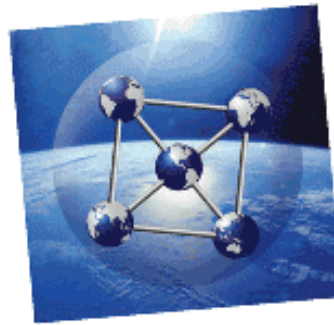


Thinking Again, and Anew, about Global Education in the 21st Century

Proceedings of a
Global Community College Retreat
Airlie Center, VA
March 9-11, 2008



About the Airlie Tradition and This Retreat

From 1994 to 2002, five retreats were held at Airlie Center in Warrenton, Virginia, events which established the rightful role of community colleges in global education. The financial support of the Stanley Foundation, Muscatine, Iowa, and the leadership of Jack Smith, Program Officer at the Foundation, were crucial to their success. Jack worked closely with the American Council for Intercultural International Education (ACIIE) and with the full engagement of CCID, AACC, and ACCT, to organize these retreats that created a firm foundation and support for the establishment of community college global education programs.

The 2008 conference reported in these proceedings was envisioned as a way to build upon the groundwork laid at the first two of the Airlie conferences, reported in the publications *Building the Global Community: The Next Step* (1994) and *Educating for the Global Community: A Framework for Community Colleges* (1996). These reports provided a conceptual framework for the global education mission of community colleges, defined global competencies, and identified institutional strategies needed to support global education initiatives. Further impetus came from the third Airlie Center retreat, *Building Constituencies for US and Community College Involvement in the Global Arena* (1997) – a dialogue with federal agencies;

the fourth, *New Expeditions: Trends in Global Education for the 21st Century* (1998) – input on global issues to the broadly conceived AACC New Expeditions project; and the fifth, *The Intercultural Connection: Global Education in Community Colleges* (2002). Over this same period, the Stanley Foundation, in partnership with ACIIE, CCID, AACC, and ACCT, worked to expand and enhance global education initiatives in US community colleges by holding seminars in 30 states. Institutional teams consisting of the CEO, an academic administrator, faculty, and often a trustee, learned from the experts how to develop or expand an effective global education program and left with their own action plan to guide their college's efforts in the ensuing years. Some 3,000 community college educators took part in one or more of these seminars.

Much of the progress and momentum for global education gained by community colleges in these early years began to stall in the post 9/11 era. Issues of global security, budgetary constraints, changing leadership in colleges, and other factors caused community colleges to retrench in their commitment to and engagement in global education. Individual colleges, as well as associations and consortia, seemed to be waging an uphill battle to maintain levels of programming, let alone expand into new areas.

As an outcome of the recent merger of the American Council on International Intercultural Education with Community Colleges for International Development: An Association for Global Education, the decision was made to organize a retreat at this critical juncture. Twenty-three select leaders from community colleges, associations and the federal government participated in this retreat, sponsored by CCID, in partnership with the American Association of Community Colleges and the Association of Community College Trustees.

In her paper, "Thinking Again, and Anew, about Global Education in the 21st Century" (2005), Dr. Margaret Lee, President of Oakton Community College, IL, chronicled the story of community colleges in global education and challenges community college leaders to consider how to plan and advocate for renewed interest and action in global education. The paper served as the starting point for discussion, along with a review of reports of the earlier retreats at Airlie Center.

The report which follows is the product of the retreat's rapporteur. The intent is to convey a sense of the proceedings without attributing specific statements to the individuals who made them. All participants and observers were given the opportunity to review the draft report and provide factual corrections prior to the printing of this final version.

In the appendix, readers will find the complete text of Dr. Lee's paper, referenced above.

Appendixes:

A – Opening Address: "Thinking Again, and Anew, about Global Education in the 21st Century," Dr. Margaret Lee, President of Oakton Community College, IL.

B – Discussion Paper: "Thinking Again, and Anew, about Global Education in the 21st Century" (2005), Dr. Margaret Lee, President of Oakton Community College, IL.

C – Discussion Topics, Facilitated discussion at the ACIIE Fall Conference, November 30, 2005

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

E – Questions for consideration and reflection prior to the Airlie Retreat 2008

F – Additional readings and resources

Proceedings from the 2008 Retreat:**MONDAY, MARCH 10, 2008**

Following a welcome by CCID President John Halder and introductions around the table, the retreat began its work with a panel reacting to Peg Lee's keynote address of the evening before. Panel members George Boggs, Gwen Stephenson, Paul Elsner, spoke and concluding remarks were offered by Peg Lee.

George Boggs referenced a recent article by George Will in the *New York Times* which focused on the following relevant themes:

- Globalism v. tribalism
- Connection v. fragmentation
- Online environment provides global reach for tribes
- Loss of American role as ethical leader
- Divisions within America and in the world
- Healing within and without
- Opportunity of a new administration and a new Congress
- New hope
- Will we be able to heal the divisions and save ourselves, so we can help others?

