

From campus to the world: Global learning in the context of an urban community college

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Abstract

This article discusses and models an all-day, low-stakes, high-impact, interdisciplinary, Global Learning program at LaGuardia Community College which successfully promoted global citizenship.

With only 3% of community college students participating in study-abroad programs as they currently exist (Lee, 2016), a new educational model of global citizenship is required that is financially feasible and rethinks access to such experiences and the definition of ethical global citizenship for these students. The goal of developing global citizens is common in university and college mission statements. For many institutions, the typical way of engaging students with these core values is through study-abroad programs, where students experience another country for a semester or for a year through travel. Although popular, such programs are highly problematic in the kind and breadth of cultural experience they provide, which students have access, and how the participating students then conceive global citizenship. The top six study-abroad destinations for American students in 2019 are all located in Western Europe, followed by China, Australia, Costa Rica, and Japan (Moody, 2020). These programs are accessible to students with the greatest financial resources and cultural capital (Salisbury, Umbach, Paulsen, & Pascarella, 2009). At the same time, the prevalence of European locations and Western experiences limits the possibility of an ethical global citizenship that enables dialogue and fosters understanding with “Other” cultures (Andreotti, 2006, p. 1). When such programs are conducted in non-Euro-American geographies or these places are studied as part of the course content at home, they risk turning into what Leslie G. Roman (2003) calls “intellectual tourism,” whereby the educators and learners take “brief excursions into ‘other’ people’s lived cultures” (pp. 272–273).

The limitations of study-abroad programs reflect the greater inequalities that exist in higher education, particularly between resource-heavy 4-year colleges and resource-light community colleges. LaGuardia Community College’s multiracial, multinational, and multiethnic students provide the foundation for an alternative model of global learning that is not able to and therefore does not privilege international mobility experiences such as study abroad to meet its global learning general education goals. Instead, the

institution builds upon the students' life experiences and backgrounds and scales up to include more students than ones that could afford to travel abroad. For example, in planning the all-day Global Learning program "Between the World and Me: Working, Creating, Engaging as a Global Citizen" at LaGuardia, held in November 2017, the authors accessed the rich experiences of its students to help promote intercultural understanding and to support the development of global citizens (Caruanna, 2014).

We posit that this all-day Global Learning program provided a low-stakes, high-impact, interdisciplinary, global learning event that was effective in developing students as global citizens. Further, the integration of classroom learning, co-curricular events, and extracurricular experiences across the 2-years since the program occurred allowed students to reflexively and reflectively build an engagement with global issues throughout the students' educational trajectory. The format of the one-day program captures different types of educational experiences (e.g., classroom, co-curricular, and extracurricular) that could be organized for students and become a model for other community colleges and 4-year institutions to follow. The event brought three professional practitioners of global engagement to the campus to join in a roundtable panel discussion and a workshop on global careers, activism, and stewardship in allied healthcare careers and in the arts and sciences. These two events were open to the entire college community. These invited experts also led sessions in Liberal Arts and Health Sciences courses. The day's events concluded with a banquet in which the guests and selected students engaged in an evening of informal mentorship. Overall, this program provides an example of a variety of approaches to global learning, instilling community college students with the values of a liberal arts education and imparting them with the ability to pursue careers in a globalized world (Nussbaum, 2007).

GLOBAL LEARNING AT LAGUARDIA

In 2014, LaGuardia Community College identified and developed its general education curriculum and the college's (LaGuardia, n.d.) to "educate and graduate the most diverse student populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society." The general education components included a focus on Inquiry and Problem Solving, Integrative Learning, and Global Learning as core competencies. The Global Learning competency at LaGuardia is aligned to the American Association of Colleges and Universities' (AAC&U) definition of global learning wherein students (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, (3) address the world's most pressing and enduring issues collaboratively and equitably. Furthermore, the institution subscribes to the AAC&U's contention that "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" (Rhodes, 2010, para. 1).

Global learning at LaGuardia embeds the student experience in knowledge of global issues, the ability to make connections between different historical events and forces, and the possibilities for ethical engagement (LaGuardia, 2018). Students are encouraged to reflect on and embrace the idea of global citizenship throughout their studies and career development. The institution's almost 20,000 degree-seeking, non-traditional student body, comes from 150 countries and speaks 98 different languages, which brings a unique opportunity to build on these experiences (Office of Institutional Research and Assessment, 2019). However, as is the case with many community colleges across the nation, issues with retention rates, transfer, and limited access to professional

opportunities can limit opportunities for students to consider the possibilities of a global career (The Chronicle of Higher Ed, 2018).

