

APPENDIX C

DISCUSSION TOPICS

Facilitated discussion at the ACIIE Fall Conference, November 30, 2005**Topic Areas and Talking Points: What do we need to do?****Discussion: Attitudes and Views**

- Make opportunities for dialogue on issues common to all humanity
- Collaboration, not “tolerance,” makes it real
- Global as an ethic, our connectedness
- Crucial importance of getting faculty on board
- Issues of language/terminology can cause confusion: diversity, international, intercultural, multicultural, global
- Our current state of affairs is the result of a 30-year move toward narrowing of our national view
- Americans see the world through English-colored glasses
- The challenge: lack of opportunities for youth in the Middle East, Africa, etc.
- We haven’t learned from past wars and conflicts
- Offer direct international experiences for trustees and administrators
- Educate new presidents through the AACC Presidents’ Academy
- Need a safe atmosphere for stimulating conversation
- Mandates rarely work
- Think in connected ways and break down the silos we tend to create

Policy Initiatives/Advocacy

- Set in place processes and structures, e.g., require everyone to have a passport
- Raise the level of discussion at the national level: AACC, ACCT, to gain commitment
- Work on state legislatures to counter moves to reduce curriculum. Instead, we need to strengthen curriculum.
- Commitment to global education should be a selection criterion for college presidents
- Changes in higher education related to credits, degrees, etc.
- Establish benchmarks for best practices
- There should be more international members in ACIIE

Collaboration

- Work with nearby universities – demonstrate that community college faculty and students can compete
- ACIIE and CCID work as brokers to gain support from AACC and ACCT
- Make more connections with K-12 schools

Study Abroad

- Hybrid study abroad – the field study model that incorporates study on campus and travel
- If study abroad involves a credit class, financial aid can apply

Faculty Development

- Faculty development is crucial and requires institutional support
- An integrated process of faculty development is needed to validate the global studies designation attached to courses and curricula

Curriculum

- Dallas has an intercultural competence requirement for all employees
- Other curricular areas can “beef up” competency: anthropology, intercultural communication
- Give credit for study of English for non-native students
- Curriculum is at the heart of the matter – it’s important to have buy-in from curriculum leaders on campus
- International certificate: document taking of courses with an international focus plus study abroad or other culminating project

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Resources

- Initiate a student fee to support study abroad
- The structure of higher education gives only lip service to international but not the money required to make it happen (e.g., not hiring trained staff to work with international students).
- Need a concrete, viable plan for using taxpayers money for international
- “Seed money” to establish new programs
- Study abroad savings account – the “plan ahead” mantra
- Seek funding from local business leaders who succeeded through your college
- Role of the college foundation and its business leaders to support global education
- Seek creative funding for student study abroad

International Students

- Homestay programs for international students to experience American culture
- Value of one-to-one contact with students, beginning with 5th graders
- Have students from other cultures teach others about their culture – international students as resources
- Many non-native students are not visa students – already residents of our communities