Challenges and realities of our times:

- Economic downturn
- A nation in debt
- War

The article stimulated the question, What is the community college role in helping to solve these problems and in reaching out to the world?

George is preparing an article for the convention issue of *Community College Journal*, in which he delineates these top ten issues for community colleges:

- Funding
- Access
- Focus on student success (Achieving the Dream being an example of interest in this)
- Campus safety and security
- Transition from high school to college and readiness to transfer to four-year institutions
- Accountability (Spellings Commission, HEA reauthorization)
- Immigration reform
- Leadership, succession planning, and turnover of faculty (both a challenge and a window of opportunity)
- Environmental sustainability
- Global competitiveness (the STEM gap, need to know about other cultures and have them know about ours)

The fundamental questions: How do we get global education to be on the table? Do we need new terminology?

Gwen Stephenson began by noting her participation in Airlie I and referenced the following concepts:

- The evolution from Airlie I to the present
- Recalls being amazed by Boyer's presentation and its continued relevance.
- The Airlie I imperative: *To ensure the survival and the well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry.*
- The big question of terminology: tension between and among *international, intercultural and global*
- Referencing Mortenson's *Three Cups of Tea*, the awareness of our own ignorance; ignorance is the enemy.
- The three key elements are diversity, connectedness, and interdependence
- Quoted from Peter Senge, *The Fifth Discipline*: discriminating issues that shape the future are all fundamentally global.

Paul Elsner, also a participant in the first Airlie Conference, offered the following observations:

- The power of narrative in convincing those “not in the fold”
- Local v. global, considering that the origins of community colleges are local
- Peg’s paper, with its historical perspective, enables us to think about global in a positive way.
- We are at a crossroads, with the merger of ACIIE and CCID
- Interconnectedness: one planet, relationships, synergy
- Promote the larger world good (less of a “local” world)
- Power of anchoring global education in the disciplines, core value, not at the margins
- The environmental element: perspective of earth and our galaxy and our sun
- Shaping globalization for the common good
- New opportunities: social networking, information-based dialogue, new mandates and opportunities since 1994

Peg Lee’s concluding comments:

- Educating for the view that we are connected
- Scientific evidence of human interconnectedness through National Geographic’s Genographic Project
- Referenced *Jihad v. McWorld* (Barber, 1996), *The Lexus and the Olive Tree* (Friedman, 1999) - ethnic identity in Kosovo
- We are a nation of immigrants
- Go back to the nation’s core values: life, liberty, and the pursuit of happiness – yet founders were not confronted with today’s onslaught of media attention,
- Battling against forces that pit us against the power of education

Following the panel, facilitators Gwen Stephenson and Paul Elsner invited participants to offer their own observations and personal perspectives.

- Boards are still not at the point of putting global education on the same level as other community college priorities. Many are lukewarm or even resistant. They aren’t being pushed by leaders. Hawaiian quote: “Above all nations is humanity.”
- How can we get global education to be one of the overarching issues? It’s not that no one cares about global education, but it’s crowded out by other things. E.g., compare global education initiatives with *Achieving the Dream*, which is almost a military operation.
- Our international and immigrant students can bring the world to us. Global initiatives might be more “homegrown,” as we work with the diverse students on our campuses, rather than on outbound programs like study abroad.
- Global education shouldn’t be just one of many issues on the priorities list—it should pervade all of them.
- Higher Learning Commission accreditation criteria were cited; every criterion asks How does “X” prepare students to compete in a diverse, technological, global world. It is part of the bread and butter of institutions. How do we get senior leadership to think more collectively?
- Global education shouldn’t be just one more thing to do, an add-on. We need a model for how to frame an integrated agenda.
- What has changed since Airlie I? Terrorism puts global education at risk. The diffuse nature of the enemy makes it invisible, insidious to many. Globalism is a threat because jobs have been lost. We engage very differently in the post 9/11 world, and we must acknowledge this in our report.
- The nature of our work is such that we must help ourselves to help others, to help people see that global oxygen is necessary to all our survival.
- We’ve moved from a multilateral to a unilateral model (with reference to Boyer’s developmental stages for students).
- Clashes between fundamentalism and modernity. An example was given of an

