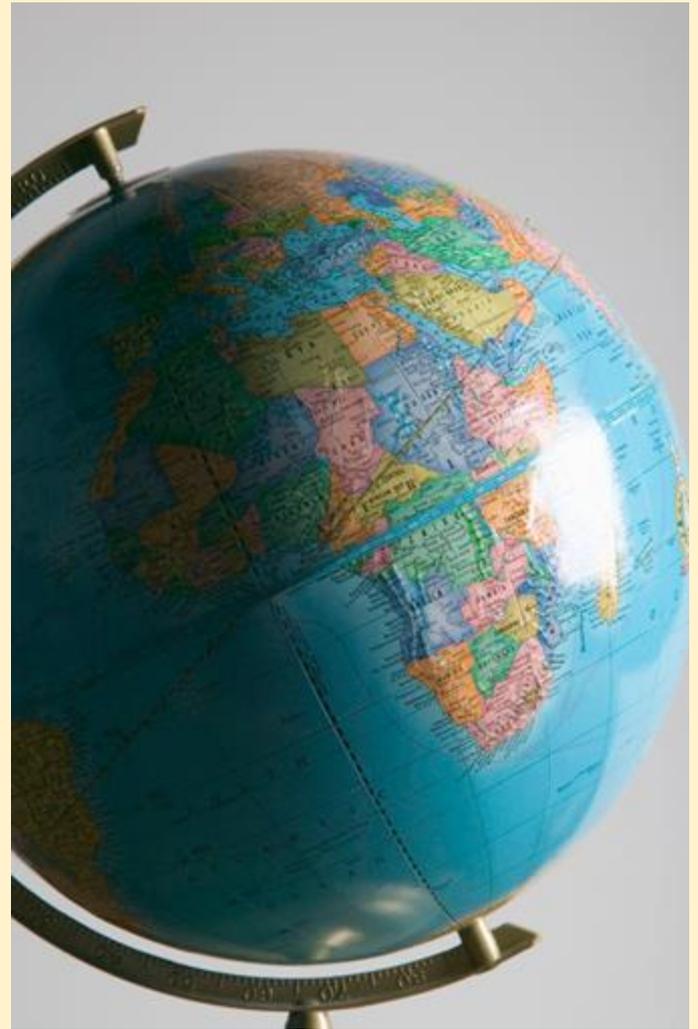


Global Engagement Part II: Fulfilling Our Vision

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Global Engagement Task Force

March 2026





And yes,
we hope
you will be
as happy
as these
OpenArt-
generated
people by
the end of
this
session!

What Values Do You Associate with a “Global” Vision?

Interest in other cultures

empathy

how cultures have impacted each other

Recognizing multiple perspectives and stories

global competencies

curiosity

move beyond own experiences

journeys—location, culture, personal development

Intercultural skills

Failure, embarrassment, leading to humility

LPC's Global Vision Takes Shape

In our 2010-2015 EMP, we adopted a Vision statement for the first time, and the goal of “inclusivity” appeared. There were new “Strategic Goals,” and “Diversity and Pluralism” was the 7th. At the bottom of page 30, in the Diversity and Pluralism Strategic Goal, you will find the following:

Create a global exchange and/or study abroad program.

- College establishes and maintains a global presence/identity

This was the first time that an LPC “global identity” was included in goals around increasing and responding to diversity.

However, there were no KPIs created to track whether this global identity was developing (or what it was), even as work on diversity and equity rapidly expanded.

Parallel Efforts?

Progress in Diversity, Equity, and Inclusion (surely an incomplete list):

- Learning Communities
- Cultural Centers
- Cultural Events on Campus
- Disaggregation of Student Success Data
- SEA/MLEA
- Ethnic Studies Requirement
- DEIACT

Global Progress (another incomplete list):

- Creation of Global Studies Degree
- Globalizing the Curriculum (EPIC fellowships through Stanford, also)
- Growth of International Students Program
- Faculty Trips to Cuba, Ireland, UK, Croatia, Italy, and elsewhere (all but Cuba not board-approved)
- Recent Forensics Trips to South Korea, Greece for international competitions
- International submissions to *Havik*
- Creation of Global Engagement Task Force and first study abroad trip for credit

Our Current Vision and EMP

“Global” Values Surface in Our Goals for Our Students

Do we measure whether our students are meeting these outcomes? Spring 2024 Graduation survey a start: 93% reported making “some” or “a lot” of progress in “recognizing the commonality and differences between human experiences across cultures and communities.”

Vision Statement: Las Positas College strives to support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and **global communities**.

Goal A, Educational Excellence, A5: Institutionally support opportunities for students and the Las Positas community to engage critical issues related to ethics, social justice, **globalization**, and civic responsibility both inside and outside the classroom.

Goal B, Community Collaboration, B2. Develop and strengthen collaboration with community partners to better serve local, regional, national, and **global workforce needs** and to secure resources for program growth and innovation.

Our Vision and EMP, continued

Related “Cultural,” Equity, and Anti-Racist Goals:

*We likely do more to
measure whether our
students are meeting these
outcomes.*

*Do we understand how
these would relate to “global
engagement” and
leadership outcomes?*

Goal B, Community Collaboration, B4: Increase community awareness of the college’s **cultural wealth**, including its status as a Hispanic Serving Institution (HSI) and a sanctuary campus.

Goal D, Organizational Effectiveness, D3: Ensure equitable access to relevant professional development opportunities for all college personnel in support of student learning, **equity, anti-racism**, accessibility, organizational readiness, and institutional effectiveness.

