campus events. 1 2 3 4 5
27. Celebrate diversity by participating, on a regular basis, in local community events. 1 2 3 4 5

**GENERAL**

28. Our program focuses on developing global competencies.

Yes  No

29. Our program has defined the term "global citizenship."

Yes  No

Questions #8, 9 and 18 are adapted from Hayward, Fred M., and Siaya, Laura. (2002). *Public experience, attitudes, and knowledge: A report on two national surveys about international education – executive summary*. American Council on Education, The International Initiatives Program. (retrieved June 18, 2002 from [www.acenet.edu/programs/international/mapping/intl\\_summary2.cfm](http://www.acenet.edu/programs/international/mapping/intl_summary2.cfm))

## Appendix V: Institutional Review Board Approval Letter



**DREXEL UNIVERSITY  
COLLEGE OF MEDICINE**

**Office of Research Compliance**

### APPROVAL NOTICE WITH CONSENT

**TO:** Elizabeth L. Haslam , Ph.D.  
School of Education / School of Education  
Mailstop: DREX

**FROM:** Margo N. Orlin PT, PhD.  
Margo N. Orlin , PT, Ph.D. Chair Subcommittee for Student Research  
Institutional Review Board (IRB #3)  
Drexel University College of Medicine  
245 N. 15th St., 2nd Flr., Suite 2105, MS 444, Phila., PA 19102  
Tel: 215-762-4838 Fax:

**SUBJECT:** How Do College and University Undergraduate-Level Global Citizenship Programs Advance  
The Development and Experiences of Global Competencies?  
SPONSOR: Internal  
PROJECT No: 1041800, PROTOCOL No: 16868 , ACTION No: 44997 Type: New Period: 1  
Seq: 1 , DETAIL No: 233414  
CURRENT APPROVAL PERIOD: 03/28/2007, EXPIRES: 03/27/2008  
USE CONSENT FORM DATED: 03/28/2007

**RE:** 03/28/07 - Approved Expedited Categories 7, 9b and 10. This study will enroll 25 subjects to  
complete an on-line survey and telephone interview.

**Date:** 4/4/2007

On behalf of the Committee, I am pleased to inform you that the subject protocol has been reviewed and APPROVED AS SUBMITTED for the period indicated above. We operate under many Government requirements. As a result, this approval is granted with the following understandings:

1. The attached consent form indicated above must be used unless a subsequent notification is approved in writing by the IRB. Remember that each subject enrolled in the study (and/or their guardian) must sign this consent form; preferably, the signatures are witnessed or acknowledged. You must give each subject a copy of the consent form. For record keeping and storage contact the Office of Research Compliance. Please keep these forms readily available (NOT in patients' charts).
2. If this is a sponsored project, then the study may not be activated until the Contract is fully executed by the Clinical Research Group. If this is not a sponsored study (designated "internal"), the costs of the project must be identified and a cost center designated. Please call 215-762-3453 if you have any questions regarding these procedures.
3. You must advise the IRB of the activation date. Use the attached form for this purpose.
4. Any change to the protocol must be submitted in writing and approved by the IRB in advance.

245 North 15<sup>th</sup> Street, Mail Stop 444, Suite 2105 NCB • Philadelphia, PA 19102-1192 • Phone 215-762-3453 • Fax 215-762-3722

[www.research.drexel.edu](http://www.research.drexel.edu) • [www.drexelmed.edu](http://www.drexelmed.edu)

**In the tradition of Woman's Medical College of Pennsylvania and Hahnemann Medical College®**

Philadelphia Health & Education Corporation d/b/a Drexel University College of Medicine is a separate not-for-profit subsidiary of Drexel University.