- Egyptian student's e-mail link to a hate website that equated Israeli activity in Gaza with the Holocaust, and the uproar that ensued. How we respond to incidents such as this has great impact on both the individual student and the larger picture.
- We need to create a different mindset. For example, the final project in the Introduction to Global Studies course at Minneapolis Community and Technical College has students research and report on "What to change in our college?" Thus they are teaching not just "how," but specific content.
 - Geography can play a significant role in business connections, immigration issues and other global topics. Some states have their own foreign policy, providing an opportunity for community colleges to connect their programs and activities to the state's interests. The language requirement for colleges in Florida would be one such example.
 - International students are taking leadership roles in community colleges; at Daytona Beach Community College, four out of five student body presidents in recent years have been international students.
 - We should use the same model at the national level, with appropriate funding, partners, etc.
 - We need to consider the difference in top-down and bottom-up patterns.
 - Funding is available. We lament the lack of it but don't always pursue existing sources, both public and private. Using the model of Achieving the Dream, we might cultivate funding partners in the business community.
 - We need to make a better case if we expect to raise global education to a higher priority. Use recent controversies as case studies.
 - Work on training of new presidents through AACC.
 - Engage political support/clout to counter such things as Arizona's policy to not fund any activity outside the local county.
- A key role is played by the local community in determining how global education is supported. Some communities "get it" better than others.
 - When global education does thrive, it is precisely because the president works with the community.
 - How we make global education the core involves local and self interest, idealism, patriotism, security, being smart. We are the critical generation for how the 21st century will play out.
 - Reference was made to an article in *The Chronicle of Higher Education* about Portland State University, with writer Karin Fisher commenting on the flat world described by Thomas Friedman. ("Flat World' Lessons for Real-World Students: Colleges Take A Hard Look at How Well They're Preparing Students For Careers in a Global Economy" 11-2-07)
 - What have we done with the competencies identified at Airlie II? Most faculty are not opposed to teaching globally, but rather "agnostic" about global education.
 - The paradigm shift is that all education is global. And we must redefine community.
 - Policy Examples: The Action Act 2008 calls for national policy on international education. CCID is part of the call for a national strategy. In Wisconsin, international education is recognized as an "essential component of the future of this state."
 - Let's have fun! Community colleges provide 50% of undergraduate education. We need to acknowledge it. There must be a national agenda. We need to redefine engagement in the world, plant some seeds with the incoming administration. What are community colleges willing to contribute/leverage to make change happen? The US needs community colleges.
 - From a faculty perspective, consider the role of technology in creating global dialogue.
 - Are we thinking too narrowly? It's not on campus but in the community that we need

- to start. Maybe we've been going at it backwards.
- The template was created with Airlie I and Airlie II, but we need practical approaches to implementing those strategies. Key components/themes: survival, create partnerships, build curriculum, develop faculty, advocate.
 - Changes in communities because of immigration have had impact on curriculum and programming.
 - College leaders and trustees need to be conveners of their community, initiating strategic conversations with board members from school districts, the city council, hospital boards, etc.). They should involve faculty, local businesses, even the governor and legislators. The key is to make better use of our allies to make the case.
 - We could be making better use of our allies in the community.
 - Faculty has the answers, but we haven't collected or shown the evidence. We need to tell the story to have impact.
 - People have a hunger about their own identities. An example was given of a Maricopa film series featuring top directors from various countries and the draw this programming had for those ethnic communities.
 - We haven't done a very good job of collecting evidence and promoting good practices as ways to tell the community college story.
 - To create a paradigm shift, we need to increase the percentage of involved community colleges, get grants, and develop language to take to state legislatures so that global education is incorporated into the community college mandate.
 - The shift is already happening. How do we help to shape it? The kids are already ahead of us!
 - We need to redefine the community college itself in a global context, involve people from other countries and cultures, and articulate our international strategy to advance global education.
 - What are the global education benchmarks to which community colleges should aspire? How do we measure effectiveness?
 - We need a new vocabulary: international was used in the 20th century and is too fragmented, decentralized. Global perspective is the goal.
 - Transnational is the third step. There needs to be a movement in this direction.
 - What about *supranational*, focusing on the common good, the community. We are already redefining community. Peace v. terror becomes global. When we work with people who speak other languages, we see the world through a different cultural lens. What is required is a new way of being, doing, and understanding. An example cited is the University of South Florida's Patel Center for Global Solutions.
 - There is a public diplomacy component.
 - Two themes are emerging: We are doing good things, but not accounting for them, so we need to make the case and celebrate the successes. Keep it simple: people understand security and commerce! Create and disseminate case studies.
 - We need to move out of our comfort zone; e.g., it's time to engage DC think tanks. Audiences are critical. Community colleges need to go where they haven't been before, create our own partnerships, not depend on the four-year world.
 - What will be the reaction if/when we do go beyond the comfort zone to these groups? Don't underestimate the challenge of doing this—working through the issues without causing backlash.
 - We need to rethink the world, so that all live with decency. A good country makes for a good world.
- In the next working session, participants addressed these questions, with responses compiled after each one.

What was the single most significant event that legitimized community college engagement in global education?

