

LEAP

Business Plan



Submitted by: Yasser Issa, Mary Brunty, Scott McAfee, Ara Norwood, Alberto Lopez
James Glapa-Grossklag, Advisor

Contents

Project Description	3
Mission Statement	3
Premise	4
Marketing and Research	4
Planning & Development	5
Location	9
Management	10
S.W.O.T. Analysis	11
Financials	13
Milestone Schedule	14
Appendix	16

Global Collaborative Academy Business Plan

Project Description

Our project is to develop a model designed to correlate all things international – students, education, externships, etc. There is an essential need to coordinate efforts between faculty, staff, and administration in bringing about a more globally conscious culture and to enhance global education in order to prepare our students to compete and contribute in a world that seems to get smaller every day.

As a result of our research, we are proposing a model and entity called The Global Collaborative Academy. This Academy will serve as the district's center for international education, cross-cultural awareness, and will serve as an arena for the development of a global-ready workforce. The Academy will coordinate the efforts of the relevant academic programs (ex. Business, Political Science, Modern Languages, etc.) as well as serve as a clearing house for enhanced communication, collaboration, and synergy for entities such as Study Abroad, International Students, Cooperative Work Experience and Education, and our Economic Development Division.

Mission Statement

Our mission is to create a collaborative atmosphere to prepare students and our community to meet the needs and challenges of a global competitive environment.

We accomplish this mission by channeling the efforts of relevant academic programs, study abroad opportunities, services for the International Students Program, Cooperative Work Experience and Education program, and our Economic Development Division, and by serving as the district's center for international education, cross-cultural awareness, and the development of a global-ready workforce.

Think Education...

Think Business...

Think Global...

Premise

This new Academy promises to be successful because we are long overdue for a single entity that brings together all of the districts' various international efforts and channel them through a single source.

As our international student population appears to be growing and as more and more recruiting takes place on foreign soil, it appears that the need for such an Academy will increase rather than diminish for the foreseeable future.

The Global Collaborative Academy is unique in that it will represent an entity that for the first time has the capability of providing a complex of resources and a coordinated effort in enriching the college experience for students. At present, we have various departmental or program resources being directed at international education, however, communication and coordination between these entities is inconsistent. The Global Collaborative Academy will instill a measure of consistency to an already good set of services, moving our efforts for international education from "good" to "excellent."

Marketing and Research

College of the Canyons currently has approximately 150 students in the international program each semester. These students comes from countries as diverse as Canada, England, Nigeria, Denmark, Chile, Portugal, Iceland, New Zealand, Venezuela, Egypt, Japan, France, Brazil, El Salvador, Mexico, Poland, Guatemala, Iraq, Puerto Rico, Turkey, Russia, Greece, Italy, China, India, and the United Arab Emirates. Clearly, we have a vast resource in this student population who can share their cultural knowledge with our college.

In addition, in a recent survey of employers conducted by the American Association of Colleges and Universities, the results show that employers want colleges to place more emphasis on the following:

- 67% of employers want more emphasis on Global Issues
- 57% on Cultural Diversity
- 71% on Intercultural Competence
- 79% in Applied Knowledge in Real-World Settings

These percentages are huge and they say a lot about what employers want and need from people who enter the workforce. We need to provide our students a new skill set, to be able to respond to this global and diverse economy.

We also want to be in support of COC's mission statement of providing relevant academic education and helping students meet their educational goals and develop learning strategies in an ever-changing world.

In marketing our new model, we envision the establishment of a homepage connected to our COC website, with a direct telephone number so that there is a clear line of communication for the services and offerings of the Academy. The initial announcement heralding the opening of the Academy will be coordinated through the Office of Public Communication, and will be promoted in the community through newspaper articles in the *Signal* and the *LA Daily News* as well as the *Los Angeles Times*. Radio Spots from local radio may be tapped to further spread the word of its opening. Announcements may be placed in local magazines, such as Santa Clarita Magazine. An email blast may also be employed, utilizing the COC email list. And perhaps a mass mailing of direct mail pieces would round out the marketing approach, again, using the mailing list COC maintains. A ribbon-cutting ceremony would kick-off the grand opening. All of our students will be able to access our services directly.