The Global Learning Core Competency and its accompanying rubric frame the learning objectives of the various courses and campus-wide co-curricular activities that address the value and centrality of global citizenship at LaGuardia. This framework also informed the intended student learning outcomes of the Global Learning all-day event in 2017. An important dimension of the endeavor was to promote the idea of global citizenship as “a concept of action signifying ways of thinking and living within multiple cross-cutting communities—cities, regions, states, nations, and international collectives—as well as network-based communities such as neighborhood groups, service organizations, and professional associations” (Schattle, 2008, p. 3). LaGuardia’s mission echoes this particular definition of global citizenship in that the institution promises to educate and graduate “critical thinkers and socially responsible citizens who help shape a rapidly evolving society” (LaGuardia, n.d.).

When developing this event, we were guided by the conviction that given the limited resources available to community college students, effective global learning could still be achieved by building bridges across the curriculum, creating co-curricular learning opportunities, *and* promoting global citizenship as a holistic and integrative experience that would motivate students to “[t]hink and act locally and globally” (Schattle, 2008, p. 3). Thus, the goal was to curate for LaGuardia students and the college community a rigorous engagement with (a) the idea of global citizenship, (b) the challenges and rewards of building a global professional identity, and (c) the current global affairs the invited lecturers were focused on in their respective careers and within networks to which they each belonged. The day reached over 300 LaGuardia students with the aim to set them on a path toward recognizing their potential to become global citizens and to familiarize them with ways to pursue global careers that would allow them to engage ethically with the world through work.

Studies have shown that one of the most popular high-impact practices for fostering global citizenship in college students is by way of what is referred to as “international student mobility” opportunities, which encompass study-abroad programs, internships, and other international experiences (Caruana, 2014, p. 86).¹ These opportunities in general have had great effect in increasing awareness of global issues, the expansion of cultural awareness, and integration of disciplinary knowledge among underrepresented, low-income, and working-class students (Stebleton, Soria, & Cherney, 2013). However, the students with the fewest socio-economic resources and the least pre-college capital are also the least likely to partake in these types of programs to travel abroad (Salisbury et al., 2009). The specific socio-economic profile of the LaGuardia student body, with its economic constraints and family obligations, and a programmatic curriculum, consisting of specific general education requirements developed across all City University of New York 2-year and 4-year colleges (CUNY Pathways) and major requirements impede broad access to a semester or year-long study-abroad program. With the support of the Office of Global Engagement Initiatives at LaGuardia, short summer study-abroad programs to Japan, France, Brazil, and other countries have been available to an average of 12 students. The Collaborative Online International Learning (COIL) program has enabled professors to incorporate into their courses communications with other university students in the United States and worldwide. These programs echo Knight’s argument that the

¹ American Council of Education considers “student mobility” as one of the “Comprehensive Internationalization Target Areas” with “institutional commitment and policy,” “leadership and structure,” “curriculum and co-curriculum,” “faculty and staff support,” and “partnership and networks” being the other five (2021). Since adapting Global learning as one of its core competencies in 2014, LaGuardia has been committed to promoting the internationalization perspective within the institution and in the collaborations it seeks beyond the campus.

internationalization of postsecondary education encompasses both reaching beyond geographic borders *and* creating opportunities to connect with “the diversity of cultures that exist within countries, communities, and institutions” (p. 2). However, they have been limited and accessible to small cohorts of students that either had access to the financial resources or to the specific faculty that participated in the programs.

Global learning experiences like study abroad have reinforced the power differentials of students that tend to be white and financially able to pay for such programs. Although global citizenship has been defined as the ability to understand and engage with issues facing the world today (Jorgenson & Schultz, 2012; Institute of International Education, 2020), the perspectives these students have and the experiences they have of the “Other” culture reinforce the dichotomies such as us/them, the global “North”/the global “South,” that global learning supposedly intends to break down (Andreotti, 2006). The emphasis on global learning and the development of global citizenship entails a rethinking of where such experiences and understanding take place. Going abroad is certainly an enriching intercultural experience, yet similar cultural exchanges and dialogues could also be readily available in the local community.

Traditional citizenship has focused on the relationship between the role of the individual within the local political, economic, and social spheres. However, these local entities are connected to greater global forces and events that blur the line between citizenship in terms of an everyday civic responsibility and the global citizenship that is thought could be harnessed from experiences abroad. Indeed, the actions that take place locally constitute good global citizenship that is “marked by an understanding of global ties and connections and a commitment to the collective good” (Roades & Szelényi, 2011, p. 27). Such a shift in focus warrants a different approach to the way higher education defines and embeds global learning into the curricular work and co-curricular/extracurricular activities.

