

April 5, 2016

**Agenda for the Meeting of  
The International & Border Programs Advisory Council  
1:00 – 2:30 PM**

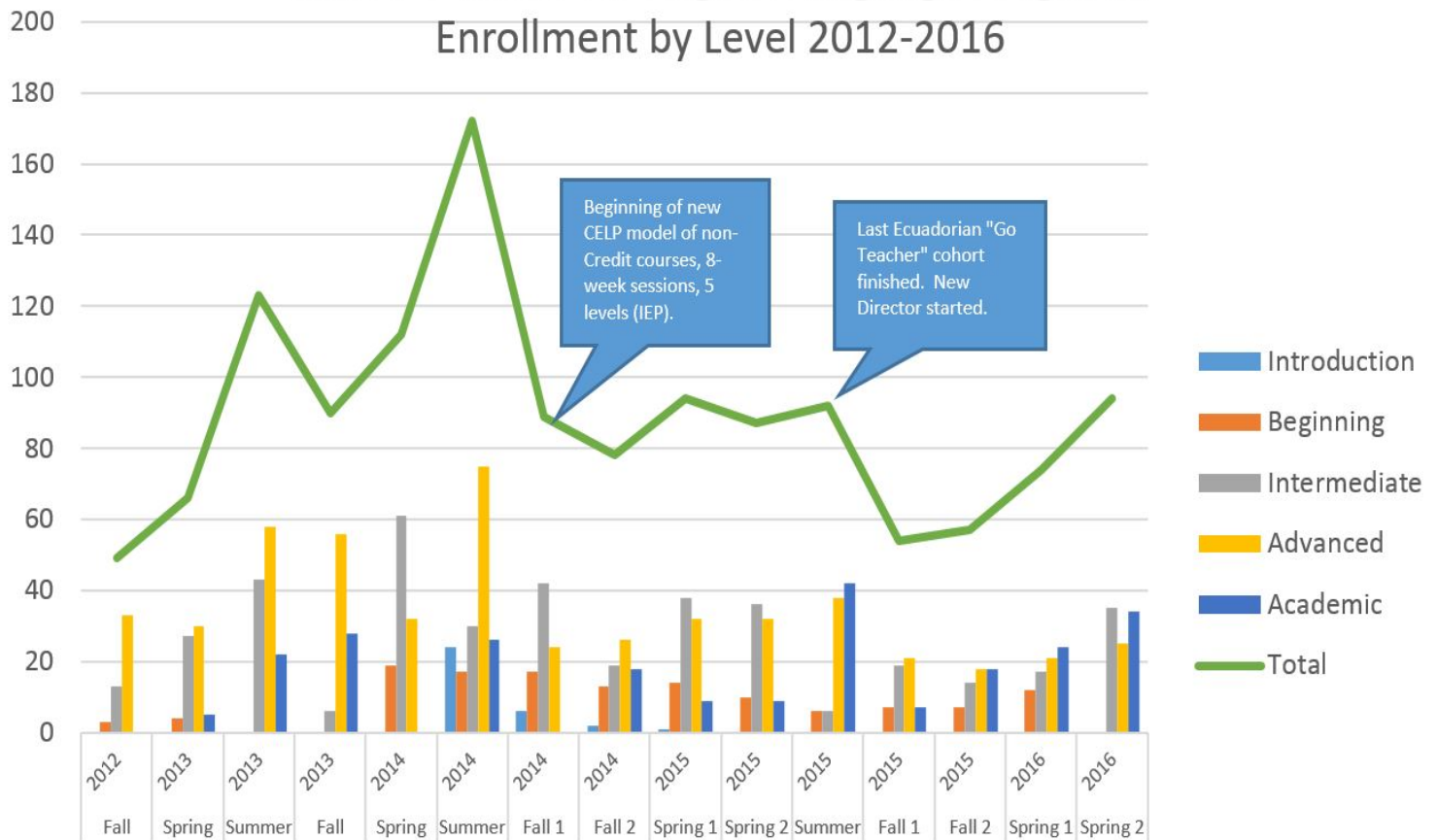


1. Introductions, Opening Comments & Updates (Menking-IBP)
2. Last meeting: Low attendance resulted only addressing the award. Present were: D. Wagner, E. Masson, C. Menking, B. Brown, L. Reyes, B. Pollack
3. Activity Report
4. TIIG's (Targeted International Initiatives Grants) -- Establishing a mechanism to promote, limit, evaluate, and award
5. Measuring global competency
6. Open discussion

