Why Invest in Global Education?

**Attitudes**
- Openness & respect for diversity
- Challenges biases and prejudices
- Gain perspective of one’s own culture and community through self-awareness

**Knowledge**
- Understand interconnectedness of global issues
- Economic cooperation
- Grows social responsibility

**Skills**
- Responsibility
- Leadership
- Fosters foreign language skills
- Collaborate cross-culturally
- Independence
- Ability to take action on 21st century issues: sustainable development, society building, environmental change, conflict resolution.

Imagining New Horizons
Global Learning & Travel at a Rural Community College
Why Invest in Global Education?

PERCENTAGE OF HIGH-SCHOOL GRADUATES AGED 18-24 WHO BELIEVE:

- Jobs are becoming more global in nature: 80%
- That they received instruction to help them to understand the roots of global issues: 12%
- They would be better employees if they had a stronger understanding of different world cultures: 60%

Source: World Savvy 2012 Global Competence Survey

Rocky Mount, North Carolina: At a Glance

<table>
<thead>
<tr>
<th>Rocky Mount, NC</th>
<th>Nash Community College</th>
<th>International Corporations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population: 55,000</td>
<td>2017–18 curriculum headcount: 4251</td>
<td>Pfizer (pharmaceuticals)</td>
</tr>
<tr>
<td>Median household income: $39,000 (NC state average: $50,000)</td>
<td>Curriculum FTE for 2017–18: 2458</td>
<td>Cummins (engineering: products/parts and services)</td>
</tr>
<tr>
<td>Community Challenges:</td>
<td>Number of academic programs: 99</td>
<td>Lidl (groceries/retail)</td>
</tr>
<tr>
<td>Chronic poverty</td>
<td>Program graduates in 2018: 988</td>
<td>Honeywell Aerospace (engineering products/parts and services)</td>
</tr>
<tr>
<td>Economic stagnation</td>
<td></td>
<td>Draka (elevator parts)</td>
</tr>
<tr>
<td>Undereducation</td>
<td></td>
<td>Fastenal (engineering products/parts and services)</td>
</tr>
</tbody>
</table>

● Pfizer (pharmaceuticals)
● Cummins (engineering: products/parts and services)
● Lidl (groceries/retail)
● Honeywell Aerospace (engineering products/parts and services)
● Draka (elevator parts)
● Fastenal (engineering products/parts and services)
What challenges do you face at your institution to provide global education?

NCC’s Approach:
Globalizing Our Campus

- Global Scholars Program: Creating Global Citizens
- Faculty: Facilitating a Global Curriculum
- Nash Abroad: Making Travel Accessible
Global Scholars Program: What is it?

- Create global citizens at Nash Community College
- **Students are required to:**
  - Complete 15 credit hours with a minimum of a C in courses designated as globally intensive.
  - Participate in 8 global activities.
  - Participate in 30 hours of global experience through travel abroad and/or domestic intercultural experience or service.
  - Present a capstone presentation related to their global learning experience and participation.

*In collaboration with UNC World View: NC Distinction Program

Global Scholars Program: How it Works

- **Program recruitment:**
  - Interest Meetings
  - Information tables at campus events
  - Guest speaker in classes
  - General advertising: flyers, campus emails, etc.
- Monthly GPS organized activities
- GPS Moodle page:
  - Students can monitor their progress
  - Students can submit their activities
- Completion Checklist
- Graduation: stamp on transcript and regalia cord
Global Scholars Program: Activities

September
Unbreakable: One Girl Changing the World: The Story of Malala

October
NCC Fall Trip to Washington, D.C.

November
North Carolina Association of International Educators (NCAIE) Student Global Leadership Conference

Faculty Development

Global Course Process
- Global course submission form
- Course is at least 25% global lessons
- Approved by GS Advisory Committee
- Global courses designated with a “G” at the end of the course section (PSY-150-01G).

Global Learning Outcomes (GLOs)
- Ask and explore critical questions that address important phenomena, issues and events that are relevant worldwide.
- Explore and explain the perspectives of other people, groups, and schools of thought and identify influences on these perspectives.
- Develop a social responsibility to understand and influence the community, state, region and world in which we live.
- Effectively communicate ideas, perspectives, and experiences to audiences from diverse backgrounds.
- Engage in opportunities to broaden and enhance knowledge of different cultures, regions, religions, and ways of life.
Provide a meaningful, global student-focused program centered on 
*immersion, independence, and real-world experiences.*

Thus, allowing students the unique opportunity to travel outside his 
or her realm of knowledge along with gaining insight into the 
cultures of others while obtaining a broadened understanding of his 
or her own experiences.

**Where We’ve Been, Where We’re Going**

2016

Canada
Where We’ve Been, Where We’re Going

2018
Peru

2020
Greece
How it Works

International travel offered every 2 years

Pre-enrollment:
- Advertise and recruit students
  - Information meetings
  - Visit classes
  - Advertisement video on CCTV broadcasted around campus
  - Flyers and emails
  - One-on-one meetings with interested students

Post-enrollment:
- Travel preparation
  - Information meetings
  - Financial support (fundraisers, scholarships, crowd-sourcing, etc)
  - Students enroll in HUM 180: International Cultural Exploration

Planning begins 2 years in advance:
- **Fall 2018:**
  - Select location, customize trip, company, obtain price point, create advertising materials including a [trip website](#).
- **Spring 2019:**
  - Recruitment begins, Students begin enrolling and making payments
- **Fall 2019:**
  - Continued enrollment and payments
- **Spring 2020:**
  - Finalize scholarship payments, overall trip payments
- **May 2020:** Nash Abroad goes abroad
Affordability for students:

- **Sweat Scholarship**
  - $1700 price matching; open to all (not based on merit/need)

- **Crowd-sourcing**
  - Students receive their own pages to crowd-source through their social media accounts

- **Fundraising**
  - 2018 trip fundraiser: students sold coffee from a local wholesaler
  - Students earned $6 for each $12 bag

Serve the World to See the World

- Created to encourage local volunteerism
- Students volunteer in the local community for a specific amount of hours in exchange for a generous stipend for Nash Abroad travel.
- Program acceptance based on need/merit
- Stipend comes from community organizations/businesses who support global education at Nash CC.
Considering the challenges you face at your institution: What are some ways that you can overcome these challenges?

Where We Go From Here

Our Goals at NCC:

- **Campus Global Scholars:**
  - Grow enrollment
  - Offer more activities
  - Fundraise to travel locally

- **Professional development:**
  - Develop more “G” (global) courses
  - Funding opportunities for conferences for faculty

- **Nash Abroad:**
  - Fundraising opportunities for students
  - Growing/offering different scholarships
  - Ultimate goal: making international travel accessible to all students and reflect the diversity already on our campus.
Questions & Discussion