

## APPENDIX D

### DISCUSSION NOTES

#### Discussion Notes for the Airlie Retreat, March 2008, from the AACC Roundtable Presentation, April 22, 2006

##### Access to/Participation in Global Opportunities

- In California community colleges, and beyond, there is concern about limited participation of underrepresented groups in international experiences
- Potential is not being tapped: how do we pay closer attention to incorporating these groups into programming?
- Should look beyond campus involvement to the community, local churches, getting high school students involved in global activities
- Adult students, minority students
- Encourage students of color to pursue careers in science and math
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##### Terminology/Semantics

- This is not a new debate
- Move away from international toward global (together, whole)
- The terminology can be a barrier— faculty hung up on global v. international
- International education is still often perceived as solely study abroad
- In the area of multicultural, each area must define terms to meet local interests and needs
- Comparative cultural competence is what we are after, the terms global education and international education are politically charged, considered a political axe to grind
- Cultural competence is the least charged word
- All positions are political. We should use that to advantage to promote change.
- Substance, not semantics

- Global/world are holistic, new
- Is this accepted by our faculty, staff, administration?

##### Current Trends

- Thomas Friedman's perspective – the critical role of technology and the environment
- Global education is not “on the side” but integral to student learning outcomes

##### Global Competencies/Cultural Competencies

- Need a rubric of global competencies
- Multicultural competence and appreciation
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##### Curriculum

- How we teach history, economics, politics, religion – comparative approaches
- We talk “international education” but the higher education curriculum is still domestically focused, and when we do teach it, it is learning about it, not experiencing it
- The community college curriculum is stuck in the 1960's; the US slipping and other nations' models of education (like Australia's) are being chosen
- Having a multicultural student population doesn't guarantee a global perspective
- Artist exchanges in Graphic Design and technology – the Arts industry appeals to a wider range of ethnic backgrounds and creates common bonds
- Global education certificate for students who take a certain set of courses

**Models**

- Look for models in other countries
- Sociologist Troy Duster (*Backdoor to Eugenics*): prepare learners to operate across cultural boundaries (students of color have learned how to do this better than whites).
- Short courses/study abroad for students, community, business community, international visitors
- Trustee from Maricopa spoke of exchanges with Australia and China
- Community College of Baltimore County has established a district position to coordinate international and multicultural efforts. Competencies are included in all courses, faculty development opportunities, shared study abroad with other Maryland community colleges.
- Peace Corps initiative to recruit community college students and retired faculty/administrators
- Clarify expected outcomes
- Developmental process: take each institution from where it is to start and then move forward from there.
- Celebrate/give credit for successful work already undertaken

**Identifying and Countering Barriers**

- Economic, political, and social threats
- Separate ethnic clubs and groups on campus perpetuate distinction
- College presidents responsible for bringing people together
- Learn by going outside one's own community, then return with new perspective to deal with domestic issues
- Adults need to follow the example of their children to relate beyond barriers and differences

**Community Connections**

- Fully involve the community – use its diversity as an asset
- Employability and economic development
- Building communities that recognize and honor differences and commonalities
- Community is the link to programming with other countries: capitalize on this diversity to make linkages