
Educating Global Citizens for the 21st Century

The SJSU Salzburg Program

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- Global citizenship
- Globally competent citizens
- Global education
- Global leadership
- Strategic institutional change
- Salzburg Global Seminar

Forty years ago, when the Club of Rome issued *The Limits to Growth*, there was little recognition of how global human society was evolving except among selected experts. Today, globalisation is the new normal. This means that educators must prepare students better for living and working in a complex interdependent world, one that is increasingly characterised by problematic transnational challenges requiring innovative interdisciplinary solutions. The foremost strategic priority for higher education in the 21st century is to educate globally competent citizens, no matter what their studies or careers; people who can exercise responsible leadership to promote positive change and build a sustainable world. In this paper we profile the award-winning SJSU Salzburg Program—a campus-wide effort that has been catalysing more conscious and coherent approaches to global citizenship at San José State University (SJSU), the major public institution of higher education in Silicon Valley.

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Some argue that radical innovation can only happen when we bring multidisciplinary, multisectoral, and multicultural groups together around systemic design opportunities (Cooperrider 2010: 29-30).

PEOPLE HAVE BEEN ON THE MOVE and interacting with other people around the world for millennia, so in that sense our species has always been global (Chanda 2007). Some experts argue that the first age of globalisation occurred in the decades prior to the First World War, which brought it to a disastrous halt. It has really been in the years since the end of the Second World War, however, that humanity's interactions reached sufficient scope and scale to trigger the emergence of a truly globalising landscape. During the first several decades (1945–1990) the forces of globalisation slowly began amplifying transnational interconnections, but the process has been accelerating substantially over the last two decades (1990–2013) since the end of the cold war, and the subsequent loosening of historic political relationships has led to increasing transnational interactions and instabilities.

A growing number and variety of authors, both experts and popularisers, have attempted to explain the nature of this evolving landscape. Thomas Friedman (2005) argues that the world's economic playing field is being levelled by advances in technology and communication; while Joseph Stiglitz (2006) contends that not only is the world not flat, but it is getting less flat; and Richard Florida (2005: 48) sees the international economic landscape as 'spiky' rather than flat, where 'the tallest peaks—the cities and regions that drive the world economy—are growing ever higher, while the valleys mostly languish'. Flat or spiky, though, there seems to be general recognition that we are in the midst of a profound transition to a deeply global world and that humanity is entering a new era of compressed, intensive interconnections among critical natural resource, socioeconomic and cultural forces (e.g. Bevan and Gitsham 2009).

Educating global citizens

These changing conditions are not only generating new global realities, but they are also leading to the development of new global rules for how to succeed in those realities. Both are posing significant challenges to countries, corporations and other societal actors in virtually every corner of the world (Reckmeyer and Reckmeyer 1993; Dupont and Reckmeyer 2012). Characterised by extensive turbulence and uncertainty, these new realities require a more innovative and collaborative approach than was true previously. This means there will be a much greater need for global citizens who have developed the requisite competences to live and work in an increasingly interdependent world (Meadows 1991; Schattle 2008; Green 2012). As such, we strongly believe that global citizenship—broadly defined—encompasses both global careers and global civics, comparable to views advocated by Hans Schattle (2009). Globally competent citizens possess the essential knowledge, skills, tools, attitudes and values that

enable them to be *informed* about critical global factors and *engaged* in building a better world, regardless of where they live or what they do.

These broad capabilities depend on people's ability to understand the complexities and interconnectedness of political, social, cultural and economic contexts, as well as the scientific developments, that affect their lives and those of others (Bevan and Gitsham 2009; Elliott-Gower *et al.* 2012). People will also require appropriate leadership skills to communicate effectively, solve problems and create value with those from other cultures and other sectors of society from different parts of the world, for all are stakeholders in the variety of issues that transcend national borders (Reckmeyer 1995; Astin *et al.* 2000; Porter and Kramer 2011; Reade *et al.* 2008; Schwab 2008). People who lack relevant global competences will be at a disadvantage in competitive job markets and incapable of making sense of the world around them, let alone be in a position to take on leadership roles and contribute effectively to improving the planet.