Planning and Development

Our initial phase will require the formation of a Steering Advisory Committee. The committee will be comprised of faculty, staff and administrators from a wide array of relevant academic programs (i.e. Business, political science), Study Abroad, International Students Program, Modern Languages, Cooperative Work Experience and Education, Economic Development Division, etc.

The Steering Advisory Committee will collaborate with relevant departments and programs to address and plan the following initiatives:

A) Develop Global Competencies (marketable skills) that are essential to the success of students:

- Collaborate with local businesses to identify necessary skills (i.e. Cross-Cultural Knowledge and Sensitivity, International Business Etiquette, Adaptability, Interpersonal Skills)

- Make recommendations for training for faculty and staff
- Work with Curriculum Committee to incorporate education of global competencies and international issues into relevant disciplines (i.e. Business, Communication Studies, Modern Languages)

B) Coordinate cross-cultural training for staff and faculty via presentations, workshops, and conferences. For example:

- Cross-cultural communication and awareness (presented by Study Abroad instructors, ISP students, faculty who have lived abroad)
- Political awareness/climate and Global interaction (presented by Political Science and History faculty)
- Doing business in another country or working for a multi-national corporation (presented by Economic Development, business faculty, and multi-national corporations in the Santa Clarita valley)
- Cultural immersion series (i.e., France, Ways of Life Overseas, Do's and Don'ts, international films focusing on lifestyle, politics, culture, expectations, etc.)

C) Utilize International Students Program as a resource to:

- Create a mentor/mentee program for first year ISP students (Mentors from a pool of voluntary faculty, staff and administrators, in conjunction with ASG)
- Establish a cultural exchange forum between the mentors and mentees to share cultural knowledge that can be used to raise awareness on campus and be used in training for faculty, staff, and administrators

All of the above will be followed up with our secondary phase in which the Steering Advisory Committee will collaborate with relevant departments and programs to address and initiate the following ideas:

D) Plan a Global Awareness Month in the Fall or Spring to inaugurate the Global Collaborative Academy which will involve the creation of a month-long event focusing on celebrating and promoting cultural diversity and recognizing the need for global education:

- Weekly workshops/presentations (cultural awareness, roundtable discussions, ISP students, etc)
- Cultural and diversity events (food, music, dance, etc.)
- International films

E) Create Study Abroad opportunities focusing on global education by incorporating relevant programs to develop a multi-disciplinary study abroad opportunity to foster a global-ready workforce. Regardless of a student's major, if they want to be ready for the global environment, they will need to incorporate education from various disciplines. For example:

- Modern languages: focusing on cultural awareness and immersive intensive conversational language for business
- Business: understanding proper business practices
- Political Science: Deepened knowledge of the political climate
- History/Economics: Historical events and the economic climate that shape geo-political realities today
- Communication Studies: Knowledge of proper communication

In addition, it will be imperative that we identify academic disciplines (for example, Business) where, in order to earn an Associate's degree, one must complete an International component or requirement. One option would be this Study Abroad opportunity.