5. Any adverse reaction must be reported to the IRB as soon as it occurs.
6. Should the IRB decide to monitor your project directly, please cooperate fully. Failure to do so may result in withdrawal of this approval and notification to the sponsor and/or Federal agencies. Specific information regarding monitoring appears in **GUIDELINES FOR BIOMEDICAL AND BEHAVIORAL RESEARCH INVOLVING HUMAN SUBJECTS**, and **GUIDELINES FOR NON-MEDICAL** obtainable through this office or the website <http://research.drexel.edu>.
7. Whether or not this protocol is activated, the IRB will conduct Continuing Review at least annually. Should you fail to respond to this Federally-required continuing review and progress report, the project may become ineligible for re-approval and the IRB may choose not to consider other projects for approval.
8. A final progress report must be submitted to the IRB in format similar to that of a periodic report.

The IRB welcomes your research project into the list of approved protocols. Your compliance with the above conditions will help to protect the continuation of all research activity at the University. With your project and others like it, we look forward to additions to knowledge of human health and benefits to science, our patients, and society.

cc: IRB Chair, Dept Chair, Tenet, Drexel

## Appendix VI: Consent to Take Part in a Research Study

### Drexel University Consent to Take Part in a Research Study

Subject's Initials \_\_\_\_\_

Page 1 of 5

1. **Subject Name:** \_\_\_\_\_
2. **Title of Research:** How Do College and University Undergraduate-Level Global Citizenship Programs Advance the Development and Experiences of Global Competencies?
3. **Investigator's Name:** Dr. Elizabeth Haslam  
**Co-investigator's Name:** Magdalena N. Grudzinski-Hall
4. **Research Entity:** Drexel University
5. **Consenting to the Research Study:**  
This is a long and an important document. If you sign it, you will be authorizing Drexel University and its researcher to perform research studies on you. You should take your time and carefully read it. You can also take a copy of this consent form to discuss it with your family member, attorney or any one else you would like before you sign it. Do not sign it unless you are comfortable in participating in this study.
6. **Purpose of Research:**  
You are being asked to participate in a research study. This research is being conducted as part of a Ph.D. dissertation requirement.

Colleges and universities launching undergraduate-level global citizenship programs are uncertain if they are capable of educating for global citizenship and are undecided about the experiences they offer. Neither the literature nor the academic institutions offering such programs have documented any proof of success in this area of education. The researcher addresses the existing gap in the literature which consistently does not identify the characteristics necessary for a global citizenship education and relies on defined measures of global competencies to gauge their effectiveness.

The study aims to gather information about the structure of 25 representative undergraduate-level global citizenship programs, and determine which global competencies are most and least emphasized in the existing curricula, only to later explore with 14 of the 25 programs, via an in-depth interview, what constraints prevent some and not others from being promoted. These 14 have been selected as they are all credit-bearing programs, the remaining 11 are not. If programmatic standards are identified, then developing a global citizenship program assessment tool becomes easier to accomplish; and if an assessment tool is employed, then

APPROVED

OFFICE OF RESEARCH COMPLIANCE

Protocol No. 14-015-01

App. Date 3/28/17

Exp. Date 3/23/18

Subject's Initials \_\_\_\_\_  
Page 2 of 5

faculty directors and program administrators can measure the effectiveness of their global citizenship programs and determine whether they are adequately preparing their students for global citizenship. All information presented in the analysis will originate from the survey and interview data, and will be kept anonymous. Information collected will be "used to estimate the characteristics of the larger population" (Schloss and Smith, 1999) with the goal to guide other colleges and universities in launching global citizenship programs.

You have been asked to participate in this study because it is assumed that as a leader of a global citizenship program you are most aware of the debates and trends that surround global citizenship education.

Your participation in this study is voluntary. At any time during the study you may choose to not participate or to withdraw from the study.

**7. Procedure and Duration:**

You understand that the following things will be done to you and that signing this informed consent allows you to participate in this study:

Complete a survey by logging into the survey tool, located at [www.surveymonkey.com](http://www.surveymonkey.com). The survey focuses on whether colleges and universities offering global citizenship programs promote the development of global competencies. The development of global competencies is examined in a quantitative fashion, as most of the other debates focus on subjective qualities of the individual and thus are difficult to measure. The questionnaire will require you to provide brief responses to questions pertaining to the structure of your global citizenship program, and should take no longer than 10 minutes to complete. The researcher will report the demographic data you supplied at the beginning of the survey.