Responses, in the order presented, identified these publications, events, legislation, and activities:

- *Building Communities* (1988)
- Stanley Foundation adding legitimacy and supporting state outreach initiatives, 1995-2000
- Harold Bradley's testimony before Congress on the value of community colleges in the developing world resulted in establishment of the CASS program.
- The Rice/Spellings US University Presidents Summit on International Education in 2006 and reaffirmation of the value of foreign leaders being educated in the US
- Airlie I and the shared experience of internal communities (faculty)
- The partnership and leadership of Jack Smith, Senior Program Officer for the Stanley Foundation, from 1993-2002
- The impact of Airlie II and the subsequent broad-based discussion with the ACCT Board
- 2005 Education Commission of UNESCO, with its surprising acknowledgement of community colleges and the extension of this model around the world
- The Peace Corps recognition and acceptance of associate degree holders in certain programs/venues and new federal study abroad initiatives.
- Outreach to federal agencies by organizations and individuals to make the community college case, which enabled community college eligibility.
- It hasn't happened yet, and that's why we are here!

What does each community college need to do to prepare a globally and multiculturally competent citizenry in the 21st century?

These responses have been reordered in order to bring together related concepts.

What constitutes global education and whom do we serve?

- Educate = to lead from [but, from what to what?]. Not to provide answers but to enable the questions.
- We need to know what type of world we want to create before deciding how to get there.
- Students don't take global education, but they do it. For example, colleges send student nurses to Central America and technology students to work out of the US.
- Western civilization v. nonwestern in the curriculum.
- There should be more cross-border exchanges, shared projects, using technology, perhaps.
- An example was given for North Carolina, where UNC-Chapel Hill offers World View: An International Program for Educators, providing faculty across the state with access to symposia, workshops, study visits, and other programs.
- Criteria stated by the Higher Learning Commission would support a focus on global competency. Do the other regional accrediting associations do the same?
- How do we globalize the entire community, not just our enrolled students, given that students work in the community, even as they pursue their education?

Resources

- Are we currently dedicating resources and efforts to accomplish what we are advocating?
- Community colleges have insufficient awareness of funding sources outside the public sector.

Research/Marketing

- A comprehensive national survey is needed:
 - Identify Best Practices: International Curriculum, Partnership, International Business Center, Faculty Development, Study Abroad
 - Metric/Assessment: use ACE Assessment Tool Kit and survey for comparative data to start with (there are already metrics covering the breadth of global education programming)
 - What about using an award competition to gather data: the Gold Star Global Education Campus Award? Applicants would, in effect, prepare a self-study in order to be considered. Criteria would specify measureables and metrics to gauge a college's eligibility for the award, with the possibility of awarding Silver and Bronze awards, too, to mark progress on the way to the elite Gold Star.
 - Could the ACCT national audit on ways to address poverty serve as a model for what we want to find out?
 - Should we investigate having ACT develop an assessment tool colleges can use? (Or does this already exist?)
 - Document the relevant global certificates, degrees, and concentrations offered by community colleges.
 - Might this initiative be supported by a foundation?

What has changed since 1994? What do colleges need to do now?

- Not all community colleges have included global competency in their mission statements and/or strategic plans.
- According to the 2001 AACC survey, 25% of responding colleges include global competency in their mission statement, only 16% in their strategic plan.
- If it is in the mission statement, that provides the legitimacy connection for the community.
- Many of the community colleges that do not include global competency in their mission are from communities where the economic argument may work against our efforts.
- It seems people don't understand that when communities lose out economically, they need the global view more than ever.
- Global competency doesn't necessarily mean the same thing today; this might not be the most effective terminology.
- Competitiveness, workforce development are key elements and offer a broad rationale that the general public can will understand.
- Who does compete in the global economy? What does this require in curriculum, processes, teaching techniques?
- What about the disconnected, the excluded? How do we provide a connection for them?
- What about those not seeking economic gain? It should be broader than jobs, winners/losers, allowing for "the examined life."
- The US tradition of isolationism makes us different from Europe.
- We can learn from the Canadian community colleges (and other systems, as well).
- Competitiveness requires collaboration. What does competitive mean today? What does our mission drive us to do?
- We need to work with our governing boards, understanding the politics of gaining approval for mission statements.

- What is being done to educate trustees on these issues? The approach: Local economics drive global activity—helping the community is at the core. What is the link for YOUR community/state/region?
 - Reference was made to Thomas P.M. Barnett’s work on international security and economic globalization.
 - How do we reconcile the economic and the reflective/developmental elements?
 - The kids already get it. (A reference was made to the Invisible Children movement, working to change lives in Uganda.)
 - No matter what, creative understanding of collaboration is critical.
 - It comes down to two words: opportunities and responsibilities.
- strategically determined, more systematic?
 - Incorporation of global competency into general education outcomes.
 - Incentives: establish criteria that allow international work to be used in merit decisions.
 - Colleges need to work with newly hired faculty who will have longevity in our institutions and create incentives to keep global education vital.

▫ *Structural options*

What specific actions might be taken? What are the questions that need to be addressed?

