ALAMO COLLEGES DISTRICT

The Office of International Programs (OIP) serves the five Colleges of the Alamo Colleges District in San Antonio, Texas. We support students, faculty, staff, and the local community through activities, events, and programming that enhances global engagement across the District

Alamo College District leadership has shown sustained support toward international education initiatives. At the District level, the Chancellor and the Strategic Leadership Team (comprised of the five Colleges Presidents and five Vice Chancellors), meet frequently with the Executive Director for International Programs for guidance and reporting. Additionally, the **International Executive Advisory Committee,** established in 2019, meets twice annually to discuss international education progress and make high-level recommendations. The Committee includes administrators from the Colleges, faculty, and members of the community. In 2020 an **International Faculty Committee** was established to discuss global learning / international education initiatives among District staff members and faculty from across the five colleges. Today more than 40 members have joined the Committee.

Students may demonstrate global competence by including international activities such as Study Abroad, traditional exchanges, Collaborative Online International Learning (COIL) courses, Global Learning Designated (GLD) courses, or Global Engagement Network for International Education (GENIE) activities in the District experiential learning platform (*AlamoEXPERIENCE)* that links students to their co-curricular activities for the accumulation of digital badges toward the *Alamo Global Learner Pathway*. Students may also accumulate miles toward reaching on of the three levels of the *Alamo Global Student Distinction* (*Ambassador, Diplomat,* or *Global Citizen*) recognition upon graduation. The earning of *miles* and digital badges as well as the number of students graduating with global distinctions are a clear measure of success.

Nine global competencies (Global Learning Objectives, GLOs) were thoroughly discussed and adopted by the Alamo Colleges District in the categories of Global Engagement, Global Perspective, and Global Awareness. Diversity, Equity, and Inclusion (DEI) are among the GLOs that students develop as part of global engagement skills in each of the curricular and co-curricular offerings. A general understanding that global skills are intrinsically linked to DEI permeates in the ongoing collaborations and open discussions between both offices.

Inclusion is intentionally exercised at the highest institutional level and is a priority for the Alamo Colleges District to create and nurture open channels of communication that ensure that everyone feels included and knows they may participate in international activities (students, faculty and staff). These options were created with the key objective of **meeting the students where they are**. Most community colleges students cannot travel due to financial or other constrains; therefore, our

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commitment and focus is to present opportunities through a robust *Internationalization at Home* **(IaH)** strategy that provides options to develop and embrace global competence. At its core, inclusion means that everyone is informed, can participate and can find information through permanently open and transparent channels of communication and intentional programming to open global learning opportunities for all.

Our community college students are from strained socioeconomic backgrounds and many attend college on a part-time basis. These demographics present barriers for students wishing to obtain international education experiences abroad. Intentional changes were implemented to make global learning experiences accessible for all our students through GLD Courses, COIL, virtual multicultural programming through GENIE, periodic *Open Houses*, a well-maintained website, and by distributing our bi-annual *Alamo Global Snapshot* newsletter.

Umbrella programs such as the ***Alamo Global Student Distinction (AGSD)*** and the ***Alamo Global Learner Pathway (AGLP)*** are recently established vehicles for students to demonstrate global competence. All traditional (faculty-led study abroad, exchanges, etc.) and recently established IaH programs (COIL, GLD Courses and GENIE) are designed to provide students with the skills needed to succeed in a global workforce. Any student can **accumulate *digital badges (AGLP)*** up to obtain the *Alamo Global Learner Capstone* Badge and **miles *(AGSD)*** to demonstrate the acquisition of global competence by graduating with one of three levels of distinction: *Alamo Ambassadors*, *Diplomats,* and *Global Citizens*.

Despite a global pandemic, the number of students actively participating in international initiatives across all programmatic offerings has grown. As a result of an ambitious outreaching plan, an increased number of students claim miles for the AGSD Program and digital badges to reach the AGLP Capstone Badge. There is growing awareness among students concerning the importance of global competence as it relates to career-readiness through acquisition of marketable skills that uniquely position them for success in a global workforce.