Community colleges like LaGuardia, with their diverse student bodies, are well placed to take the lead on efforts to rethink global learning in higher education, placing the already lived experience of the students at the center of such efforts. High-cost study-abroad programs are not easily accessible to LaGuardia’s students of whom 70.2% of students come from families with incomes below \$30,000. With 48% identifying as Hispanic, 17% identifying as Black, 22% identifying as Asian, and 59% being foreign born (Office of Institutional Research and Assessment, 2019, pp. ix, 2), there exists a wealth of experience that could become the foundation for a new approach to global learning.

For example, when interviewing “minority immigrant” students about their time studying abroad, Neriko Musha Doerr found that their personal backgrounds crossing borders and navigating the process of assimilating into American society brought new approaches to the intracultural dialogue and understanding of the “Other,” not only for themselves but also for other students (2020). By considering particular students’ subjectivity, global citizenship is transformed into something deeper, from simple awareness to an understanding that it is “situational, *acknowledged* competence, something that emerges in a particular context where certain knowledge, attitudes, and skills are recognized and valued” (Doerr, 2020, p. 85). This recognition of students’ existing experiences and backgrounds as a resource enables global learning to become an integral part of LaGuardia’s everyday educational practices rather than one-off activities.

The struggles of community college students to achieve educational and professional success are intertwined in the mission of developing global learning. Caruana (2014) interviewed students at three different institutions of higher learning in the United Kingdom and concluded that navigating differences between their own multiethnic, multiracial immigrant backgrounds, and traditionally white spaces of higher education modeled forms of “resilience and resilience thinking” crucial to deeper forms of global citizenship (pp. 86–87). These narratives challenge traditional definitions of global citizenship that

are simultaneously inclusive of a wide range of identities and more expansive of what the global encompasses (i.e., the global becomes local and vice versa). More importantly, the personal aspect of such enrooted values of global learning leads to a richer and potentially transformative formulation of ethical global citizenship.

At LaGuardia, these personal narratives are central to students' approaches to their educational trajectory. One of the first assignments in all First Year Seminars is an "About Me" narrative in which students reflect on their personal journey to get to LaGuardia. The focus on the journey becomes the starting point to thinking about what is a global citizen and how to engage with the world in an ethical manner. For these students, most of whom have direct connections to other cultures and experiences, the stakes for living up to these values tend to be greater than the average general college student who simply participates in Roman's "intellectual tourism." Consider a prominent example that involved LaGuardia graduates Martin Batalla Vidal and Antonio Alarcón. They were plaintiff and co-plaintiff, respectively, in the 2020 Supreme Court case (*Department of Homeland Security/McAleenan v. Vidal, et al.*) that decided on the status of individuals registered in the Deferred Action for Childhood Arrivals (DACA) program. When ending his op-ed piece in the *New York Times*, Alarcón (2018) connects the fight over the DACA program with greater immigration policies and foreign policy between the United States and Mexico. More importantly, this activism and participation in the struggle for the rights of the undocumented, or ethical engagement, originates in his personal story. For many of LaGuardia's students, the understanding of the relationship between the local and global is intertwined within the personal.

Students at LaGuardia come to the college with already existing global identities, which are then harnessed and embedded in LaGuardia's Core Competency, Global Learning. Since all the programs and majors at LaGuardia have aligned a number of their courses to the three core competencies and communication studies, throughout their studies, all students develop critical thinking skills that can apply to processing past and current global events, which, in effect, enable students to view their personal histories within a global context, and as a foundation upon which to reimagine their identities as global citizens. LaGuardia students enter college with a type of cultural capital, including their experience and existing knowledge (i.e., most are bilingual and multilingual), which helps cultivate their identities as global citizens even before they begin their degrees. In contrast, traditional notions of cultural capital for college-bound students rely on dominant cultural norms and family support, both financial and practical, in the college admissions process. High cultural capital in the traditional sense leads to a higher rate of retention and eventual completion. However, once students begin their degrees, the disparity between students with more traditional cultural capital and ones with less is overcome (Dumais & Ward, 2010).