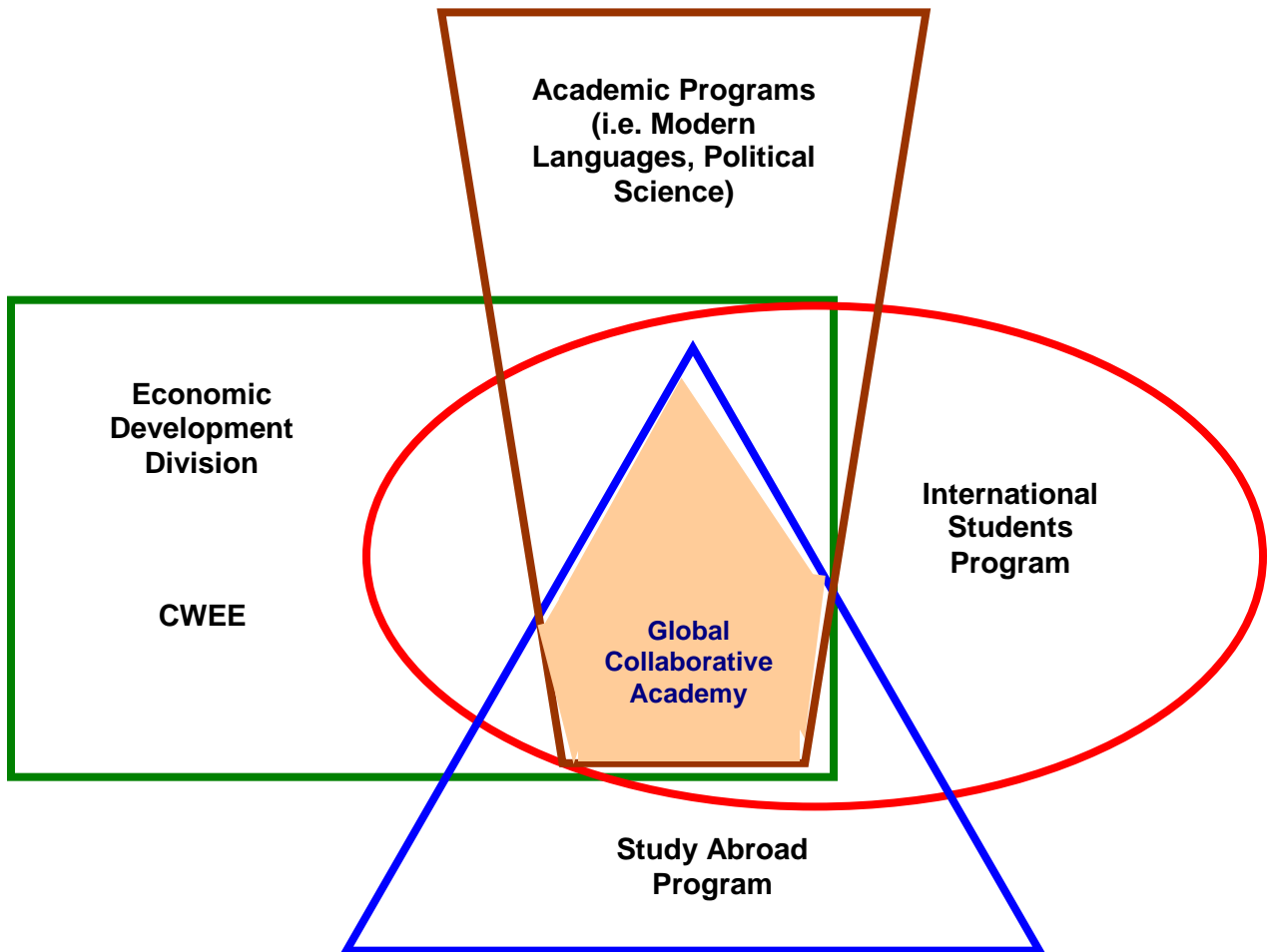
F) Collaborate with local businesses with international connections:

- Identify businesses that are willing to partner with COC (i.e., Disney, Princess Cruises, Bertelsmann, or Gruber Systems)
- Identify how investing in our program will benefit these businesses in the future
- Develop a workshop or meet with multi-national corporations to identify needs, ideas and opportunities
- Create Externship opportunities for students
- Start with a pilot program with companies with businesses in Canada, UK or South America where there is communication in English or Spanish

Similar to section E, in order to earn an Associate's degree, one must complete an International component or requirement. An option here would be to complete an Externship opportunity. We would have to create

a third alternative for students that are not able to do the Study abroad or Externship. A possible alternative would be an online course that fulfills this international component.

A visual graphic of the interrelationships between related entities is represented by the graphic below:



Location

The initial location of the GCA will be online via the College of The Canyons Webpage. The GCA site will provide links to relevant departments, services, and information. The GCA Steering Advisory committee will identify and select an individual to maintain this site. Informational components of this page will include:

- Mission statement
- Calendar of events (meetings and trainings)
- GCA Course/Training information
- Brochures and flyers in PDF format
- Alternate language tabs to include Chinese, Spanish, Korean and/or other languages selected by the GCA Advisory Committee.
- Links to relevant sites
- Contact Us page

It is recommended that the Global Collaborative Academy be housed in a suitable facility where it can be in close proximity to the offices of the International Students Program, the Study Abroad Program, relevant academic programs, CWEE, and perhaps both Economic Development Division and Professional Development. This may necessitate moves on the part of multiple departments to ensure that students can easily and logistically access these services.