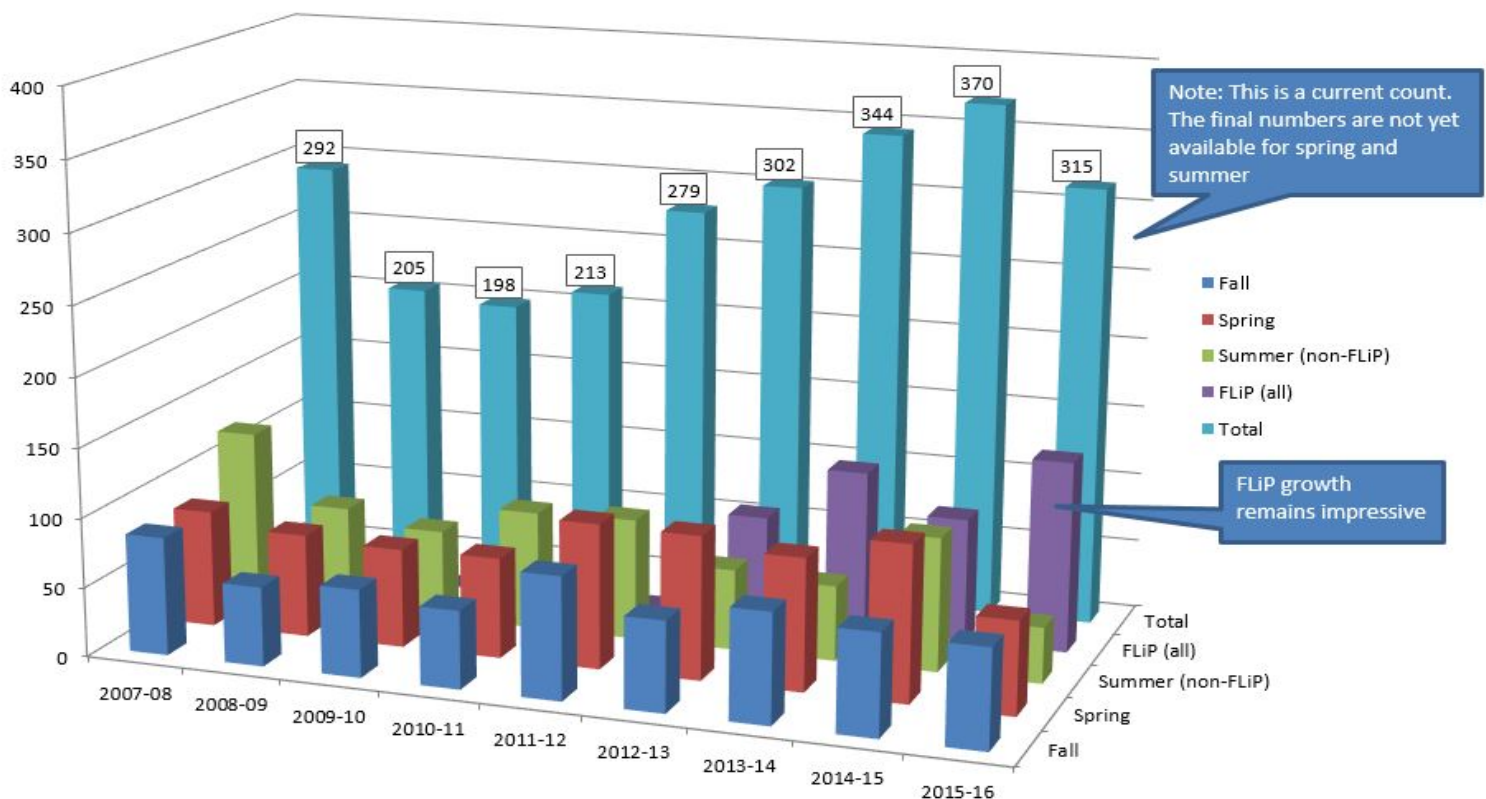
**Membership of the IBPAC**

1. Associate Provost for IBP (chair) – Cornell H. Menking, Associate Provost for IBP
2. Center for English Language Programs – Ashley Ryan, Director
3. College of Agricultural, Consumer and Environmental Sciences – Jim Libbin, Dean of the College (interim)
4. College of Arts & Sciences – Enrico Pontelli, Dean of the College (interim)
5. College of Business – Richard Adkisson, Dept Head in Economics, Applied Statistics, and International Business
6. College of Education - Donald Pope Davis, Dean of the College
7. College of Engineering – Steven Stochaj, Dean of the College (interim)
8. College of Health and Social Services – Donna Wagner, Dean of the College
9. College of Arts and Sciences – Beth Pollack, Associate Dean for Academic Affairs
10. Graduate School – Louí-Vicente Reyes, Dean of the Graduate School
11. Honors College – Miriam Chaiken, Dean of the College
12. Library – Nirmala Gunapala, Assistant Professor
13. Office of Education Abroad – Angel Palumbo (interim)
14. Office of International Student and Scholar Services – Michael Schmelzle
15. Confucius Institute – Elvira Masson, Co-Director
16. Vice President for Research, Vimal Chaitanya