Participate in a telephone interview. You will receive all interview questions one week in advance of the interview, thereby giving you the opportunity to reflect on the questions. You will be asked to respond to three open-ended questions relating to your experiences in leading your academic institution's global citizenship program. The interview will be scheduled during March 2007 and take up to 60 minutes to complete. The interview will be scheduled at a mutually convenient time and be conducted via telephone. The interview will be audio recorded and transcribed. The researcher will share the interview results with you prior to the completion of the dissertation in order to check for accuracy in the responses. This study will be shared with appropriate members of Drexel University, and the dissertation that results from this work will be published in hard copy and microfiche which will be housed at the Hagerty Library on Drexel's campus.

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OFFICE OF RESEARCH COMPLIANCE  
Protocol No. 110808-01  
App. Date 5/28/07  
Exp. Date 5/27/08

Subject's Initials \_\_\_\_\_  
Page 3 of 5

The interviews will be conducted by either Magdalena Grudzinski-Hall, the co-investigator, or Ms. Kate Cartwright, the outside observer. The interviews will be audio-taped and transcribed. At the end of the study the audio tape will be erased, cut, and discarded and the paper transcription will be shredded. All information gathered from the survey and during the interview will remain anonymous. The identity of your institution as well as your identity as a participant will remain anonymous.

**8. Risks and Discomforts/Constraints:**

The risks from this study are minimal. There is no evident risk in completing the survey. You may become uncomfortable when being audio-taped. You may become uncomfortable when speaking about your experiences leading a global citizenship program. If any moderate anxiety is generated by participation in the interview, the interview will be stopped.

This information is provided for you to decide whether you wish to participate in this study. You should be aware that you are free to decide not to participate and you can withdraw at any time.

**9. Unforeseen Risks:**

Participation in this study may involve unforeseen risks. If any unforeseen risks should occur the Office of Research Compliance will be notified.

**10. Benefits:**

There may be no direct benefits from participating in this study. However, it will provide time for you to reflect on your experiences working with a global citizenship program.

**11. Alternative Procedures:**

The alternative is not to participate in this study.

**12. Reasons for Removal From the Study:**

You may be required to stop the study before the end for any of the following reasons:

- a) If all or part of the study is discontinued for any reason by Dr. Elizabeth Haslam, Ms. Magdalena Grudzinski-Hall, or Drexel University.
- b) If participation in the study is adversely affecting you.

APPROVED  
OFFICE OF RESEARCH COMPLIANCE  
Protocol No. 1108108-01  
App. Date 3/24/07  
Exp. Date 3/27/08



Subject's Initials \_\_\_\_\_  
Page 4 of 5

13. **Voluntary Participation:**  
Participation in this study is voluntary, and you can refuse to be in the study or stop at any time.
14. **Responsibility for Cost:**  
Magdalena Grudzinski-Hall is responsible for all costs associated with this study.
15. **Confidentiality:**  
All data obtained in this study and the identity of the subjects and their institutions will be kept confidential.

If any publication or presentation of research results, your identity will be kept confidential, but there is a possibility that records which identify you may be inspected by authorized individuals such as representatives of the School of Education, the Institutional Review Boards (IRB), or employees conducting peer review activities. You consent to such inspections and to the copying of excerpts of your records, if required by any of these representatives.

All survey results and audio tapes and transcriptions will be used for data collection only. The audio tapes will be discarded, cut, and erased and the transcription shredded and the end of the study. If you sign this consent form you are consenting to be a survey participant, as well as audio taped for data collection only.

Confidentiality and anonymity will be maintained throughout the study and you may be excused from participating at any time. Confidentiality and anonymity in reporting will be maintained in reporting the data. Both you and your research institution, as well as other research subjects and their institutions, will be assigned pseudo names that will be used during data analysis. The audio tapes will not list any subject's names or institution.