These changing global conditions also pose significant challenges for institutions of higher education, which are responsible for preparing people who can thrive and prosper under these emerging conditions. A global survey by Gitsham (2008), conducted in support of the UN Principles for Responsible Management Education (PRME), revealed that 76% of CEOs and senior executives think it is important for their employees to possess the knowledge and skills to respond to such trends as global climate change, resource scarcity and a low carbon economy, but that only 8% felt their own organisations and business schools are preparing their employees well. Concerns about strengthening global education across the curriculum are also evident in academe. It is recognised that there is a need to transcend the parochialism that permeates much of higher education, and to foster more integrative and interdisciplinary approaches to teaching and learning (Reckmeyer 1990) that can lead to the development of the multidimensional global competences required in the 21st century (Stearns 2009).

While there have been encouraging signs that many colleges and universities are beginning to establish a greater institutional emphasis on global education, most of their efforts are neither as concerted nor as rapid as global conditions warrant. There are many understandable reasons why this is difficult, chief among them the disciplinary nature of higher education. However, we believe it should be a strategic priority for colleges and universities to ensure that all students (not just a few selected majors in fields such as business and engineering, but every major in every field) become globally competent citizens because all of them will be living and working in a highly globalised world. At the core of these competences is a subtle but critical identity shift. As the world becomes smaller (in terms of time and space becoming more compressed), people need to become bigger (in terms of expanded world-views and capabilities). That is, they need to see themselves as citizens of the world in addition to the nations in which they live rather than one or the other. A global citizen, then, is 'someone who identifies with being part of an emerging world community, and whose

actions contribute to building this community's values and practices', as well as its future prospects (Israel 2012: 7).

Getting students to see themselves as citizens of the world can be problematic. The first difficulty lies in resolving any critical misconceptions that students (and faculty, for that matter) might have about global citizenship, as Jochen Fried and David Goldman have learned from their extensive experience working with 2,500+ attendees from 90+ colleges and universities that have participated in the International Study Program at the Salzburg Global Seminar (Fried and Goldman 2012). For example, it is not a 'radical movement, which aims to establish world government, wipe out the nation state and any allegiances that people might have to their countries, cultures, and ethnicities' (Israel 2012: 35). Those loyalties and allegiances remain intact and essential while we face the need to expand them to include others around the world, since at a basic level we all share a non-optional mutual stake in each other's well-being. Nor does global citizenship assume that globalisation is exclusively positive (typical of those who are generally succeeding as a result of globalisation) or negative (typical of those who are largely suffering in a global world).

A second difficulty lies in dealing with the ignorance and/or apathy that often affect students' interest in becoming globally competent. Recent research suggests that many college graduates, at least in the United States, are seemingly oblivious to the new world order (Elliott-Gower *et al.* 2012). Educators must help students see how the world has changed and how the most troubling issues are increasingly transnational in nature. For example, building on work originally done by the bipartisan Center for Strategic & International Studies (CSIS), the American Association of State Colleges and Universities (AASCU) has identified seven global challenges, encompassing a total of 29 major trends, that will 'transform the way we live and interact with one another' and serve as the basis for 'educating globally competent citizens' (Elliott-Gower *et al.* 2012). Other examples include the Millennium Development Goals identified by the United Nations, which highlighted 15 priorities for ending poverty around the world (United Nations 2010). While neither list is exhaustive, they underscore the need for nurturing global citizens who can exercise responsible leadership to promote positive change and build a sustainable world.