With the Private sector: We are currently developing strong local alliances with the private sector. We have invited representatives of the private sector to focus groups to introduce and discuss our new global learning initiatives, the AGLP and the AGSD count now with the support and endorsement of key members of the private sector. It is crucial for students to know that their efforts to develop a global mindset will translate into specific opportunities in the job market and that their global skills are and will be valued and appreciated and are critical for their careers.

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GLOBAL LEARNING VALUE RUBRIC

For more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, (2) seek to understand how their actions affect both local and global communities, and (3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Global self-awareness:** In the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

- **Perspective taking:** The ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

- **Cultural diversity:** The ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

- **Personal and social responsibility:** The ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

- **Global systems:** The complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems (1) are influenced and/or constructed, (2) operate with differential consequences, (3) affect the human and natural world, and (4) can be altered.

- **Knowledge application:** In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

# THE ALAMO GLOBAL COMPETENCIES

GLOBAL AWARENESS by having:

• Knowledge of interconnections between local and global issues and events.

• Understanding one's own and others cultural norms and expectations.

• Understanding of global dynamics by continuous learning and reflection.

GLOBAL PERSPECTIVE by showing ability to:

• Collaborate with people from diverse cultures with understanding, respect, and compassion.

• Use global and cultural perspectives to problem solve.

• Adapt to intercultural social or working settings.

GLOBAL ENGAGEMENT by practicing:

• A deep understanding of a culture of diversity, equity, and inclusion in local and global contexts.

• Open, appropriate, and effective intercultural interactions.

• A sense of local and global social responsibility.
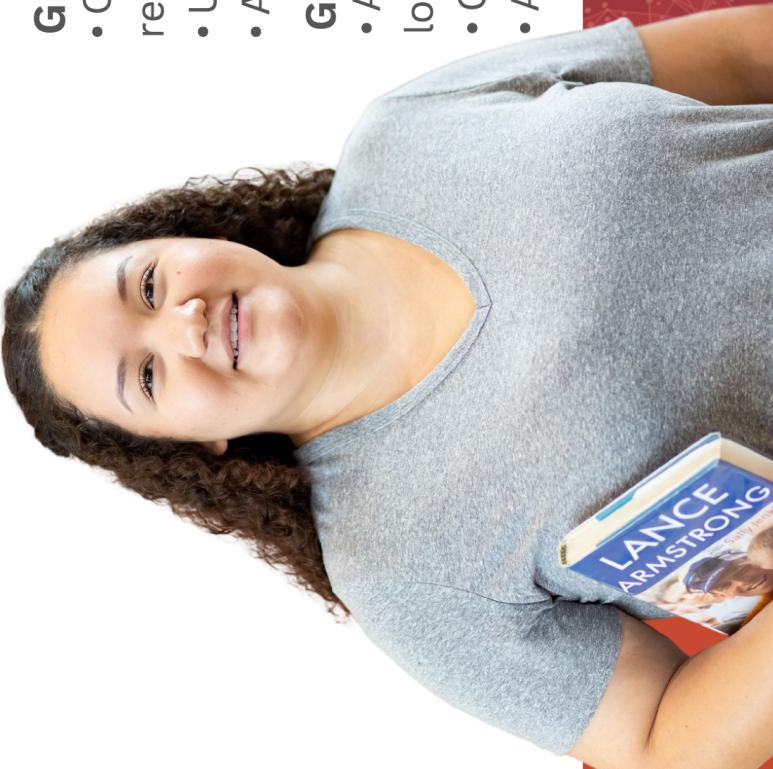
Identify your Global Learning Ecosystem

Use this worksheet to identify the different organisms in the levels of your organization.

Programs

Campus Partners

Higher Education Allies

Local Industry Partners

Faculty
Student Organizations
Leadership

NAFSA
AIEA
AAC&U

Technology
Government
Businesses