- *Programming and faculty issues*
 - Establish community centers on specific topics (non-credit) offering conferences, symposia, teacher training.
 - Document best practices and promulgate them.
 - Define institutional and consortial metrics of success.
 - Establish a global institute separate from regular institutional life to bypass bureaucratic burdens of data and justification.
 - Faculty must be the first to develop global competence. Address the issue of faculty ownership of a broad institutional globalization agenda. The example was given of the Kentucky Community and Technical System’s practice of sending 3 faculty members each summer to do research in England.
 - How do we move from “episodic” professional development to that which is
- What organizational structures are effective—with supporting budget and strategic plan? A state system? A college global education office or center? What infrastructure must be in place? Advisory committee with community representatives?
- Centralized v. decentralized. What are the advantages of each? Often colleges begin as decentralized, then move toward a centralized model.
- Hire presidents committed to global education. This is a board responsibility, so we might develop tools to help boards hire culturally competent presidents. Is global competency a criterion in searches conducted with AACCT assistance? How is the president held accountable for globalization of the institution? Boards need to use both internal and comparable measures that are specific.
- What happens when the champion retires or moves on, in a college or an organization? How do colleges create a culture that lives beyond the CEO? A succession plan is key.

- Colleges need to revisit missions, goals, and outcomes on a regular basis.
 - Link the college mission to the strategic plan.
 - Advisory committees and community members must be included in the planning.
 - Accountability is more than numbers and can't be reduced to formulas. It must be addressed explicitly in the report.
 - *Promotional strategies*
 - Community college websites need to present their international profile more prominently.
 - Data are what raise issues on the priority scale: particularly effective are data about the community and those being served by the program.
 - Students can help to make the case. We should be gathering information and success stories, and then use them for marketing and advocacy. TELLING THE STORY can be extremely effective.
 - Again, the power of words: oral histories, celebrating accomplishments, winners of prizes, using success stories to market.
 - *Strategies for developing financial resources:*
 - A fee paid by all students (as in Texas). This was countered by concern expressed about fee creep.
 - Donors: individual benefactors, foundations, local businesses, casinos
 - Funding raised through global education initiatives stays with the program (or a percentage)
 - Endowments
 - We need to promulgate successful models for funding.
 - International student fees should support the services these students need. There are ethical questions about using their fees to support other global programs in the institution.
- What needs to happen at the policy level?**
- *Political Advocacy*
 - Candidate positions to be determined and connections made with candidates and their staff, particularly foreign policy advisors.
 - After the election, AACCC and ACCT will connect early on with the transition team for the new administration. They already know who the key players are and will target particularly assistant secretary level positions in cabinet offices.
 - Spin-off opportunities from the University Presidents' Summit and the Community College Summit
 - A USAID/Department of State higher education summit on development will be held at the end of April. It will include 100 US institutions, 100 international institutions, and 40 businesses and feature community colleges as key to the development agenda.
 - Develop an educational outreach strategy to inform government agencies about community colleges (current level of knowledge is superficial at best). There may be a "buzz" about community colleges, but limited understanding.
 - There is a cross-fertilization if/when ex-government

employees come to work in a community college. Community colleges should look to draw new leaders from government, not only through our internal leadership academies.

▫ *Grants*

- Call for reviewers: develop a cadre of interested and skilled reviewers as effective advocates for worthy community college proposals, with the ultimate goal of obtaining more grants.
- Promote a listing of grant programs that really fit community colleges (AACC and CRD websites offer these resources now.)
- When successful in obtaining a grant, institutions need to follow up with the appropriate congressional representative(s) to keep them informed of the outcomes.

▫ *Advocacy/National Strategy*

- Spread the word about global initiatives through reporter interviews, news releases, visits, etc.
- Do a national promotion for community college success in obtaining large grants, like the multimillion dollar State Department Community College Initiative.
- Develop a legislative agenda for global education, infusing global into the other priority areas for community colleges, not as a stand-alone. THIS IS EXTREMELY CRITICAL.
- Consider creative ways to tie in with homeland security initiatives.
- Advocacy at state level: legislatures, governors, regulatory boards and agencies.

- A coordinated media dissemination strategy is needed. Op-ed pieces in regular newspapers, business publications (not just community college publications), written for/directed to external audiences. This would be one way to launch the report. The strategy would also be part of the Tool Kit, along with talking points, good practices, sample mission statements, etc.
- Capitalize on the national interest as the driving need and/or the national call to hope raised by Barack Obama.
- Can the report be called something other than a report? manifesto, encyclical, treatise or ?? Don't confuse the inputs with outcomes.
- What is it that community colleges are about in their global vision? (Involve, engage the internal community, with a rallying cry that focuses on the goal.)
- Viral marketing: involve student leaders, faculty leaders, Facebook, YouTube.
- Key element: redefine community as part of our name, our unique role and contributions. Just as our communities have changed, since we are our communities' colleges, we have changed to reflect those changes.
- Articulate the vision aspect of community college collaboration and impact on society.
- Explore a closer relationship with the secondary education sector.
- Efforts must extend beyond courses to entire programs.