A third difficulty lies in helping students develop a global mind-set (Osland *et al.* 2006). This is necessary for shifting one's identity to encompass a larger, global community. Cabrera and Unruh (2012: 33) define a global mind-set as 'the ability to perceive, analyze, and decode behaviors and situations in multiple cultural contexts and to use that insight to build productive relationships with individuals and organisations across cultural boundaries'. A precursor to a global mind-set is cultural awareness (Reade *et al.* 2008; Cabrera and Unruh 2012; Osland *et al.* 2012). Learning a foreign language is one way to promote such awareness, but there are many other ways for instructors to foster cultural awareness in a variety of courses through lectures, guest speakers and videos. Experiential learning exercises such as stakeholder dialogue can also be an effective means to promote cultural awareness in the classroom (Reade *et al.* 2008;

Osland *et al.* 2012). However, one of the most effective ways of developing deep and lasting cultural awareness is by travelling abroad to intentionally experience and reflectively learn about different cultures (Cabrera and Unruh 2012). To maximise that experience, students need to manifest certain attributes—including ‘openness to new experience, cognitive flexibility, respect for and curiosity about other cultures, and willingness to engage and work with people of other cultures’ (Cabrera and Unruh 2012: 43).

Apart from these teaching-learning challenges, there is the institutional challenge of creating a framework or programme campus-wide to promote global citizenship education. Even though the complex interconnected challenges that characterise our global world require more innovative interdisciplinary solutions (Cooperrider 2010; Cooperrider and Fry 2010), most collegiate campuses continue to be divided into traditional disciplinary silos. While there are exceptions, the vast majority of faculty approach the world through the lens of a single field and train their students accordingly. Thus, a major difficulty in educating global citizens on a broad institutional basis lies in how to embed and sustain an inclusive, multidisciplinary programme that is both strategic and systematic in design (Cooperrider 2010; Cooperrider and Fry 2010; Laszlo and Zhexembayeva 2011) where faculty and students from all disciplines can learn how to consider and engage with complicated issues. In our view, it is this broad institutional focus and commitment that offers the greatest leverage for colleges and universities to promote the kind of global citizenship education that we believe is essential.

SJSU Salzburg Program

It is this institutional emphasis that has been driving our efforts at San José State University (SJSU) to develop a more conscious and coherent focus on educating globally competent citizens through the SJSU Salzburg Program. Established in 2006 through a long-term partnership with the Salzburg Global Seminar, each year the Program selects 20–30 members from the university to serve as SJSU Salzburg Fellows (faculty, staff, administrators) and SJSU Salzburg Scholars (students) for an 18-month period. During their service in the Program they attend orientation activities, participate in a session on global citizenship in Salzburg, Austria, work on applied projects and help organise activities to globalise the campus. Since its inception the Program has grown into one of SJSU’s most effective and prestigious enterprises, which led to its being selected in 2010 as a ‘Top 10 Program on Global Citizen Diplomacy’ in American higher education by the US Center for Citizen Diplomacy in collaboration with NAFSA (Association of International Educators) and the US Department of State.

San José State University is the leading public institution of higher education in Silicon Valley and the flagship campus of the California State University system. Founded in 1857, it provides a comprehensive university education,

granting bachelor's and master's degrees in 134 areas of study that encompass a full range of academic and professional fields. High quality teaching and small classes are a priority here, where tenured professors teach introductory as well as advanced courses on a regular basis. One of the 200 top research universities in the US, it offers rigorous course work and a growing array of research opportunities to nearly 30,000 undergraduate and graduate students in seven colleges. It is also the number one supplier of education, engineering, computer science and business graduates to the region.

Despite SJSU's fortuitous location in one of the major centres of globalisation in the world, as well as the increasingly international nature of its student body, there was little evidence of global education in the years before the SJSU Salzburg Program began. Although the situation on our campus was not altogether different from those characterising many academic institutions at the time, especially large state universities, the prospects for change did not seem particularly promising here. One obvious challenge was that few faculty members were interested in global affairs, recognised the need to expand the global content of their teaching and research, and/or were disposed to undertake much curricular innovation. A second challenge was that global education was not even on the radar screen for most people, much less a campus priority, and thus there were few resources available to support those kinds of changes. Another challenge was the absence of leadership, on the part of either the campus administration or the academic senate, in promoting global education as a critical part of SJSU's vision for the future. Overall, academe's conservative nature and its inherent aversion to large-scale institutional change posed a meta-challenge.