LaGuardia's commitment to bridging the gap in prior advantages is displayed with the requirement of First Year Seminars for all incoming students, that includes discipline-based courses that incorporate an introduction to college, study skills, and habits of mind, and required participation in college-wide co-curricular events. A robust advisement system with one-on-one sessions and Degree Maps also guide the students to completion. Co-curricular events such as the Global Learning event provide students a way to reimagine themselves as global citizen.

GLOBAL LEARNING PROGRAM

The title of the Global Learning event, *Between the World and Me: Working, Creating, Engaging as a Global Citizen*, was inspired by Ta-Nehesi Coates' (2015) book of the same

name, particularly a passage in the book in which Coates' wife visited Paris. Upon her return, she showed Coates pictures of doors she had taken during her visit, which included a variety of colors and sizes. She was struck by how reimagining such a common object such as a door could be transformed in a different context, a global one. Following this description, the door metaphorically becomes far more complex when Coates relates how his own Blackness is translated abroad, finding affinities to the conditions of the Roma or the Algerians. Coates' description of the different doors also emphasize how the most quotidian, local experiences could also become outsized and transformative for others. At the same time, the power of the door as a gateway to new horizons and perspectives on the world was apt for the Global Learning event. It provided the students with the models of possibility of how to create a new way of being, that of the global citizen.

Made up of four parts, the event was built around the expertise and career trajectories of three invited lecturers who spent a day with a range of cohorts of students. These lecturers included: (1) Nabil Al-Tikriti, a professor of the History of the Modern Middle East at the University of Mary Washington and the former Vice President of the Médecins Sans Frontières (MSF)/Doctors Without Borders' United States Board of Directors; (2) Mark Kovic OTD, OTR/L, FAOTA, professor and Associate Program Director for the Occupational Therapy Doctorate Program at Midwestern University; and (3) Rashida Bumbray Shabazz, a curator and choreographer and Senior Program Manager at Open Society Foundations for the Arts Exchange, at the time. Each of these invited lecturers modeled for the students' possible career paths available to them with 2- or 4-year college degrees in the Liberal Arts and the Health Sciences. The implicit rationale for the invitation of these particular lecturers was to present them to LaGuardia students as role models who had the potential to motivate students, to help them set goals, and to imagine possible selves (Morgenroth, Ryan, & Peters, 2015).

We received a small internal grant, generously provided by the Henry Luce Foundation, to curate this Global Learning event. Most of the money was spent on honorariums and travel expenses for the guest speakers. The event was condensed into a single day to provide students with an immersive learning experience, which was then reinforced with the global learning objectives during the remainder of the semester. Evidence of student learning outcomes was produced throughout the day by giving the students opportunities to reflect on their learning at the end of each segment. This assessment allowed us to assess the impactfulness of each segment as the day unfolded. Most importantly, we sought to situate students participating in this event within a conversation with the guest lecturers in which they would be able to first recognize and then begin to strategize ways to capitalize on the richness of their own cultural identities. Thus, they were brought into self-reflexive discussions where they would trace how the close relationship between the local and global is intertwined within the personal.

Part I: The roundtable discussion

The first segment of the day was organized as a roundtable discussion in which Ms. Bumbray, Drs. Al-Tikriti and Kovic shared with LaGuardia students how their respective identities, cultural and educational backgrounds, view of the world, and intellectual interests led them to their globally engaged careers. They each focused on ways to synthesize the idea of the global citizen with ethical action, echoing Schattle's (2008) definition that global citizenship is more "a concept of action" rather than "a noun" (p. 3). This synthesis was further promoted in the contexts of the professional development and discipline-specific in-class segments of the day.

Ms. Bumbray's reflections on her own education in the fields of African American Studies, Theater, Dance, Contemporary Art and Performance Studies exposed LaGuardia

students to the many facets of the liberal arts degree. Her career as a Senior Program Manager at Open Society Foundations for the Arts Exchange leading their global arts for social justice initiative provided a concrete example for how such an educational path could lead to a prestigious and socially impactful global career, all the while remaining local in New York City. Her work as a choreographer and a curator allowed her to creatively and intellectually engage with global issues and identities on a personal level and with a local audience.

Dr. Al-Tikriti's autobiography was equally inspiring for the students. A native of New Orleans with paternal roots in Iraq, Dr. Al-Tikriti outlined his educational journey that culminated in degrees in Arab and International Studies, and History earned in the United States and enriched through study, research, and volunteer programs he participated in around the globe. His personal history exemplified how one's own identity, complemented and re-imagined with a college education, can lead to gaining expertise, in his case, in the history of world civilizations and humanitarian aid efforts.