Goal E, Equity and Anti-Racism, E1: Establish Las Positas College as a **destination campus for Black students and other students of color by nurturing culturally-informed and equity-focused curriculum**, strengthening access to student support services, and creating physical and virtual **cultural centers**.

How does Global Learning Help Students?



Per NAFSA, the Association of International Educators, global learning experiences

- Help students think critically about the way they see the world.
- Increase employability and career skills, for example intercultural competency
- Enable language learning due to immersion (or even just practice)
- Foster intercultural understanding, provides a global context, builds “enlightened nationalism”
 - This is the idea that “international community at the individual level [relies] less on a sense of shared identity and essential sameness, and more on a feeling of ‘enlightened nationalism’ and appreciation for difference.” ([“Independent Research”](#))
- Potentially increase degree attainment, transfer, completion of English and math:
- Improve GPA, completion, retention, and transfer rates [across the board](#) and for various subgroups ([NAFSA’s survey of independent research](#), focused on study abroad)

Visioning

What is your vision? What kinds of global learning, whether for students, faculty, classified staff, or administrators, would you like to see come to LPC?



Tom Orf's Global Studies class at LPC

One Vision: Exchange - Transformation - Competence

Intercultural Exchange—*the reciprocal sharing of knowledge, traditions, values, and languages between individuals or groups from different cultural backgrounds in hopes of fostering mutual understanding, empathy and personal growth. (Concept, idea, beginning)*

*that leads to **Transformative Learning**—an adult learning theory developed by John Mezirow, focusing on fundamentally changing frames of reference—habits of mind, mindsets, and worldviews—to make them more inclusive, open, and reflective. (Mind, heart adjustment)*

*that hopefully leads to **Intercultural Competence**—the ability to communicate, interact, and work effectively and appropriately with people from diverse cultural backgrounds. It involves developing specific attitudes (openness, empathy), knowledge (cultural awareness), and skills (adaptability, language) to bridge cultural differences, making it essential for global teamwork and inclusivity. (Behavior outcome)*

shared by Lyndale Garner, inspired by her work with [EDU Africa](#)

LPC Student “Mobility”: For-Credit Study and Internships

- Faculty-led or pursued by student?
- If pursued by student, work out articulation. If faculty-led, cover student contact hours on trip or in combination with class time before or after
- If a whole course/s, 20-student minimum
- If for a subset of a course, or for Honors, need enough students to meet provider minimum—consider offering a unit to be eligible for financial aid
- Scholarships and financial aid to help students with cost—early deadlines for Pell-eligible students!



LPC Business student Iryna Shegera at work at Camping club for her global internship with Maximo Nivel

Virtual Exchange

[Soliya](#) and [IREX](#) and others offer virtual exchange, ranging from 2-week to semester-long opportunities; students engage with students from other countries online. In the case of IREX, the learning is project-based: “Community college and university students from the U.S. and technical college and university students from Iraq and Jordan come together to solve global challenges in their communities.

Can be pursued as stand-alones (Soliya’s Global Circles) or integrated with curriculum (Soliya’s Connect Program)



You can also look for partners for COIL (Collaborative Online International Learning) with the help of the [COIL Virtual Exchange Directory](#) and other resources. Fulbright UK/US offers a grant to find partners in the UK and financially support the collaboration.

University and Career Technical Partnerships

- 2 + 1 degree options, for example at Rennes School of Business in France
 - Info session earlier today, but they share recordings of previous sessions
- Partnerships with universities in the sister cities of Tri-Valley cities?
 - In conversation with Universidad Tecnológica Tulancingo–Tulancingo a sister city of Livermore
- [ICATT Apprenticeship Programs](#)
 - US Community colleges partnering with German vocational schools for apprenticeship programs
 - Networking Event April 15

STUDY IN FRANCE

Get your Bachelor in Management in just 3 years. This event is a unique opportunity to explore what Rennes School of Business has to offer and discover how you can shape your academic future with us. Exclusive webinar dedicated to our Bachelor in Management Program and our Transfer Program 2+1.

LIVE INFO SESSION FOR ACADEMIC YEAR 2026/2027 WITH Q&A

March 19th, 2026 at 12 noon EST

rennes-sb.com

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LPC Faculty Mobility

For faculty:

- Apply for international exchanges like Fulbright or CAORC
- Invite faculty from outside the U.S. to visit LPC (Fulbright Scholar-in-Residence Program)
- Apply for Professional Development funds to attend [staff development sessions overseas](#) like this one that other community college faculty have attended!



INSTITUTE OF STUDY ABROAD IRELAND

• Educational and Cultural Programs in Ireland •

Community Travel

For LPC community (whether students, staff, faculty, admin) and wider community:

- Create a trip to be run through LPC Community Education
 - Faculty/Staff who plan and recruit for trip usually go for free
 - Trips are board approved
 - LPC earns some money from this (10% of fee)
- Note: Travel outside of the purview of CLPCCD, like the trip pictured at right, can no longer be developed or promoted using CLPCCD “equipment, supplies, computer and network use” ([AP 4027](#))



Angelo and Katie with students in Tiranë, Albania by toppled Lenin and Stalin statues

Let's Keep the Conversation and the Vision Going!

Global Engagement Task Force

Meetings on 2nd
Mondays, 2-3 pm, Room
21111 or Zoom

And/or email:

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Please Evaluate
Our Session!

Thank you...



Workshop Evaluation