The situation began to improve at the start of the new millennium, with a growing mix of globally oriented features that was triggered by the huge influx of immigrants that have been lured to San José by the area's entrepreneurial opportunities. Since then we have undertaken a variety of curricular and co-curricular efforts to infuse broader international and intercultural dimensions around campus, ranging from teaching and research to institutional partnerships and study abroad opportunities, which have been substantially enriched by the increasing domestic and international diversity of our students. As with many colleges and universities, however, these endeavours have been neither strategic nor integrated. Most of them—even the most impressive ones—have been random acts of globalisation rather than an institutional priority or part of a coherent educational experience. Although the situation on campus has definitely improved, this lack of a coherent strategic focus on global education has significantly limited San José State's ability to help students develop the competences needed to succeed in the 21st century.

The SJSU Salzburg Program (www.salzburg.sjsu.edu) was created as a comprehensive strategic change effort to address this shortcoming, driven by the belief that our foremost responsibility is to prepare our students to become better global citizens. Co-founded by Dr William Reckmeyer (Professor of Leadership & Systems) and Dr Mark Novak (Associate Vice President and Dean of International & Extended Studies), both of whom had been independently

involved in a variety of internationally oriented endeavours on and off campus throughout their respective careers before this joint effort, the Program has been the result of an entrepreneurial grass-roots initiative rather a conscientious decision by campus administrators. Its primary objectives are to: 1) develop a critical mass of collaborative change agents from all areas of university life who 2) work together on joint projects and engage in other activities 3) to help globalise the campus at large and encourage our diverse constituencies—faculty, students, staff, administrators and community—to become better global citizens.

The origins of the SJSU Salzburg Program grew out of Dr Reckmeyer's association with the Salzburg Global Seminar (www.salzburgglobal.org), which had begun in 1995 when he was sponsored by the W.K. Kellogg Foundation to serve as a Salzburg Global Fellow on several occasions as part of the Foundation's efforts to help the Seminar expand the international nature of its participants and programming. The Seminar has been one of the world's major forums for dialogues about pressing issues since its founding by three Harvard students in early 1947; Margaret Mead chaired the first session in July 1947. Each year the Seminar convenes a broad mix of intensive sessions that encourage the free exchange of ideas, informed discussion, diverse viewpoints and innovative solutions in a neutral cross-cultural environment. Sessions address important and timely topics—ranging from emerging political, social and economic matters to significant cultural, legal and educational matters—and generally attract a heterogeneous group of highly informed and well-placed attendees from around the world.

These sessions are traditionally held at the Seminar's home in the historic Schloss Leopoldskron, a magnificent 18th-century rococo castle that is familiar to many as the von Trapp's family home in *The Sound of Music*. The Schloss is nestled at the foot of the Austrian Alps and is within easy walking distance of the Altstadt in the picturesque city of Salzburg, which is a UN World Heritage Site and home to the world-renowned Salzburg Music Festival every summer. The Seminar's estate, which includes Schloss Leopoldskron and the adjacent Meierhof, includes a set of modern conference facilities that provide housing, a large lecture hall and meeting rooms for sessions, up-to-date computer and Internet capabilities. Session participants dine in the spacious Marble Hall, have access to an exquisite grand library modelled on the celebrated Stiftsbibliothek in the cathedral at St Gallen (Switzerland), and converse into the night at the Bierstube or on the terrace overlooking the Untersberg.