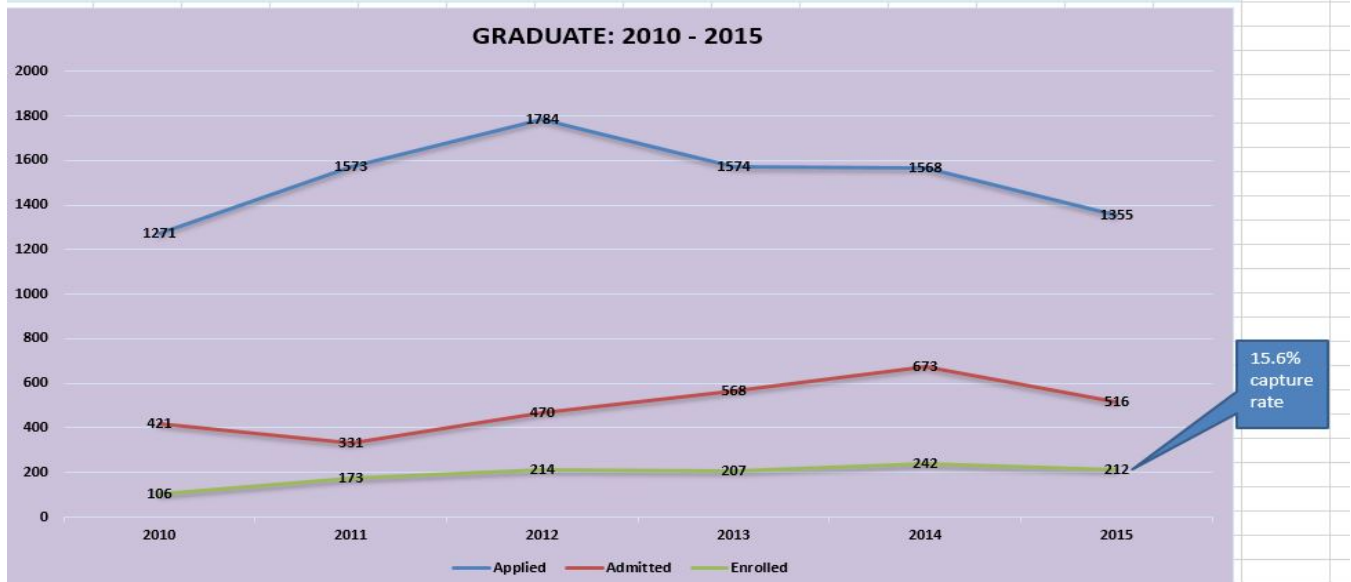
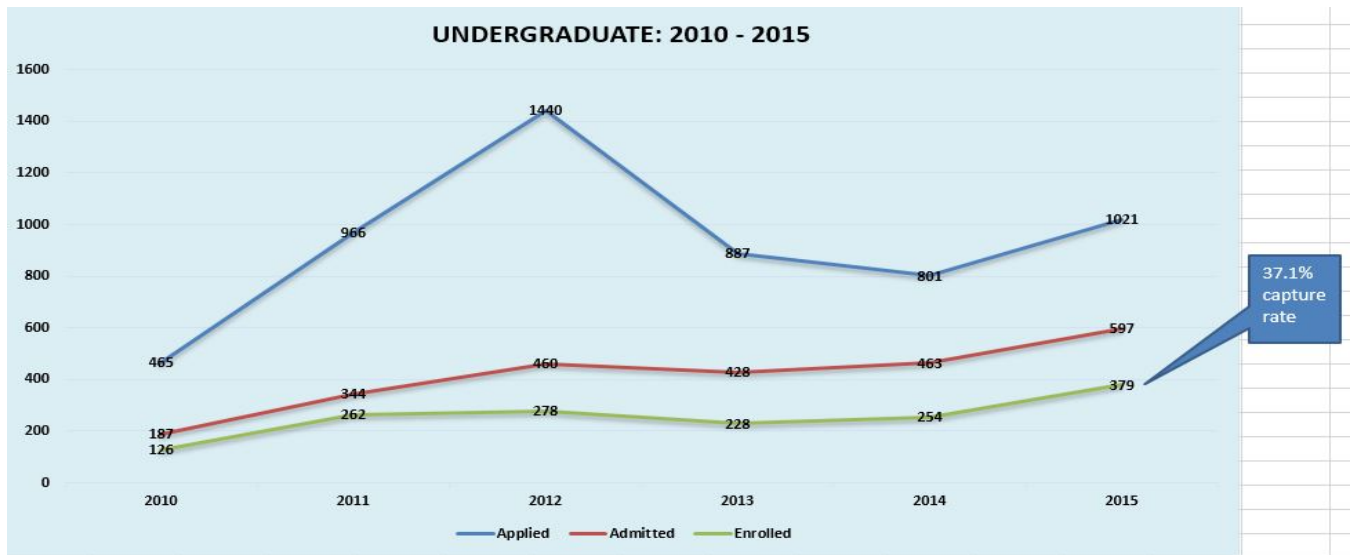