- Recognize students.
- *Leadership training and succession planning*
 - National and local programs
 - CCID international education training for campus leaders
 - Need for advocates with knowledge of both international and community college, who understand that workforce is only one part of the global agenda
 - Community colleges have the best opportunity to reach undergraduate/lower division learners.
 - We need to select and shape the message ourselves. Develop a written message on global education for new community college leaders.
 - Leadership development requires long-term learning, not a quick fix. What does it mean to be a global leader? How do we inspire it?

- **Observer Input**

David Smith, US Institute of Peace

- Reviewed briefly USIP programs and activities since 1984 – peace building, training, international conflict resolution, seminars, outreach partnering
- This is the paradigm shift: we don't do *global* education; we do education.
- Don't be afraid to think big.
- Community colleges need to set up our own table, with our own partners, our own vision, our own agenda, our own funding.
- The Tool Kit should contain multiple tools to address multiple and varied needs, new tools for the 21st century and its ways of communicating.
- Distribute the Tool Kit and then show how to use it (conference presentations, workshops, etc.)

Martin Hewitt, USAID

- The world is coming to us.
- Community colleges don't appreciate how good we are. Community Colleges have a compelling case, and we need to make it
- He sees disconnected education all over the world, with disaffected, disconnected youth.
- Exert leadership on global education: best practices, how to market, how to move from vision to the operational level.
- USAID report: Forty Years of Quiet Progress
- Develop a USAID tool kit for their missions: What are community colleges today?

Christa Olson, ACE

- On the paradigm shift: redefine community: conceptually, pragmatically, with lessons learned and good practices.
- Stress the unique role in community colleges and in the global community
 - CCID works in consultation with members, can bring in funds, partnerships, service learning, and more, to put ourselves in a position of strength.
 - The world is coming to us; people don't have to go outside the country to have a global experience.
- Integration
 - The global part of all of George's top ten list
 - Internal processes/procedures across administrative offices
 - What we do well
 - Resources/network available through ACE
- Building/adapting existing tools (go to www.acenet.org) and develop new ones.
 - ACE mapping survey
 - Review tool kit contents
 - Develop guidelines about the different dimensions of tools
 - Understand what already exists
 - Identify inputs and intended outcomes

TUESDAY, MARCH 11**National strategy and its key components**

- National policy and state resolutions to include global education in the community college mission.
- Redefine engagement in the world.
- Broaden forces to the world community.
- Beyond campuses, build community support.
- Practical approaches: tool kit, templates, how-to
- Language to use with legislators
- Changes since the earlier Airlie Conferences
- Old multilateral relationships are no longer in place.
- General education
- Bottom up, not top down
- Outreach to the business community
- Multifaceted programming in our colleges
- Security and fear: how to separate from other issues of globalization
- What is the 21st century about with respect to global education?
- Redefine community
- Paradigm shift
- Collaboration with many different groups, associations
- Preserve recommendations and methodologies of the earlier Airlie Conferences
- Strategic conversations
- Gold Star Award
- Public diplomacy role
- Leadership training
- Supportive arguments/talking points for the appropriateness of global education in community colleges
- Products:
 - Report of proceedings
 - Public/media piece (“slick”)
 - Tool kit (website? Print?)
 - Workshops/dissemination (funding?)
 - Models, good practices
 - CCID Training Unit

Vision statement:

- Secure and sustainable world.
- Address the fear factors directly, with a sense of urgency and relevance.
- Connect key issue areas: ethics/values statement
- Short and direct
- Reframe the issues to embrace the world, a broader perspective
- Scope of the community college role as prime deliverers of career and basic general education
- Our issues are everyone’s
- Articulate the kind of world we live in
- Address George Boggs’ ten issue areas
- Discuss *our* role, no one else’s (what will be our responsibilities, not what we expect others to do).
- Security, safety, countering self-interest, pluralism, local community impact, honest brokers.
- Should we seek an outside professional writer to capture meaning and impact?? Financial impact?
- Who is the intended audience? Domestic? The world?
 - A targeted message to community college presidents and a separate communication for external audiences.
- What about competitiveness/economic development? These can be charged words. Are the concepts mutually exclusive or complimentary?
 - Discuss competitiveness without using the word; instead focus on economic power and impact, contribution to sustaining economy, effect on wages and standard of living, impact on poverty, taking people from where they are and moving them to where they want to be
 - Democracy, not as political system, but as an economic self-sufficiency, which builds

- capacity and systems that allow people to prosper
 - Add sustainability, justice
 - The words are critical but what we do with them is equally so. What forms of communication: media, electronic, animation?
- Reaffirm Airlie I and Airlie II, focusing on what they say that continues to be valid
- Marketing Options
 - Documentary for college TV stations (approx. 20 minutes)
 - Present at conferences and conventions outside of AACC, ACCT, and CCID
 - Write articles for their publications, for think tanks, NGOs, etc.
 - Question: will this require additional staffing for CCID? Is it a tripartite effort involving AACC and ACCT, as well as CCID
 - Part of CCID strategic plan?
- Funding connection: Gates Foundation has a new community college initiative (no details available)
- Training, leadership development, conferences, summer institute, training program for global leaders.
- Identify what training opportunities already exist and develop a plan to disseminate around the country at state consortium gatherings or other existing meetings.
- Focus on pride in community colleges and recognition of this urgent agenda.
- We're stronger than ever, but still not as strong as we could/should be.
- Use every possible venue to spread the word, a continuing need as conditions and the world change.