San José State participates in the Seminar's Global Citizenship Program (GCP, formerly known as the International Study Program on Global Citizenship), where Dr Reckmeyer serves as Faculty Chair and a Core Faculty Member. The GCP was initiated in 2004 with a pilot grant from the Kellogg Foundation and is dedicated to facilitating the engagement of higher education in global education. It primarily offers two parallel week-long sessions, one for faculty and administrators and another for students. The faculty-administrator session examines a diverse set of substantive topics and explores strategies for

institutional change so participating colleges and universities can become sites of global citizenship. The student session focuses on a similar mix of substantive topics in a variety of instructional formats, including intensive project work and a day-long trip to Dachau, so students can understand what it means to be a global citizen and begin developing the motivation and abilities to be engaged in effecting constructive change. Both sessions are designed to help academic institutions create cadres of change agents who will return to their respective campuses and engage their colleagues in expanding the scalability of global education so that their institutions can educate larger numbers of students and other constituents.

GCP sessions are led by a small group of distinguished GCP Faculty from around the world and usually attract 40–50 attendees, who are provided in advance with a syllabus and bibliography of resources to develop a common basis for learning. On site, they engage in plenary discussions and work on small group projects that constitute the formal framework for exploring the topics of their specific session. Informal conversations often begin early in the morning over breakfast and stretch well into the evening out on the terrace or downstairs in the Bierstube, interspersed by jazz or classical concerts, strolls around the lake and trips into the heart of historic Salzburg. In nine years the GCP has grown from relatively modest beginnings (three student sessions and one faculty-administrator session in the first year with only a handful of institutions) into one of the largest, most systematic and most comprehensive educational programmes for global citizenship in the world (with 10–12 sessions a year for the 90+ partner institutions that have participated in the GCP since it began) and includes a network of 2,300 alumni who are linked through an electronic discussion group and have the opportunity to participate in other Seminar activities (Reckmeyer *et al.* 2012).

Each fall semester our SJSU Salzburg Program selects a new group of highly qualified faculty, staff and administrators to serve as SJSU Salzburg Fellows and another group of outstanding students to serve as SJSU Salzburg Scholars through a competitive university-wide process. Although the total number of Fellows and Scholars varies each year depending on the quality of applications, level of funding and how many positions are available in Salzburg, we usually appoint 14–15 Fellows and 15–18 Scholars annually. Participants are chosen on the basis of three principal criteria: 1) excellent performance in their primary roles and responsibilities; 2) substantial leadership accomplishments beyond those roles and responsibilities; and 3) potential leverage to help globalise our campus on a broader scale. Those who are selected must also agree to: 1) serve as active members of the Program for at least 18 months; 2) collaborate on projects to transform a wide range of curricular, co-curricular and operational aspects of the university as a whole; and 3) contribute to organising and promoting Program efforts in general.

Participants in our Program begin their formal service as Fellows and Scholars with a set of joint orientation activities on campus during the spring semester, which are organised and led on a voluntary basis by Fellows and Scholars from previous years. The scholars also participate in an upper-division seminar

on global citizenship taught by one of our Salzburg Fellows so they are better prepared for their week in Salzburg. Both groups are sent to attend comparable but separate sessions of the Salzburg Global Seminar's International Study Program on Global Citizenship the following summer, where they interact with peers from 6–8 other GCP colleges and universities. Upon their return to campus in August, the Fellows and the Scholars spend the subsequent academic year collaborating on applied projects to enhance the university's focus on international matters, including a strong mentoring component in which the Fellows advise the Scholars on broader life and career plans. The Fellows and Scholars also participate in a variety of professional and social activities throughout the year, including major contributions to SJSU International Week each semester.