Dr. Kovic, as an occupational therapy educator, scholar, and practitioner was equally inspiring for LaGuardia students in Health Sciences given his record of stewardship to service. His international efforts in the role of health and education advisory team leader for NGOs that address community-based needs, capacity-building, and community-based programming in rural and coastal Ecuador and Brazil amongst other notable humanitarian aid activities, brought to life the particular definition of global citizenship the authors aimed to promote throughout this daylong event.

When planning this segment, we developed a set of questions that would steer the guest lecturers' brief presentations and their conversations with the students. The speakers were invited to provide their respective definitions of global citizenship and to comment on the challenges and rewards of being a global citizen and global professional. They also gave an overview of the specific global issues with which their own work was involved and highlighted for the students ways to seek ethical and active engagement with global concerns. The overarching objective of the segment was to arrive at a collective definition of global citizenship, and how it differs from "national citizenship" that refers to "full legal standing or membership within a state or nation-state" (Schattle, 2008, p. 167). Given the notable percentage of LaGuardia's student population consisting of immigrants, including those who have DACA status or are undocumented, a discussion on national citizenship vis-à-vis global citizenship (predicated on the notion that the world is interdependent and interconnected and therefore diversity must be actively promoted) was an important and necessary one to have. In this context, students reflected on the possible national citizenship statuses within the United States and in other countries as well as on the limited opportunities low-income community college students are offered in terms of accessing study-abroad and internship programs that hold the potential to ignite the desire to become global citizens and enter global careers. Even though these obstacles were acknowledged, the focus was on how LaGuardia students can use to their advantage their unique cultural identities, life experiences, and existing knowledge of, for instance, languages and/or how to navigate successfully different forms of local and global bureaucracies of inclusion and exclusion (Saunders, 2016).

Part II: The professional development workshop

The themes and issues that surfaced during the roundtable session were revisited in the Professional Development Workshop. The college's Center for Career and Professional Development (CCPD) staff co-led with us and the guest lecturers the session focused on further unpacking the definition of global citizenship. This session provided an

opportunity to explore global careers available locally, nationally, and beyond the United States, and connected students with the available career and professional development resources on and off campus. Careers that place ethical global engagement and experience at the center were highlighted, and the guest lecturers discussed their own professional trajectories within this framework.

When designing this workshop, we, the CCPD staff, and the guest lecturers reflected on what Elena Galinova (2015) outlines as the main challenge in higher education today: balancing two perspectives on what global citizenship education should prioritize. On the one hand is the agenda to prepare students so that they acquire skills and training to secure a place for themselves in a highly competitive and innovation-seeking neoliberal world. On the other hand is the mission to educate the students “to be ethical and socially mindful persons capable of confronting the big concerns of today’s world” (Galinova, 2015, p.19). This latter ideology, which underlies our own view of global citizenship education, reflects the cosmopolitan mindset that

we have moral responsibilities in this world in principle towards anyone in the world, and that in some sense we belong morally to one world community of human beings (and, for many thinkers, of non-humans as well), whatever the divisions of nation-states and bounded social communities that in practice divide us. (Dower, 2002, p. 146)

The goal set for this session was to highlight pathways to global careers that would allow LaGuardia students to attain economic mobility *and* contribute to society in meaningful and impactful ways through their work.

With these objectives in mind, the guest lecturers offered practical advice to LaGuardia students on what they need to consider when selecting courses and considering transfer, applying for internships and jobs, and on professional practices that they believe LaGuardia students should master. The informal setting gave students the opportunity to easily interact with these professionals and ask questions that are pertinent to their own plans and goals. Similar to the roundtable session, with the intended student learning outcomes in mind, we developed a set of career related questions to guide the session. The speakers’ responses provided real-life examples of realizable career paths achievable by way of a college education and purposeful engagement with co-curricular and extracurricular activities over the course of one’s studies.

LaGuardia’s CCPD played an important role in leading the Q&A segment into an overview of the resources available to students interested in combining their ongoing education at LaGuardia with career and professional development opportunities. The CCPD connects students with programs, such as the CUNY Service Corps and CUNY Leads, which provide paid, real work experiences, in global-minded, yet predominantly New York-based organizations, businesses, and associations. The CCPD also trains students in various online career tools and offers in-house workshops on building soft and professional skills.