It may even be strategic to design the layout of these various offices to model the illustration on the previous page. Another promising alternative would be to have the Global Collaborative Academy serve as the “front office” of all these sister entities and departments to maintain a stronger handle on communication, coordination, and need fulfillment.

It is recommended that the location of the Academy be equipped with a receptionist desk, an audio-visual room, and a conference room for consultations with its student clientele.

Management

While the day-to-day operations will eventually be managed by a full-time member of the COC staff, the initial oversight for the management of the Global Collaborative Academy would operate under the auspices of the Steering Advisory Committee, with current LEAP team members serving in a more-or-less consultative role. We have been very fortunate to have received a lot of positive feedback on this international model and have received verbal commitments from the following members on their willingness to be a member of the Steering Advisory Committee:

Claudia Acosta has been at College of the Canyons since 1998. She is currently serving as the Department Chair of Modern Languages and is a Spanish professor. She received an M.A. in Spanish from University of California, Riverside.

Pierre Etienne has been at College of the Canyons since 2000 as a French professor. He received an M.A. in French Language & Literature from Tufts University.

Bruce Getzan has been at College of the Canyons since 2008 as the Dean of the Economic Development Division. He received an Ed.D. in Education from the University of Delaware.

James Glapa-Grossklag has been at College of the Canyons since 1999. He is currently the Dean of Distance Learning & Programs & Training. He received a Master of Arts in History and Humanities from the University of Chicago.

Bruce Pelkey has been at College of the Canyons since 1988 and is currently the Director of International Students Program. He received an Ed.D. in Higher Education from Nova Southeastern University, an M.S. in Educational Psychology from California Lutheran University and an M.A. in European History from California State University, Northridge.

Russell Waldon has been at College of the Canyons since 2000. He is currently serving as the Department Chair of Business where he is also a professor. He received a J.D. in Law from the University of Notre Dame and a B.A. in Business Administration (International Finance and Marketing emphasis) from the University of Miami.

Stan Wright has been at College of the Canyons since 2000 as the Director of Cooperative Work Experience. He received an M.B.A. in Management from Golden Gate University.

S.W.O.T. Analysis

The strength of this initiative lies in its unique ability to tie up the existing loose-ends and eliminate the “gaps” that exist between various departments that have a connection to international education.

A potential problem could concern location. Although the campus has been in a growth mode for several years with many building projects being completed (Performing Arts Center, Hasley Hall, The Diane Van Hook University Center, etc.) finding a suitable location, especially if the plan ultimately calls for The Global Collaborative Academy to be physically housed in close proximity to ISP, CWEE, Study Abroad, Economic Development Division, etc., could prove to be a thorny issue. Our solution of the website will at least provide us a virtual location for the Academy.

Another potential problem could involve the hiring a full-time director over the Academy and then finding the funding to pay the salary. One possible remedy to this challenge is to have the staffing handled by volunteers who are assigned shifts to “man the store” in conjunction with their normal duties as employees of the college.

The current financial crises facing the State of California may be another serious threat. Thus, a workaround may involve a fundraising campaign, targeting international firms in the local community (Ex. Bertelsmann, Nestle) to offset costs.

Additional Strengths to be considered:

- Commitment from multiple and relevant departments on campus.
- Institutional Support- We already have all of the resources we need at College of the Canyons.
- We enjoy institutional support from the Chancellor of COC
- We currently enjoy deep “bench strength” with many faculty members wielding great depth of knowledge and experience in the

- global arena, and they are poised and ready to enlighten students and colleagues with their various areas of expertise.
- We have a well-established and successful International Students Program with years of experience to draw from.
 - We have well-planned methods of communication and collaboration from all involved areas.
 - The initiative represents a unique program, with no model from which to build our idea, so therefore there are no self-imposed restrictions.
 - There are established processes for study abroad opportunities through the educational travel advisory committee.
 - The Steering Advisory Committee will ultimately have representatives from outside local businesses giving the board diversity.

Additional Weaknesses to be considered:

- The externships are as yet untried.
- Funding is currently difficult to obtain.
- The GCA represents a unique program, with no model from which to build our idea, therefore we may not readily perceive all of the forthcoming challenges.