The most important component of the SJSU Salzburg Program is the commitment that our Fellows and Scholars make to collaborate on these projects during their required term of service, since this is what has led to the most tangible changes on campus. The set of new Fellows and Scholars meet at the beginning of the academic year to explore ideas for their projects, following which they choose who they want to work with and what they want to do. Scholars are not expected to serve as assistants, but to work alongside Fellows as colleagues to introduce or strengthen global elements of different aspects of SJSU as a whole. In addition to selecting the Fellows and Scholars, coordinating their work during the year and supporting their projects, the Program also sponsors a mix of activities to promote global awareness and engagement on campus and in the local community. These include public talks by distinguished guest speakers on timely global topics during the school year, special events to explore global issues in more depth, electronic educational partnerships with foreign universities and presentations by Fellows and Scholars at professional conferences and community workshops.

Impact and implications

When the co-founders launched the SJSU Salzburg Program in 2006, they viewed it in typical Silicon Valley terms—as a start-up venture that seemed worth trying, despite a general lack of interest in such matters on campus at the time, because they believed it was important for San José State to educate globally competent citizens (SJSU Salzburg Program 2011). They were optimistic, but realised success at transforming the university would depend on making a substantial impact at an institutional as well as at an individual level. The Program has accomplished a great deal in a relatively short period of time, making significant progress towards achieving the comprehensive changes that were originally envisioned when it began. This is evident in the number, quality and positions of the people who have participated in the Program as SJSU Salzburg Fellows and SJSU Salzburg Scholars; the variety and success of the collective

and individual projects participants have conducted; the breadth and exposure of other Program activities; and the overall benefits of these creative efforts for the university as a whole.

Details about the Program can be found in a report on its first five years (Reckmeyer 2010) and by consulting its website for more current information. The most obvious highlight is that nearly 200 people have participated in the Program to date—96 Fellows and 91 Scholars—and we have just completed selection of 15 Fellows and 18 Scholars for 2013. During the Program's first seven years they have conducted 150+ team and personal projects to globalise the university. Many of their projects directly affect our curriculum. Examples include the development of new courses on interdisciplinary topics such as Global Citizenship, Intercultural Communication for International Students, and Communicating for Global Citizenship. They also include modules on a variety of internationally focused topics, ranging from climate change and cultural stereotyping in global business to global pandemics and global food systems, which have been introduced into numerous existing courses and honours programmes throughout the university.

There have also been projects that extend beyond the conventional classroom experience. Co-curricular examples include the development of several new short-term (3-week) study abroad programmes led by SJSU Salzburg Fellows to places such as China, the UK, and the Amazon during summer terms, in which students receive full academic credit towards graduation. Other examples include the creation of an annual programme on global wellness for our Student Health Center, development of a Global Leadership Academy for student groups across campus and design of a cyber café in the university's new Student Union to facilitate cultural diversity and tolerance. In addition, there have been community-based projects such as the development of a curriculum on global citizenship for gifted and talented (GATE) students in a local elementary school and a pilot project to establish a secondary to post-secondary global citizenship pipeline for students in cooperation with a local high school and community college.

Our Salzburg Fellows and Scholars have also contributed in more general ways to broader Program projects for globalising SJSU. The most important ones have been concerted efforts to establish global citizenship as a strategic institutional priority, especially in terms of engaging the three principal governance groups on campus—the University Administration, Academic Senate and Associated Students—in actively endorsing this goal and developing a collaborative strategy for implementing it. Other efforts have been operational in nature. Two major examples include a project to conduct an SJSU Global Inventory, which is gathering data about globally oriented activities and resources (people, programmes, partnerships, courses, opportunities, etc.) on campus; and a related project to develop an SJSU Global Gateway, which will use this data to populate a single point of entry that will make it easy for internal and external audiences to quickly access information about these university activities and resources.

In addition to the collaborative projects and individual projects conducted by our Fellows and Scholars, the Program has organised a growing number and variety of public speakers and events on campus. The most prominent has been the establishment of an endowed annual talk, the Peter Lee Memorial Lecture, which brings an eminent world-class speaker to the university every fall to share his or her thoughts on some aspect of global citizenship. It has also sponsored four or five other major events each year. These include presentations by local business and community leaders from Silicon Valley, extended visits by noted international experts and special weekend events for local SJSU alumni and for Salzburg Global Fellows from around the country. A majority of these external speakers and guests have served as faculty members for different sessions at the Global Seminar, including the GCP, which we have cultivated to both strengthen SJSU's partnership with the Seminar and to generate greater interest in global education.