During this event, the CCPD provided students with materials on different global career opportunities and job descriptions, and highlighted the workshops for developing portfolios for jobs that include those that are globally engaged. While this session provided a useful introduction to the CCPD’s offerings, of which not all students at LaGuardia were aware, it should be noted that these co-curricular offerings by the CCPD are in fact well attended over the course of the year since students enrolled in any one of the discipline-specific First Year Seminars are expected to participate in and report back on their experience of partaking in at least one of these CCPD services. Overall, bringing together in this segment the guest lecturers who are global professionals with the CCPD staff was a successful

strategy for connecting on the spot the global career aspirants with the resources readily available on campus.

Part III: The classroom visits

The third segment included the guest lecturers attending the classes we taught. In this curricular context, the speakers engaged students in their academic subject of expertise, which allowed for discipline-focused small group interaction in the classroom setting and wove together the co-curricular and curricular contents.

Cultural identity in American literature (ENG 235)

The class, Cultural Identity in American Literature, studies the themes of “cultural dislocation, alienation, and re-envisioning identity [in] the diverse voices of writers in the United States through a consideration of cultural context” (LaGuardia, 2019, p. 121). The course focused on how the global movement of populations have resulted in waves of migration to the United States throughout history and how this phenomenon has shaped cultural identity in America. In his visit, Dr. Al-Tikriti shared his academic expertise in the Modern History of the Middle East to explain the ongoing refugee crisis in North Africa and the Middle East, and then discussed his work for the global medical aid organization, MSF. As the former vice president of MSF USA and participant in the organization’s refugee rescue efforts in the Aegean and Mediterranean seas, Dr. Al-Tikriti was qualified to comment on this humanitarian crisis and MSF’s medical assistance efforts in conflict zones. He focused on the organizations’ global awareness campaigns with exhibitions like “Forced from Home” (Doctors Without Borders (n.d.)) and challenged the students to develop ideas for how MSF might better communicate its mission and raise awareness for the health crises it responds to around the world.

Students discussed the US foreign policy in response to the refugee crisis and the data on the number of refugees and asylum seekers to arrive in the United States from regions witnessing humanitarian crises. For many LaGuardia students, global displacement and migration are familiar topics, and some in this classroom had familial ties to the regions that the session discussed. Dr. Al-Tikriti’s lecture was instrumental in bringing into the classroom this part of the world undergoing a major humanitarian crisis and situating this global issue as one that is also felt locally. This realization was how the curricular and co-curricular contents of the day were bridged intuitively, and students adopted the mindset of global citizenship by ethically and conscientiously engaging with the plight of “others” who in fact were their peers in the classroom.

World literatures written in English (ENG 295)

World Literatures Written in English (English 295) is the capstone course for the Writing and Literature major and an elective for the International Studies program explores post-colonial literature and/or national literatures other than Great Britain and the United States. During this semester, the students focused on South African literature, particularly the ways Apartheid shaped literary and popular cultural forms before and after the fall of the racist institution. Ms. Bumbray’s artistic production and organizational work for the Open Society presented to students the ways global citizens are able to engage in the world from distant localities. As exemplified in the anti-Apartheid movement of the 1970s and

1980s, local action could have an impact on global movement and foster change abroad. Due to a personal tragedy, Ms. Bumbray was unable to attend the class session. However, her work became the basis for a discussion of the relationship between individual action and global impact. We briefly discussed her project bringing together African artists for dialogue about their work and their relationship to the current state of their societies. The class also watched a performance of Ms. Bumbray's choreography and dance performance of "Run Mary Run" with alumni of Oberlin College's Dance Diaspora group. Using diaspora as a framework, we explored how the personal, the immediate, and the local could be connected to a larger network of Black identity, expression, and connected experience. In the final reflection for the course, the students were asked to connect the notion of diaspora and the personal in the context of race relations in the United States, referring back to Ms. Bumbray's work and poems from Claudia Rankine's *Citizen*.

Introduction to occupational therapy (SCO101) and legal and ethical issues in occupational therapy (SCO110)

Dr. Kovic's classroom visit was with students enrolled in the two foundational courses of the Occupational Therapy Assistant (OTA) Program: Introduction to Occupational Therapy and Legal and Ethical Issues in Occupational Therapy. SCO101 is one of two courses taken by students in the first semester or "initial phase" of the OTA Program clinical phase. Students study "[t]he effects of environmental and cultural differences in shaping activity behaviors and preferences" (LaGuardia, 2019, p.131), and begin to recognize the domain and process of occupational therapy, the role of the occupational therapy assistant, and ethical practice. They start to develop their professional identities and leadership skills imbued with the values of global citizenship. They become perceptive of the implications and influences of the cultural context and environment on the practice of occupational therapy in a global community and discuss the ethical implications of healthcare disparity and advocacy. SCO110 provides the foundations of practice, the occupational therapy code of ethics, ethical dilemmas in professional settings, and interprofessional practice with an emphasis on advocacy for the profession and the consumer. The curricular content of the course actively engages the students with community-based organizations to promote the unique value of occupational therapy for the population served and advocate for the employment of an occupational therapy practitioner.