Following this discussion, participants proceeded to develop two tangible outcomes of the retreat deliberations: a draft vision statement for community colleges in global education and a delineated action plan, identifying the tasks to be completed after the

retreat and those who will take responsibility for accomplishing them. The vision statement actually contains three separate versions proposed by the retreat participants. The final paragraph comes closest to an actual vision statement. The table of action items on the final page is intended to direct those activities that will be undertaken by individuals and/or organizations to realize the aims of the retreat in charting the path for global education in community colleges for the 21st century. There is huge potential for the impact of a coordinated strategy, widely disseminated.

Vision Statements/Components

A. The security, economic interests, and global citizenship (membership) of all people are inextricably linked to each other and to our shared planet. The brightest future for humankind depends significantly on informed citizenry of communities worldwide.

B. A Sustainable World Community

- Ecologically sound
- Economically viable and strong
- Socially just and humane
- Over the long run

C. The community college is democracy's college, committed to security, sustainability, commerce, and community. We provide security by building understanding of others' needs and points of view. We support sustainability for all the people of the world, today and tomorrow, with programs promoting clean air, clear water, food and energy. We support commerce by educating a workforce here and abroad, and support community in a world brought close through technology and interdependence. Our reach is local and global.

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APPENDIX A WELCOMING ADDRESS

“Why Here? Why Now? / Thinking Again, and Anew, about Global Education”

Margaret B. Lee

9 March 2008, Airlie Center, Warrenton, VA

Privileged, humbled and grateful to be invited to reflect with you at this gathering, I want to begin by recognizing and thanking John Halder and Linda Korbel for their inspired and inspiring leadership. It is through their efforts, with the merger of the American Council on International Intercultural Education and Community Colleges for International Development, that a powerful, unified voice for global education in the community college has been created: CCID: An Association for Global Education. And it is with their leadership that we have returned to this place—where the sparks of understanding the critical importance of the global mission of community colleges were kindled, where passion for spreading word of that mission was nurtured.

This Center and its setting are for many of us a kind of sacred space. We have convened here in the past and, in the community created through our conversations, we have been catalysts for building understanding for and commitment to an expanded mission for community colleges. We have been called back here to think, again and anew, about global education in the twenty-first century. In the sessions that follow in the next two days, we will think and talk together about *what* we might do and *how* we should move forward. This evening, I want to focus on *why* questions. *Why* here? *Why* now. *Why* is the work we do so crucial for our colleges, our country, our world? *Why* are we compelled to respond, with

courage, with imagination, and with hope, to “the fierce urgency of now?”

Why here? I remain firmly convinced that the global perspective that informs the mission of community college in the United States is rooted and grounded in work that happened in this place. It was here that we gathered to translate the concept of mission, envisioned in the report of the Commission on the Future of Community Colleges, from idea to action. The Commission’s report, ***BUILDING COMMUNITIES: A VISION FOR A NEW CENTURY*** articulated eloquently the underlying rationale for community college involvement in a world wider than the local district, wider even than the nation.

BUILDING COMMUNITIES called for a broader and deeper understanding of community—“not a region to be served, but a climate to be created” in our classrooms, on our campuses and around the world. The report reminded us that “we are all custodians of a single planet” and although “our world may not yet be a global village . . . our sense of neighborhood must expand.” I believe that this report did much more than lend legitimacy to the global dimension of our institutional missions. At the end of the 1980’s, it enabled, encouraged, and even mandated expanded understanding of what we do and why.

Then, serendipitously or, perhaps, providentially, at the beginning of the 1990’s, the Stanley Foundation found in community colleges a desirable partner for collaborating in its mission of fostering world peace through education. The first act of the Stanley Foundation in partnership with community colleges was planning and convening a gathering of leaders in this place in late November, 1994. One of the most significant outcomes of Airlie I was the adoption of a

mission statement and the identification of strategies “to cultivate a perspective that is global” in order to shape “a globally competent citizenry.” It was surely intentional and providential that Ernest Boyer, who chaired the AACCC’s Blue-Ribbon Task Force and was the shaping spirit of its **BUILDING COMMUNITIES** report, delivered the keynote at Airlie I.