One other significant accomplishment is that we were able to host the Seminar's Director of Education and head of the GCP, Dr Jochen Fried, for an entire semester during the early years of the Program. This was made possible through the award of an unprecedented grant from the Council for the International Exchange of Scholars (CIES) that brought him to the United States as a Fulbright Distinguished Scholar-in-Residence during the 2007–2008 academic year. That award, which was a joint endeavour between San José State and Bronx Community College, was the first ever granted by CIES to support a transcontinental collaboration between a university and a community college in its history. Dr Fried spent the fall 2007 semester at SJSU and the spring 2008 semester at BCC. In addition to building linkages between our two institutions and other members of the GCP network in the United States during the entire year, while he was on our campus he co-taught the university's first course on global citizenship with Dr Reckmeyer; consulted with faculty and administrators on global education; and supervised several individual student research projects.

There is increasing evidence that these accomplishments are beginning to achieve the kind of transformational campus-wide impact that has been our principal goal since the Program was established. Some of that evidence is fairly tangible. One clear example is that there has been growing financial support for the Program by many of the major units on campus. In addition to the College of International & Extended Studies, these include executive management (Provost, Student Affairs, Library) and the SJSU's major colleges (Applied Sciences & Arts, Business, Education, Engineering, Humanities & Arts, Science, Social Sciences). Sponsors also include auxiliary units (Alumni Affairs, Associated Students, Student Union) as well as specialised units (Global Studies Program, Humanities Honors Program).

This evidence is reinforced by other internal changes that are less tangible, but ultimately may be more indicative of deep impact. As many of the most influential administrative, faculty and student leaders have publicly noted on numerous occasions during the last several years, 'global citizenship' and the 'SJSU Salzburg Program' have become intrinsic parts of the most important

conversations on our campus. Many of these leaders are faculty, administrators and students who have either served as Salzburg Fellows and Scholars while in their current roles or who moved into key positions on campus after participating in the Program. Even those people who have not been to Salzburg, though, increasingly recognise the need for SJSU to go global. On the whole, there is much greater interest in and support for global education.

This has not only led to recognition that the Program is now one of the most impressive and prestigious efforts at San José State, but it has also resulted in informal senior-level endorsement and funding for two pioneering curricular initiatives. One innovation is the development of an advanced Provost's Honors Seminar on global affairs for 25 of SJSU's most exceptional upper-division and graduate students, taught annually by faculty members who have been honoured as the SJSU Outstanding Professor (the university's oldest and most esteemed academic award). It emphasises excellence and was launched in Spring 2011 with several seminars to date, including 'Global Citizenship: US National Strategy in a Complex World' and 'Uncle Sam & The Dragon: America and China in a Global World'. A second innovation is the development of an integrated set of four online General Education courses that examine global citizenship from four different perspectives (life science, humanities, social sciences, human development). It emphasises scalability and is being piloted on an experimental basis in spring 2013 for about 250 students, before being fully launched in fall 2013. Both of these ventures are highly innovative and likely to significantly advance SJSU's institutional focus on global education.

This internal evidence of impact is also being reinforced by external evidence that our SJSU Salzburg Program is making a real difference. The most notable indicator was the Program's selection as one of the country's 'Top 10 Programs on Global Citizen Diplomacy' in US higher education (as noted above) in fall 2010. We were recognised for our exemplary efforts to address three of the critical global challenges targeted by the first US Summit for Global Citizen Diplomacy since the Eisenhower administration (creating a globally competent society; preserving the environment; and encouraging cultural understanding) and singled out among other honourees for our emphasis on strategic institutional change. A second indicator is that San José State was selected in spring 2011 as one of only 32 institutions of higher education in the United States to participate in a major new initiative on General Education for a Global Century sponsored by the Association of American Colleges and Universities (AAC&U). SJSU's selection was the result of a last-minute proposal by several SJSU Salzburg Fellows, all of whom are serving as members of the university's core team for this project, which is tasked with developing a national agenda and framework for a globally focused general education.