With the students from these foundational courses, Dr. Kovic discussed his extensive work in Ecuador and Brazil and led a discussion about the concepts of global citizenship, stewardship, ambassadorship, and ethical practices within the context of being visitors in a foreign country. The conversations that ensued enabled students to make connections with the earlier segments of the day and the content in these two courses, their own roles as global citizens within their own communities in New York City, and their potential to impact change both locally and globally. It became more apparent to the students how diverse perspectives and cultures can contribute to the development of the professional identity of the occupational therapy assistant.

Part IV: Mentorship dinner

This day of global learning ended with the mentorship dinner. Students from the classes the guest lecturers visited in the afternoon had the opportunity to have more intimate discussions with the guest lecturers and co-organizers of the event about educational and professional opportunities available to them. They received advice on how to

pursue such opportunities while practicing soft skills in their conversations with the guests that included Dr. Paul Arcario, Provost, Mr. Eric Hofmann, Assistant Dean for the Center for Teaching and Learning, and Dr. Gordon Tapper, Chair of the English Department. The segment was also an opportunity for different college units that funded the event to hear directly from the students about their takeaways from this global learning experience.

This informal setting was instrumental in creating a sense of community invested in tackling further the often intertwined local and global issues that had surfaced during the day. Members of this community of “aspirant global citizens” shared their personal histories, articulated their ambitions, and the challenges they predicted they would have to overcome in order to achieve their life goals. We considered this segment as a crucial one for any such global learning co-curricular event as it successfully and more fully socialized the students into the discourse of the day. In this relatively less formal setting, students conversed with ease with the college’s high-ranking administrators, guest lecturers, instructors, and peers. This sense of confidence and ability to successfully communicate across differences, no doubt, are among the fundamental characteristics of a global citizen.

Assessing students’ learning

Throughout the day’s events, we conducted short surveys to capture the immediate conclusions the students came to by the end of each of the two major sessions. Each of these surveys consisted of three brief questions to which the students could quickly jot answers. The results were quite impressive with the students displaying a greater understanding of global citizenship and its relationship to their studies at LaGuardia. Similar results were found in the surveys of the afternoon program, which focused on reflective responses to global citizenship and the skills that needed to be evolved. A total of 81 completed surveys of the morning session showed that students gained significant knowledge about global citizenship and were able to make positive correlations between their academic work and the values presented by the speakers. Student reflections demonstrated strong self-identification with the speakers and their experience as global citizens in each of their areas of expertise. A review of the 77 completed surveys from the afternoon session showed that students were able to make significant connections with the speakers’ presentations and their own academic experiences and majors. All students replied that this session helped them understand the nature of global careers. They were able to make connections between the fostering of a global sensibility with their majors. Statements such as “going into comparative literature, being able to understand the world from a global context is key to understanding people as people” and “being a future OTA means serving different kinds of people from different kinds of countries. This will help me to learn more about different cultures across the globe” point to how the event was able to speak to different disciplines and subject areas and at the same time retain the general definition of global citizenship. The students identified global citizenship with skills such as foreign language learning and soft skills such as empathy and understanding. For those students who were in our courses, these approaches and definitions of global citizenship were reinforced and expanded in the classroom.

When designing this event, we aimed to create a global learning experience that would enrich curricular content *and* bring together students, faculty, and staff from across the college in order to delve deeper into the concept of global citizenship and to learn about various global careers LaGuardia students might be interested in pursuing. Even though the Global Learning Core Competency and its associated rubric is “designed to assess global learning on a programmatic level across time” (Rhodes, 2010, p. 1), we employed

the dimensions of LaGuardia's global learning rubric (adapted from the AAC&U VALUE rubric) to define specific learning objectives for the entire event and to develop the above mentioned surveys for students to complete after each segment. This method of assessment was especially important for, even though over 300 students attended the event over the course of the day, only 20% were able to attend all the segments due to their varied schedules and commitments on and off campus. Since this common reality regarding community college student life was likely to hinder our ability to assess the students' longitudinal learning throughout the day, conducting assessment after each segment ensured that a sense of student learning was captured. The insights gained guided our own curricular instruction in the remainder of the semester and provided the college useful data regarding the value and efficacy of such co-curricular and extracurricular learning activities. Our event did not lead to a larger longitudinal study of the effects our event to our students. However, the administration's commitment to global learning through the funding of co-curricular global events such as ours was reflected in the assessment outcomes of the global learning competency at the college. In 2016, the students with more than 45 credits were rated as "novice-emerging" with a score of 3.7 (out of 8). In the years following the event, the numbers jumped to the status of "emerging-competent" with scores of 4.4 (in 2018), 4.17 (in 2019), and 4.36 (in 2020).