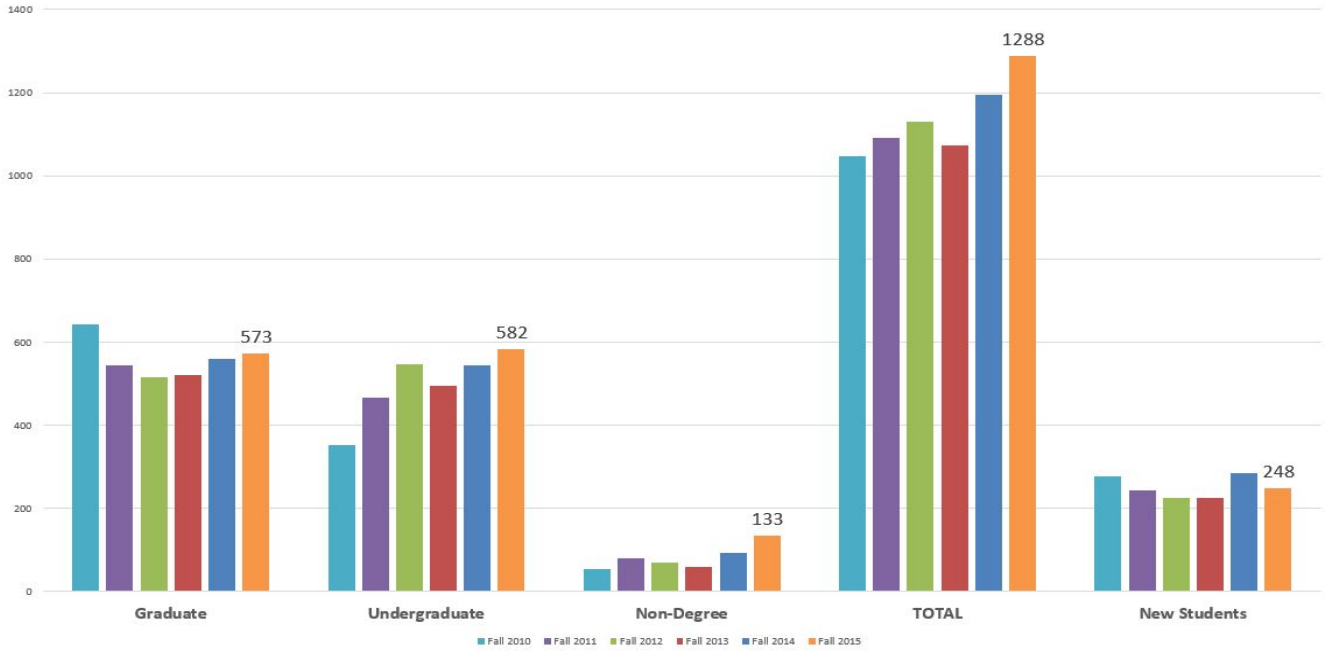
## NMSU's Center for English Language Programs Enrollment by Level 2012-2016