As rewarding and gratifying as these successes have been, however, the Program still has important work to do. Most notably, despite the significant progress that has been accomplished during our first seven years, we have not yet succeeded in achieving one of our most critical objectives—persuading the campus as a whole to formally adopt global citizenship as a strategic priority.

Our immediate goal in this regard is to see that global citizenship (or global education) is formally included in the university's Mission Statement and highlighted as a major goal in its Strategic Plan. A step forward is the development of an online general education course in global citizenship, noted above, that will reach thousands of undergraduate students as part of the increasing use of online courses to transform higher education. San José State is moving in that direction, and is offering college credit for large online classes in a partnership with Udacity, a company that develops MOOCs (massive open online courses) (Lewin and Markoff 2013). Educating global citizens through an online medium is poised to occur at unprecedented levels, and our challenge will be to ensure that the educational experience through this medium remains one of quality.

Conclusion

The SJSU Salzburg Program is a unique effort at San José State and, while our location in Silicon Valley may make it easier to arouse interest in educating globally competent citizens, we believe our experience and success offer some valuable lessons for other educational institutions that also believe this is an important strategic priority. First, the Program offers an ambitious and noble vision that provides room for everyone to contribute and invites participation from all campus constituencies. Second, it engages the entire university and builds shared capacity for sustained institutional as well as individual change. Third, the Program partners with a world-class institution that provides an extraordinary international experience where participants can interact with like-minded experts and colleagues. Fourth, it requires participants to collaborate on projects to benefit the greater good of the university that transcend their formal roles and responsibilities. Fifth, the Program developed and is continually upgrading an organisational and technical infrastructure to support its long-term success. Sixth, it has created a recognisable brand for itself and regularly reinforces that identity to nurture a strong sense of community and commitment among active as well as former participants.

In conclusion, the changing realities of our complex global society means that colleges and universities must improve their ability to educate globally competent citizens for the 21st century—people who are informed about pressing issues and engaged in addressing those issues—who can exercise responsible leadership to promote positive change and build a sustainable world. Now in its eighth year, the SJSU Salzburg Program has borne fruit in a very short period of time. From every corner of our campus, nearly 200 faculty, staff, administrators and students have been working together to develop a more coherent focus on global education. From an applied theoretical perspective, the Program has enabled participants to be *informed* about critical global factors and *engaged* in building a better campus, community and world. Participants, through their statements of personal impact, have shown enhanced capacity to

understand the complexities and interconnectedness of political, social, cultural and economic contexts, as well as the scientific developments, which affect their lives and those of others (Bevan and Gitsham 2009; Elliott-Gower *et al.* 2012). Scholars in their applied projects, for instance, have demonstrated enhanced leadership skills to communicate effectively, solve problems and create value with those from other disciplines, other cultures and other world-views in a variety of issues that transcend national borders (Reckmeyer 1995; Astin *et al.* 2000; Porter and Kramer 2011; Reade *et al.* 2008; Schwab 2008).

In this way, the SJSU Salzburg Program prepares future employees, managers and leaders who possess the knowledge and skills to respond to diverse stakeholders in addressing such challenges as global climate change and resource scarcity, and helps to address a shortfall in such knowledge and skills as identified in UN PRME surveys (e.g. Gitsham *et al.* 2008). The Program is transforming San José State University into a more globalised university through strategic cultural change and an expanding virtuous circle of global citizenship throughout the campus. We hope this brief summary of the Program and our experience to date may be useful to other institutions that are also interested in preparing people to be responsible leaders and change agents for the careers, organisations and societies of tomorrow.

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