Chapter 14

Education Abroad Co-Curricular Experiences that Result in Intercultural Responsive Leadership Growth

Teresa E. Simpson
Lamar University, USA

Lee H. Grimes
South Texas College, USA

ABSTRACT

To better prepare the educators who will guide students into their global future, educational leadership programs have become more focused on developing globally competent students who are not only more marketable, but who are also better prepared to make positive contributions to a global society. This chapter portrays that cross institutions in America there is a need to prepare students more adequately for the challenges of an increased global workforce. In the chapters, we follow the experiences of two scholars as they progressed through their development of becoming intercultural responsive educators by means of a study abroad program. From this experience, reflection questions encompass self-reflection about global perspectives. Also, interactions of others who hold various interests, values, and perspectives as they related to their growth in leadership. Situational leadership as a part of a critical skill set will also be examined.

INTRODUCTION

Simpson (2014) supported that The American Association of Colleges and Universities (AACU) and their joint effort with American Council on Education and the federal government have found that study abroad has a huge impact on a students’ development as a globally diverse minded citizen. Study abroad improves many intellectual attitudes and skills. Collaboration between co-curricular involvements, diverse experiences, integrated learning experiences, intent study abroad, the first year experience and others

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are a critical strategic initiatives that impact student development for their global awareness (Salisbury, An, & Pascarella, 2013).

Across educational institutions in America there is a need to prepare students more adequately for the challenges of an increased global workforce. The American Association of College and Universities echo this sentiment and discovered that there is a relationship between service learning and study abroad that will allow for a more successful student after college (Hart, 2010). Employers want a global and civic-minded leader for their company. Yet little resources are there to allow for the demand employers are requesting this. What AACU did was to find that it is more promising that engagement strategies with college campus and service learning is on the rise for the under graduate curriculum. Even more promising is that more study aboard programs are being integrated into such co-curriculum courses thus creating a globally developed and mature graduate (Engberg & Fox, 2011).

Recognizing the importance of preparing graduates for a global world is critical for today’s economy. According to Reade et al. (2013), developing globally competent citizens has become the “foremost strategic priority for higher education” (p. 100). Leaders in higher education institutions have become more focused on developing globally competent students who are not only more marketable, but who are also better prepared to make positive contributions to a global society and who will build a sustainable world (Altbach, Reisberg, & Rumbley, 2010; Heyl, 2014; Patterson, Carrillo, & Salinas, 2012; Reade et al., 2013). Preparing students to be productive global citizens is no longer a choice, but “a necessity and a moral imperative” (Galinova, 2015, p. 17). So, how do we get there? How do we prepare students to be proactive global leaders in their communities and professions?

Global activity, including study abroad programs, is a key means of transforming students from parochialism in experience, action, and mindset to the recognition of a shared humanity among the people of the world. However, we should not view internationalization as narrowly as study abroad. To cultivate global activity on our campus and encourage our students to become global leaders, higher education institutions must go beyond the boundaries of serving international students at home, investing in study abroad programs, and creating campuses in other parts of the world (Hawawini, 2011). We must globalize curriculum here and abroad.

**BACKGROUND**

There are five distinct yet interrelated global components that will direct an educational establishment towards a Comprehensive Internationalization Strategy. Campus units, in consultation with faculty, staff and administration, can decide which of the global components best serve their constituents.

1. **Enhancing First-year Curriculum:** Encouraging faculty to globalize current courses and adding a vetted international component into the core curriculum, including courses in less-commonly-taught foreign languages and world geography.

2. **Creating Interdisciplinary Freshman Interest Groups:** Connecting students from a variety of majors into FIGs themed around vital, timely, and relevant topics like Global Sustainability, Global Technology and Innovation, People on the Move: Immigration, Migration, and You, and Global Health.

3. **Building a Culture of Global Student Life:** Integrating domestic students and international students through leadership, service, and cross-cultural learning activities and providing consistent