## NMSU STUDENT MOBILITY TRENDS 2006-07 - 2014-15.



## NMSU International Student Enrollment by Degree Six Year Trend (2010-2015)



**DISCUSSION: TARGETED INTERNATIONAL INITIATIVES GRANT (“TIIG”)**

IBP solicits ideas about how to better and more effectively distribute some of the TIIG funds.

**Reinvestments in Campus Internationalization**

Over the past year, IBP has reinvested over \$81,000 into campus internationalization initiatives (many in the form of “TIIG’s”, or Targeted International Initiatives Grants). Funds come from our unrestricted overhead index. I anticipate to continue similar funding in the year ahead.

Aggies Go Global	15,000.00
College of Education computer lab joint project	20,000.00
Graduate School	10,000.00
LC International Film Festival sponsorship	5,000.00
Danay Suarez concert, joint project with Black Programs	500.00
J Paul Taylor Sponsorship	5,000.00
Jay Misra to India with Vimal Chaintanya	1,291.00
Amy Lanasa, CMI, Travel to Australia	1,500.00
Winnie Lee FLiP Leader compensation	10,000.00
Nepalese Student Association Diaspora Conference	500.00
Critical Multicultural Educators Graduate Student Organization professional workshop for elementary teachers “Education beyond Borders: Tearing down Walls”	400.00
2015 International Festival	11,000
Sister Cities Annual Golf Tournament sponsorship	400
Salsa Lessons	500
<b>Total:</b>	<b>81,091</b>

We have many other operational expenses that also are reinvestments. Big ones worth mentioning are salaries:

