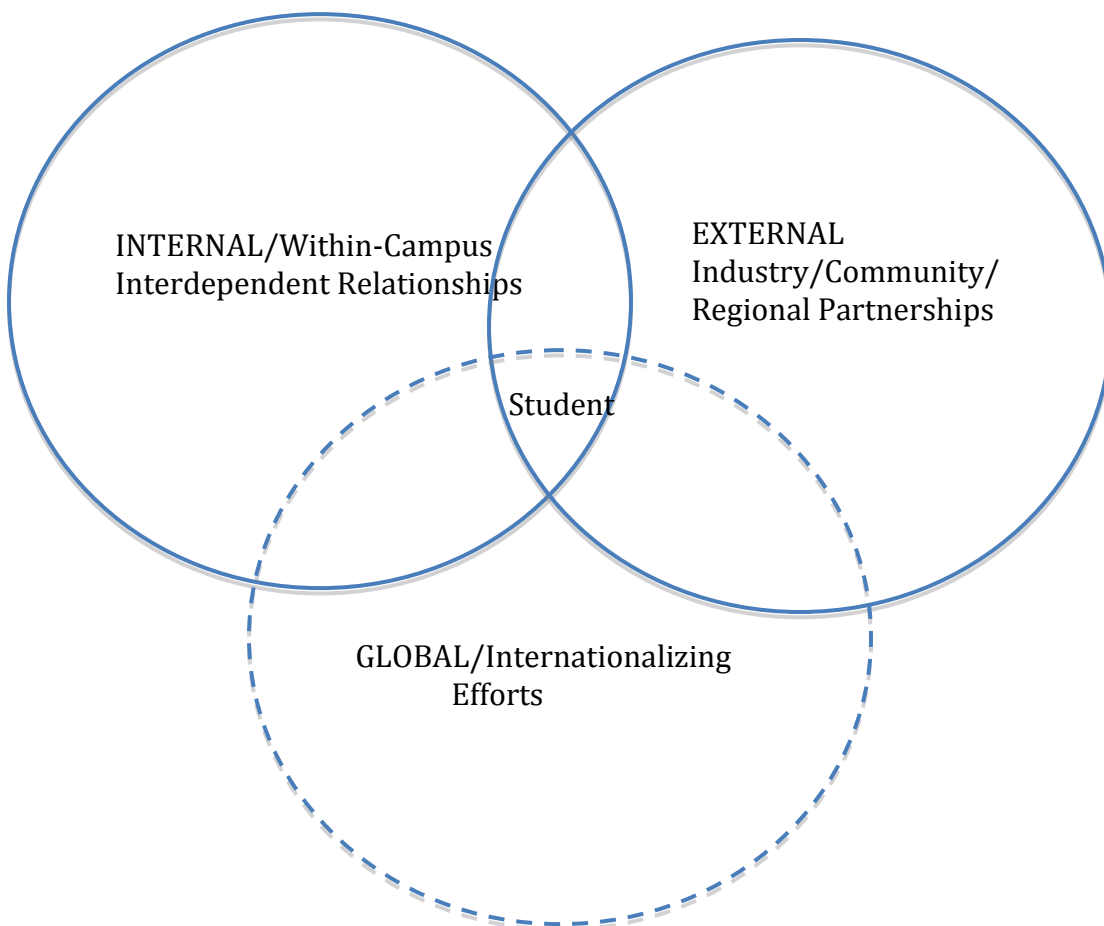


INTERNATIONALIZING THE GCC CAMPUS: A CONCEPT PAPER

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In keeping with the context, challenges, and opportunities of an increasingly changing, national and global educational landscape, the schema below illustrates Guam Community College's vision of educational direction in the immediate future, consistent with its institutional mission "to provide the highest quality education and job training" to locals and migrants from the Micronesian region. This educational vision extends the reach of the college beyond Guam's island shores, beyond the island's regional borders and into a wider reach of the surrounding countries in Asia and in the world.