Additional Opportunities to be considered:

- Grants (possible funding resources)
- Build strong alliances and networks within foreign countries.
- Build ties with partner/sister schools.
- Build alliances and secure ties with local businesses.
- We have the opportunity to set the standard for other institutions of higher learning to follow (we can become the model for International.)
- Local businesses have expressed great interest in collaborating to make the Academy a success.

Additional Threats to be considered:

- Economic instability. How will we respond should the economy worsen?
- Visa Laws/Restrictions. Are there now, or might there be in the future, laws or other restrictions related to visa acquisition that could hamper the effectiveness of the program?

- Other legal matters. Might there be, now or in the future, other legal requirements abroad that are both unknown and/or subject to change? What contingencies should be set up to counter-balance such eventualities?
- Insurance liabilities for students abroad. Who is responsible for injuries incurred abroad? Who carries the insurance rider? How *are* students treated? How *should* students be treated? If there is a disparity, we can be done to alleviate such a disparity?

Financials

Core Costs:

Coordinator:

Option A: Faculty re-assigned time	20% = \$7,000 (per semester)
Option B: Faculty stipend	\$2,000 (per semester)
Option C: Classified reassignment	TBD (0 - \$5,000 per semester)
Option D: Administrator, add'l assignment	No cost

Additional Costs:

Web development	\$2,500
Printing	\$1,000
Fees for guest speakers	\$25,000 (5 speakers per semester – \$5,000 per speaker)
Annual Global Academy conference	\$3,250*
Miscellaneous	TBD

*The \$3,250 is for each engagement and is to cover costs for refreshments, flowers, gifts for speakers; we plan on approximately 200 attendees.

Milestone Schedule

The timing for launching this initiative involves a Fall 2010 time-frame for the opening of the GCA. In addition, we expect to have full implementation underway beginning Fall 2011. We have set our objectives for these milestones based on the strong support of COC Administration and the Office of the Chancellor. Our confidence is strong that with such continued support, these milestones are very attainable. Here are the breakdowns of the various timetables we see governing our operations:

First Six Months

- A) Development of Global competencies (marketable skills) that are necessary to the success of students in this economy and work with departments and curriculum to incorporate in appropriate disciplines.

- B) Providing Cross-Cultural training for staff and faculty that addresses cross-cultural communication, awareness, etc.

- C) Utilizing International Students Program as a resource by creating a mentor/mentee program (mentors will come from our staff, faculty and administrators) to mentee for first year ISP students and establishing a cultural exchange forum so we can learn from each other's cultures.

One Year Plan

- D) Creating a Global Awareness Month focusing on celebrating and promoting cultural diversity and recognizing the need for Global education

- E) Development of multi-disciplinary Study abroad opportunities focusing on global education. Regardless of a student's major, if they want to be ready for the global environment, this will be very important. Explore the possibilities of an International requirement in order to earn a degree in certain majors.

F) Collaborating with local businesses with international connections to create externship opportunities for students. Again, explore the possibilities of an International requirement (under this component) in order to earn a degree in certain majors.

Two Year Plan

Our goal is to have potential externship opportunities in place so that students can prepare to embark on externship programs abroad. Students involved in the externship program will take Online classes offered through College of the Canyons and classes offered through partner colleges abroad.

Workshops in Cultural Diversity, cross-cultural communication, conversational language skills, political education, etc. will continue. The Steering Advisory Committee will continue to collaborate with the Curriculum committee and Academic Senate to implement a global competency requirement to ensure this will be fully integrated into all pertinent classes.

The committee will focus on the development of external funding opportunities such as grants.

Three Year Plan

The committee will continue to research and develop external funding opportunities such as grants and additional externship and study abroad opportunities.

Five Year Plan

Depending on growth and budget - prepare for institutionalization and development of program including facilities and full-time staff.

Appendix

The genesis of this initiative found its birth as one of the LEAP projects for 2010. A team of five individuals, along with a faculty advisor, pooled their intellectual capital and drew upon their collective talents to organize the planning, map out the resources, and create an executable business plan. Here are those LEAP team members:

Yasser Issa, who was voted by his peers to lead the LEAP team behind this initiative, earned a B.S. in Business Administration with a concentration in Human Resources Management from California State University, Northridge. To further his education, he plans to pursue graduate studies in Public Administration soon.