16. **Other Considerations:**  
If you wish further information regarding your rights as a research subject or if you have problems with a research-related injury, for medical problems please contact the Institution's Office of Research Compliance by telephoning 215-762-3453.

APPROVED  
OFFICE OF RESEARCH COMPLIANCE  
Protocol No. 1108108-01  
App. Date 5/28/07  
Exp. Date 5/27/08



## **Appendix VII: Interview Protocol**

### **1. Instructions to the interviewer (opening statements)**

Thank you for agreeing to participate in this telephone interview and the project “A Global Citizenship Undergraduate Program.”

Please know that this in-depth interview will not be connected to your name, position title, nor the college or university with which you are affiliated. This interview will be voice recorded and all recordings will only be accessible to me and my Dissertation Chair, Dr. Haslam. All recordings will be destroyed immediately following data analysis. The results will be shared with you prior to the completion of my dissertation in order to check for accuracy in your responses.

The major benefit of this project is the dissemination of information regarding Global Citizenship Programs launched across the United States. This study not only helps bridge the gap in the literature regarding measurable competencies that are implied by global citizenship, but also assists in the ongoing discussions about global citizenship standards.

### **2. Three key research questions with probes**

- i) Tell me about your Global Citizenship Program.
  - a) How did you get involved with the program?
  - b) How did the program evolve?
  - c) Who was involved with the initiative?
  - d) How is the program received on campus?
  - e) What are the core expectations of the program?
  - f) What are the program’s major curricular requirements?
  - g) What are the program’s major co-curricular requirements?
  - h) What are some obstacles that you encountered with the program?
  - i) What are some successes that you encountered with the program?
  
- ii) For students participating in your program, what does it mean to be a global citizen?
  - a) Do you debate this definition in your academic institution?
  - b) What characteristics should a global citizen possess?
  - c) Tell me about any students or faculty members who you believe are global citizens. What distinguishes them from others?
  
- iii) Tell me about the students in your program.
  - a) What are their interests?
  - b) What types of activities, clubs, events do they participate in? Can you provide me with a few examples?
  - c) Tell me about your graduates? What are they doing today? What kind of feedback do you receive from them?

**In-depth Telephone Interview NOTES**  
**(to be used with question probes from Interview Protocol)**

Interview with:

Academic Institution:

Program Name:

Date:

---

*Comments:*

**Introduction**

**Open-Ended Questions:**

Tell me about your global citizenship program.

What does it mean to be a global citizen?

Tell me about the students in your program.

### Appendix VIII: Descriptive Statistical Analysis

**K=Knowledge    S=Skills    A=Attitudes**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Q1: K – own norms	17	4.18	.636	.154
Q2: K – own expectations	17	4.24	.664	.161
Q3: K – norms of others	17	4.59	.507	.123
Q4: K – expectations of others	17	4.29	.588	.143
Q5a: K – globalization as economics	17	3.76	.831	.202
Q5b: K – globalization as politics	17	4.06	.748	.181
Q5c: K – globalization as culture	17	4.18	.393	.095
Q5d: K – globalization as environ.	17	3.65	.606	.147
Q6: K – world events	17	4.24	.562	.136
Q7: K – world history	17	3.41	.939	.228
Q8: K – intl issues for careers	17	4.41	.507	.123
Q9: K – foreign language	17	3.12	1.616	.392
Q10: S – academic experiences	17	4.18	.728	.176
Q11: S – vocational experiences	17	3.71	1.047	.254
Q12: S – social settings	17	3.82	.728	.176
Q13: S – business settings	17	3.41	.795	.193
Q14: S – cultural difference	17	4.47	.514	.125
Q15: S – collaborate	17	4.35	.606	.147
Q16: S – social settings	17	4.24	.664	.161
Q17: S – business settings	17	3.35	.862	.209
Q18: S – intl skills for work with others	17	4.71	.470	.114
Q19: A – world view	17	4.71	.470	.114
Q20: A – “the other”	17	4.53	.514	.125
Q21: A – openness	17	4.35	.862	.209
Q22a: A – emotional risks	17	3.82	1.015	.246
Q22b: A – intellectual risks	17	4.47	.624	.151
Q22c: A – professional risks	17	3.76	.903	.219
Q23: A – collaboration	17	4.47	.514	.125
Q24: A – various attitudes	17	3.53	.800	.194
Q25: A – non-judgmental	17	4.12	.781	.189
Q26: A – on-campus diversity	17	4.12	.857	.208
Q27: A – community diversity	17	3.82	.951	.231