Based on the schema above, the complexity of the layers of human relationships at the college is currently comprised of two intersecting circles that are mutually interdependent. These are the everyday constituent interactions constituents go through as they take on their various roles and responsibilities to ensure that the college functions smoothly (Internal/Within Campus Interdependent Relationships). Parallel to these interactions are the external collaborative actions they try to negotiate with the community and industry as the need arises (Community/Industry/Regional Partnerships). Emerging from these two important relational systems is another intersecting ring that seems to stem out of these two vital engagements (Global/Internationalizing Efforts). This direction primarily aims for a wider reach of the college beyond its shores, beyond the region, into the global, international arena. This would provide GCC students, faculty, administrators, the governing bodies, and in fact, the entire college community greater opportunities for growth, for experience, and for innovation.

At the core of these initiatives lie GCC students, the lifeblood and justification of the institution's primary existence as a higher learning institution. To assume that what are typically called GCC students are those who are now currently served ~those students that are now enrolled at the college~ is seemingly a shortsighted view. Instead, the idea is to take a somewhat broader perspective of the clientele GCC serves to include three special categories: **prospective students, enrolled students, and completers**. When the college develops and organizes its student service areas to serve and to cater to all three student types, then the college is indeed embracing a broader and more visionary perspective that fully addresses its institutional mission. This inevitably includes further reaching out beyond the shores of the island, beyond the borders of the region, into the global, international sphere of education, culture, and entrepreneurship.

Borrowing from Kapiolani Community College's shared vision of international education, extending GCC's reach globally must necessarily be premised on four "if-and-when" principles:¹

- 1. If and when we internationalize our campus, we learn, support, and build on the existing languages, cultures, and histories of Guam's diverse peoples;*
- 2. If and when we internationalize our campus, we develop, inspire, and instill respect and honor for various cultures among our students, faculty and other constituents;*
- 3. If and when we internationalize our campus, we construct viable and robust educational and economic regional and international partnerships; and*
- 4. If and when we internationalize our campus, we fortify the college's role as a gateway to and bridge between Asia, the Pacific, the Americas, and the world.*

To align our internationalizing efforts with our institutional strategic master plan, verbiage will also be included to capture this initiative. Additionally, the college's internationalizing agenda will also be encompassed in the new institutional and organizational priorities for the upcoming academic year. Similarly, constituents will be asked to provide input in the development and review of college-related policies that impact on international education, such as conference participation in international conferences outside of the United States. This will provide direction and clarity to whatever issues that may arise as the college addresses its goal of international education more fully.

¹ On May 16, 2013, a small manageable group of the President's management team, about 10 administrators and three (3) department chairs, had the opportunity to hear the internationalization experience of Kapiolani Community College (KCC) when Dr. Leon Richards, Chancellor of KCC, shared with the college how KCC planted the seed of multiculturalism on its own campus several years ago and then watched it grow to be a robust program as it has now become. Dr. Richards also alluded to this rich multicultural experience of KCC constituents during his commencement address the day after his talk.

The Internationalization Initiative Office (Double IO is the suggested brand name) will be under the general purview of the President's office. An Internationalization Initiative Task Force will be officially convened by the President, whose members she will officially appoint. This task force will meet initially to further discuss the **Four Principles of Internationalization** described above and formulate specific goals, needed resources, activities, outcomes, and measures of success for each of them. As envisioned, the Double IO will evolve into a Center once the activities begin, a momentum is achieved, and a critical mass is reached. Further guidance and consultation with Kapiolani Community College (and other similar colleges with international programs) will be actively sought during this critical process.

Before the end of the academic year, a Board resolution on **Internationalizing the Campus** will be written by the task force, reviewed by the President, presented to the Board, and upon its approval, will become the guiding college policy to achieve the goals and outcomes set forth by the Internationalization Initiative Task Force.

References

2011 KCC International Education Annual Report, Paul S. Honda International Center, Kapiolani Community College, 78 pp.

2010 KCC International Education Annual Report, Paul S. Honda International Center, Kapiolani Community College, 80 pp.