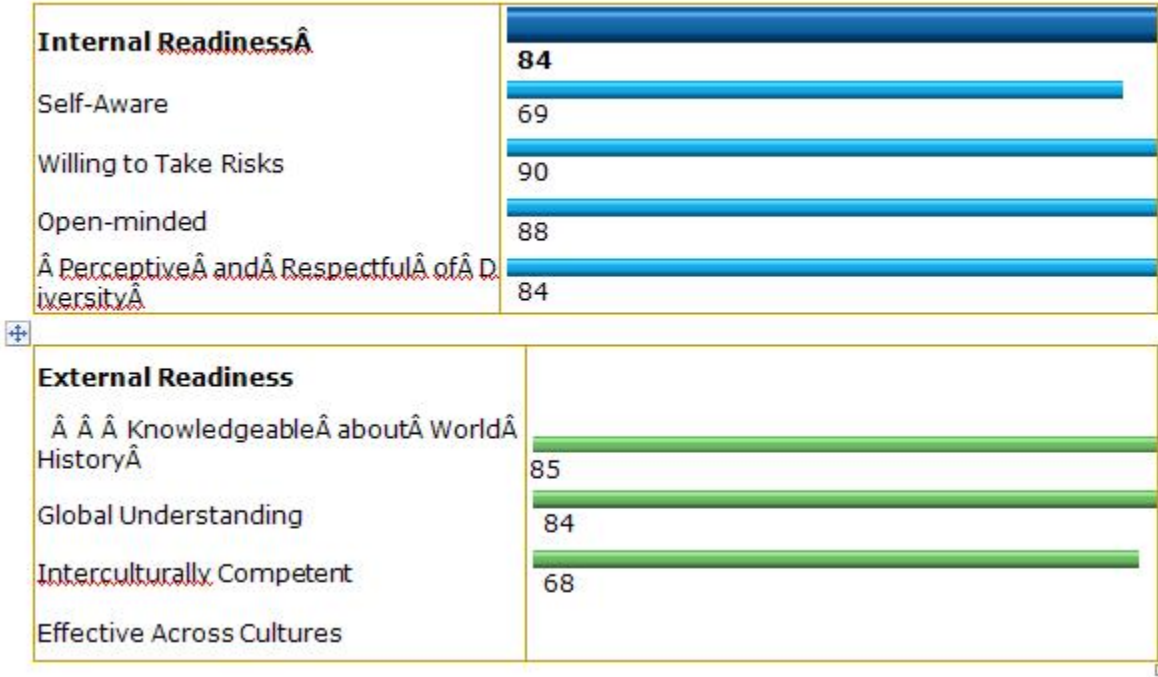
CELP - SALARIES (includes some CELP for-credit courses)	225,000.00
OEA - SALARIES	94,000
TRANSCRIPT EVALUATOR SALARY	53,000

Note:

- These numbers do not include travel, programming, or operating costs related to IBP or its sub-offices.
- Most offices’ operating budgets have been reduced to insignificant amounts. Operating expenses are covered from our unrestricted overhead index, primarily replenished by CELP activity.

**Global Competence Aptitude Assessment – Sample score illustrating domains**

**Summary Profile**



Needs: GA or something to help implement the project

Can bring in the GCAA company to do a presentation



## Education

Today's students will be competing for jobs with their peers from around the world. Academic institutions, therefore, will be challenged to deliver a 21st century education that will prepare all students for success in the new global workplace (United States of America Department of Education). The Global Competence Aptitude Assessment (GCAA)®, recognized by the American Council on Education, is a widely accepted objective measure of these critical skills.

Laying a foundation of positive attitudes and a curiosity to learn about the world starts in the younger, primary school years. Such preparation supports the subsequent layering of aptitudes related to global knowledge and people skills, which are developed with additional education and maturity.

In order to achieve success, it is important to develop and formally measure global competence beginning at the secondary educational level, extending into the post-secondary education years, and at key points in one's professional life. Such understanding about one's growth towards global competence can assist in personal goal setting and in addressing remaining opportunities for self-improvement.

"America's future depends upon our ability to develop a citizen base that is globally competent."

American Council on Education

## Audience

The Global Competence Aptitude Assessment (GCAA)® is the world's most comprehensive measure of student and faculty/staff global readiness. We offer two versions of the instrument, depending on whether we are assessing students or educators.

The Global Competence Aptitude Assessment-Student (GCAA-Student)® has been specifically designed for students from high school through graduate school years. Geared towards situations that students may encounter, the GCAA-Student® items have an academic context. We also perform pre-testing and post-testing to help determine the growth and maturation of a course, curriculum, program, or experience.

The Global Competence Aptitude Assessment-Professional (GCAA-Pro)® is used to assess working professionals in various sectors, including education. In order to effectively grow the global competence of future generations, it is essential that instructors themselves have an adequate foundation to transfer learning to students. The assessment

## Education Applications for the GCAA®

- Measuring student readiness for the global workforce
- Benchmarking student maturation and achievement
- Identifying areas for curriculum or program improvement
- Assessing learning outcomes, such as pre- and post-education abroad
- Validating internationalized or globalized curricula
- Determining educators' knowledge gaps to maximize transfer of learning