### Appendix IX: One-Sample T-Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q1	27.078	16	.000	4.176	3.85	4.50
Q2	26.291	16	.000	4.235	3.89	4.58
Q3	37.291	16	.000	4.588	4.33	4.85
Q4	30.118	16	.000	4.294	3.99	4.60
Q5a	18.671	16	.000	3.765	3.34	4.19
Q5b	22.387	16	.000	4.059	3.67	4.44
Q5c	43.822	16	.000	4.176	3.97	4.38
Q5d	24.800	16	.000	3.647	3.34	3.96
Q6	31.056	16	.000	4.235	3.95	4.52
Q7	14.976	16	.000	3.412	2.93	3.89
Q8	35.857	16	.000	4.412	4.15	4.67
Q9	7.956	16	.000	3.118	2.29	3.95
Q10	23.667	16	.000	4.176	3.80	4.55
Q11	14.598	16	.000	3.706	3.17	4.24
Q12	21.667	16	.000	3.824	3.45	4.20
Q13	17.690	16	.000	3.412	3.00	3.82
Q14	35.827	16	.000	4.471	4.21	4.74
Q15	29.600	16	.000	4.353	4.04	4.66
Q16	26.291	16	.000	4.235	3.89	4.58
Q17	16.042	16	.000	3.353	2.91	3.80
Q18	41.312	16	.000	4.706	4.46	4.95
Q19	41.312	16	.000	4.706	4.46	4.95
Q20	36.298	16	.000	4.529	4.26	4.79
Q21	20.826	16	.000	4.353	3.91	4.80
Q22a	15.538	16	.000	3.824	3.30	4.35
Q22b	29.527	16	.000	4.471	4.15	4.79
Q22c	17.182	16	.000	3.765	3.30	4.23
Q23	35.827	16	.000	4.471	4.21	4.74
Q24	18.194	16	.000	3.529	3.12	3.94
Q25	21.732	16	.000	4.118	3.72	4.52
Q26	19.799	16	.000	4.118	3.68	4.56
Q27	16.577	16	.000	3.824	3.33	4.31