Lessons learned

This event also provided the foundation and model for a more sustained approach to a college-centered, locally based form of global learning. In any given academic year, LaGuardia hosts many events that explore various issues that directly reflect and engage with the students' own experience. These include the annual Black Lives Matter Summit, the LatinX Symposium, and numerous other guest speakers and events. Co-curricular workshops, many associated with the First Year Seminar, focus on skills building, and preparation for transfer. A coordinated effort to align various issues-based explorations and practical workshops that focus on students building academic/professional narratives would facilitate the continual development and reinforcement of global learning. For example, an easily accessible calendar of Global Learning events could reinforce these connections.

The onus is also on the faculty to make sure that seemingly disparate elements are brought together throughout the students' academic trajectory, from the First Year Seminars to the capstone courses. Finally, these efforts to embed global learning in the students' education must be linked to greater college-wide efforts to document and assess student learning. LaGuardia's well-respected ePortfolio program enables students to constantly record and reflect on their experiences and reassess their values and approach to an ethical global citizenship. It also allows the college to consider the efficacy of such Global Learning events at various points in the students' education.

Most importantly, at the center of a longitudinal development of global learning must be the students who constantly create, revise, and refine their personal narratives. They become the "cultural mediators" with the capacity to drive the dialogue with the administration, faculty, and invited professionals through their own experience and to shape the way global learning should be instituted across the college (Caruana, 2014, p.102). The Global Learning event "Between the World" aimed to bring models of global citizenship that extend outside the experience of the "other" and emphasized that global learning could come from within. There were numerous opportunities for the students to include their own personal narratives in certain parts of the day's events, such as the question-

and-answer period and the more intimate discussions with the invited guests during the mentorship dinners. However, we would recenter the discussion of global citizenship and professional development based on the experience of the students rather than that of the established guest lecturers. Instead of having the presenters introduce their commitment to global citizenship, the students could begin the conversation with their own stories, articulate their long-term intellectual and professional goals, and then receive guidance from the already successful practitioners. Curricular, co-curricular, and extracurricular programs and events warrant constant experimentation, reflection, and revision so as to provide practices of global learning that are scaled-up, student-centered, longitudinal, and impactful.

CONCLUSION

The Global Learning event “Between the World” highlights the possibilities for low-stakes and high-impact strategies to bolster global citizenship in community colleges. Although they might not have the resources to provide their students with traditional strategies like the study-abroad programs and foreign internship opportunities, this event shows that a sustained commitment to global learning, both curricularly and co-curricularly could have a transformative effect on community college students’ education. As LaGuardia students have shown time and time again, their work, both in the classroom and outside of it, benefits from a reflective global outlook on the way they approach local issues, daily challenges, and even the most simple interactions with others who have different cultural experiences. This co-curricular approach also upends the assumptions that many institutions have on what constitutes training in global learning and formation of global citizens. LaGuardia students, similar to many other community college students across the nation, with their diverse backgrounds and multilingual abilities have greater global capital than the average college student. These are the same students who also have the least access to the personalized, high-cost programs that constitute traditional approaches to global learning in higher education.

As colleges struggle through the effects of the 2020 Covid-19 pandemic, the largest impact will be on traditional modes of global learning. The inability to travel, with the threat of exposure to the virus and the travel bans, have completely ceased the possibility of international opportunities. The decreasing government contributions to higher education over the past decade and the decimation of the college budgets due to Covid make it even more unlikely for international programs to return in the foreseeable future. Yet, the pandemic crisis has made it even more imperative for global citizenship, as a way to understand the world and engage with it reflectively and empathetically, to be embedded in college’s curriculum and efforts at professionalization. Our Global Learning event provides a model for 2 and 4-year colleges to continue to build these values in their students. As long as it reiterates these ideas and integrates them across the curriculum and co-curricular activities, the students will discover new doors to open no matter where they are.

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