Yasser is approaching the completion of his tenth year as an employee of College of the Canyons, specializing in Human Resources and Career Services, and is currently in charge of coordinating student employment, recruiting, and placement. As the Career & Employment Services Coordinator for student employment, Yasser facilitates various functions among a wide array of departments and manages over 200 college assistants every semester. With the creation of the S.E.E.D., the student employment eligibility database, Yasser is able to match supervisor's employment needs with student interests, skills, education, and availability.

Yasser is a former Cougar Award and Employee-of-the-Year recipient, and prides himself in going above and beyond the call of duty, achieving superior customer service and for maintaining a positive attitude throughout any situation.

Mary Brunty earned her Associates degree in Mathematics from College of the Canyons in 1999, where she was honored as the Valedictorian Speaker at the Commencement Exercises. In addition, Mary earned her Bachelor of Science in Psychology from California State University, Northridge in 2008. Mary most recently completed all the coursework for her third degree, a Masters Degree in Public Administration.

Mary has worked at College of the Canyons since 1996 and since January 2000 has supervised the Math division of multiple TLC Labs, including the Main TLC Lab, The Zone, the Mediated Math Lab, the SIGMA Math Achievement Center, and the Canyon Country Campus TLC.

Scott McAfee has worked at College of the Canyons since early 2000 and is currently the Access Coordinator for the campus. In addition to ensuring the college is equipped to accommodate students with disabilities, Scott is an avid traveler and self-proclaimed citizen of the world. In December of last year he backpacked for over a month through Europe with his wife for their honeymoon. Scott recently earned his Master's degree from California State University, Northridge completing his thesis in Communication Studies in May 2010.

Ara Norwood is an Adjunct Faculty in the Business Department at College of the Canyons where he has taught since 2003. A management consultant with a strong international portfolio, Ara delivers speeches and workshops, consulting and personal coaching for businesses and executives across the globe, regularly doing work in Kingston, Caracas, San Juan, Rome, Amsterdam, London, Istanbul, Athens, and Copenhagen. Ara earned his undergraduate degree in Music Theory from Brigham Young University and his graduate degree in Management from Claremont Graduate University.

Alberto Lopez serves with distinction as the Instructional Support Coordinator at College of the Canyons, and has served at COC in several capacities over the years. In 1991, Alberto started out in the Admissions and Records office, working the counter and directly assisting students. He next found himself as a computer operator in the MIS department, which gave him great exposure to the many different departments on campus. Soon after, he was promoted to Application Software Coordinator where he worked on the Datatel implementation team. This experience enabled Alberto to assist the Instruction Office/Academic Affairs in implementing many of the processes in use today at COC to produce the schedule, catalog, instructor pay reports, and adjunct contracts.

James Glapa-Grossklag, who serves as the advisor for the LEAP team behind this project, is Dean of Educational Technology, Learning Resources, and Distance Learning. He has administrative responsibility for the PACE Program, Distance Learning, Educational Travel, the Library, and the Tutoring, Learning, and Computing Lab. He is spearheading the college's initiative to develop and adopt Open Educational Resources, in support of faculty creativity and student access. He serves as project director for the statewide Distance Education Captioning and Transcription Grant, designed to support California Community Colleges in their efforts to make distance learning universally accessible. He is also project director for a US Department of State grant to promote diversity in study abroad

programs to Central and South America. His previous academic home was the Department of History.

James is committed to making high-quality education broadly accessible, especially to non-traditional students. He supports excellence in teaching as co-chair of the Educational Technology Committee, a member of the Associate Program Team and the steering committee of the Institute of Teaching and Learning. His statewide service includes the Steering Committee of the Community College Consortium for Open Educational Resources and the Board of Directors of Intelcom.

Links:

The premiere association for international student programs:

<http://www.nafsa.org/>

How-to site for internationalizing a curriculum:

<http://www.ceastudyabroadblog.com/>

Sample program whose mission is to “coordinate, support, and promote the internationalization of the campus”:

<http://international.missouri.edu/>

University of Dreams:

<http://www.summerinternships.com/>