### Appendix X: Descriptive Percentages

Descriptive Percentages	K=Knowledge	S=Skills	A=Attitudes		
	<u>1=strongly disagree</u>	<u>2=disagree</u>	<u>3=neutral</u>	<u>4=agree</u>	<u>5=strongly agree</u>
Q1: K – own norms	0	0	11.8	58.8	29.4
Q2: K – own expectations	0	0	11.8	52.9	35.3
Q3: K – norms of others	0	0	0	41.2	58.8
Q4: K – expectations of others	0	0	5.9	58.8	35.3
Q5a: K – globalization as economics	0	5.9	29.4	47.1	17.6
Q5b: K – globalization as politics	0	0	23.5	47.1	29.4
Q5c: K – globalization as culture	0	0	0	82.4	17.6
Q5d: K – globalization as environ.	0	0	41.2	52.9	5.9
Q6: K – world events	0	0	5.9	64.7	29.4
Q7: K – world history	5.9	5.9	35.3	47.1	5.9
Q8: K – intl issues for careers	0	0	0	58.8	41.2
Q9: K – foreign language	23.5	17.6	11.8	17.6	29.4
Q10: S – academic experiences	0	0	17.6	47.1	35.3
Q11: S – vocational experiences	0	17.6	17.6	41.2	23.5
Q12: S – social settings	0	5.9	17.6	64.7	11.8
Q13: S – business settings	0	11.8	41.2	41.2	5.9
Q14: S – cultural difference	0	0	0	52.9	47.1
Q15: S - collaborate	0	0	5.9	52.9	41.2
Q16: S – social settings	0	0	11.8	52.9	35.3
Q17: S – business settings	0	17.6	35.3	41.2	5.9
Q18: S – intl skills for work with others	0	0	0	29.4	70.6
Q19: A – worldview	0	0	0	29.4	70.6
Q20: A – “the other”	0	0	0	47.1	52.9
Q21: A – openness	0	0	23.5	17.6	58.8
Q22a: A – emotional risks	0	11.8	23.5	35.3	29.4
Q22b: A – intellectual risks	0	0	5.9	41.2	52.9
Q22c: A – professional risks	0	5.9	35.3	35.3	23.5
Q23: A – collaboration	0	0	0	52.9	47.1
Q24: A – varying attitudes	0	11.8	29.4	52.9	5.9
Q25: A – non-judgmental	0	0	23.5	41.2	35.3
Q26: A – on-campus diversity	0	5.9	11.8	47.1	35.3
Q27: A – community diversity	0	5.9	35.3	29.4	29.4

### Appendix XI: Most and Least Promoted Global Competencies

Global Competency	Grouping of Means to Specific Global Competency Question from Table 4.1	Survey Question #	Final Mean
<i>Knowledge:</i> An understanding of one's own cultural norms and expectations.	4.18	Q1	<b>4.21</b>
	4.24	Q2	
<i>Knowledge:</i> An understanding of cultural norms and expectations of others.	4.59	Q3	<b>4.44</b>
	4.29	Q4	
<i>Knowledge:</i> An understanding of the concept of 'globalization.'	4.18	Q5c	<b>3.91</b>
	4.06	Q5b	
	3.76	Q5a	
	3.65	Q5d	
<i>Knowledge:</i> of current world events.	4.41	Q8	<b>4.33</b>
	4.24	Q6	
<i>Knowledge:</i> of world history.	3.41	Q7	<b>3.41</b>
<i>Knowledge:</i> proficiency in a foreign language.	3.12	Q9	<b>3.12</b>
<i>Skills:</i> Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions.	4.18	Q10	<b>3.95</b>
	3.71	Q11	
<i>Skills:</i> Ability to assess intercultural performance in social or business settings.	3.82	Q12	<b>3.62</b>
	3.41	Q13	
<i>Skills:</i> Ability to live outside one's own culture.	4.71	Q18	<b>4.71</b>
<i>Skills:</i> Ability to identify cultural difference in order to compete globally.	4.47	Q14	<b>4.47</b>
<i>Skills:</i> Ability to collaborate across cultures.	4.35	Q15	<b>4.35</b>
<i>Skills:</i> Effective participation in social and business settings anywhere in the world.	4.24	Q16	<b>3.80</b>
	3.35	Q17	
<i>Attitudes:</i> Recognition that one's own worldview is not universal.	4.71	Q19	<b>4.71</b>
<i>Attitudes:</i> Willingness to step outside of one's own culture and experience life as "the other."	4.53	Q20	<b>4.53</b>
<i>Attitudes:</i> Willingness to take risks in pursuit of cross-cultural learning and personal development.	4.47	Q22b	<b>4.02</b>
	3.82	Q22a	
	3.76	Q22c	
<i>Attitudes:</i> Openness to new experiences, including those that could be emotionally challenging.	4.35	Q21	<b>4.35</b>
<i>Attitudes:</i> Coping with different cultures and attitudes.	4.47	Q23	<b>4.00</b>
	3.53	Q24	
<i>Attitudes:</i> A non-judgmental reaction to cultural difference.	4.12	Q25	<b>4.12</b>
<i>Attitude:</i> Celebrating diversity.	4.12	Q26	<b>3.97</b>
	3.82	Q27	