At the heart of that keynote was Boyer’s description of the commonalities that define us as human beings:

*We all share the same life cycle: we are born; we grow; we die.

*We all use symbols and make meaning through the language we use to communicate with each other.

*We all respond to the aesthetic and our souls are stirred by beauty.

*We all have the unique capacity to locate ourselves in time and space; we alone of all beings can recall the past and anticipate the future.

*We are all members of groups and institutions; we are not meant to live our lives alone.

*We all are producers and consumers; work is a part of who we are.

*We are all connected to nature.

*We all search for meaning.

Accompanying his moving statement of how we are all connected was Boyer’s expression of his quite prophetic worry about “a growing parochialism . . . that would move us back a century rather than forward to the next one. . . . [Our country] is now at the crossroads. . . . We will either rediscover our relationships globally

or develop the dangerous and sometimes fatal attitude of isolationism. This country is struggling in its own soul as to whether we are a part of the larger human community. “

The depth of Boyer’s concern was equaled by his hope in the transformative power of education. He believed passionately that “community colleges . . . educate for the next century, not the last. . . [and] are, therefore uniquely positioned to help us all better understand the implications of diversity, connectedness, and dependency.” We must be similarly committed, inspired and hopeful as we gather in a world at another crossroads.

Why now? What is different for us at this time and in this place? Massive change. Acute need. Change and need in the institutions to which we are connected and in the world in which we live.

We know that those who led our colleges and championed global education through the years since the first gathering at Airlie have retired or will do so in the not so distant future. We know that the world has changed exponentially and continues to at a speed that boggles our individual and collective imagination. We know that our fragile planet has become at once more interdependent and less hospitable to all who call it home. We know that we need to think again, and anew, about global education.

We know now, in ways we never knew before, that we are all connected—to each other, to the planet, to the universe. Our world has become, before our eyes and perhaps without our seeing, a global village. Our challenge, as I recently heard it described, is to learn to be “responsible villagers” ourselves and to enable others to be and do likewise. This is our task: educating the responsible villagers of the 21st century.

As we move toward the close of the first decade of the new millennium, we in community colleges are prepared and positioned to do such work. Our commitments transcend local and even national needs. Our environmental consciousness, our engagement in service learning, our programs in support of peace and non-violence recognize, reflect, and embody our realization that global education is essential.

As our world has been flattened and brought closer than ever by forces of globalization and at the same time torn apart by new kinds of tribalisms—(what Benjamin Barber called the forces of McWorld and Jihad), it is more imperative than ever before that we educate globally competent citizens. I want to share with you the stories of three responsible villagers who serve as powerful examples for me of the power of education to create a world worth living in.

Consider Wangari Maathai, winner of the 2004 Nobel Peace Prize and founder of the Green Belt Movement. She enlisted the poorest women in her native Kenya to plant more than thirty million trees, empowering them to change their own lives. Against all odds, she created what she called a citizen education program through which her countrywomen learned, as they nurtured seeds and planted seedlings, to make connections between their own personal actions and the problems in their environment and society. Maathai led these women to share her understanding “that when the environment is destroyed, plundered, or mismanaged, our quality of life and that of future generations is undermined.”

In her Nobel acceptance speech, Maathai issued a call for global consciousness rooted in care of the earth. Having discovered for herself that responsible governance of the environment was

impossible without democratic space, she spoke in words that should inspire us:

Today we are faced with a challenge that calls for a shift in our thinking, so that humanity stops threatening its life-support system. We are called to assist the earth to heal her wounds and in the process heal our own. Indeed to embrace the whole creation in all its diversity, beauty, and wonder. This will happen if we see the need to revive our sense of belonging to a larger family of life . . . In the course of history, there comes a time when humanity is called to shift to a higher level of consciousness . . . a time when we have to shed our fear and give hope to each other. That time is now.

Next, consider Greg Mortenson, trained E.M.T. turned mountain climber and a sower of seeds of peace. You may have read his story in *Three Cups of Tea*. Restored to health after failing to reach the summit of the world’s second highest mountain, Mortenson determined to do something in return for the villagers who saved his life. He promised to return to Korphe, high in the remote reaches of the mountains between Pakistan and Afghanistan, to build a school. Since that time in 1993, Mortenson has more than kept his promise. He has built nearly 70 such schools. In the process, he learned life-changing lessons from the people he has come to love. The chief of the Korphe villagers, Haji Ali, taught Mortenson what he said was perhaps the most important lesson he ever learned:

We Americans think you have to accomplish everything quickly. We’re the country of thirty-minute power lunches and two-minute football drills. Our leaders thought their ‘shock and awe’ campaign could end the war in Iraq before it even started. Haji Ali taught me to share three cups of tea, to slow down

and make building relationships as important as building projects. He taught me that I had more to learn from the people I work with than I could ever hope to teach.

It was a lesson reinforced for Mortenson in a conversation with Pakistani General Bashir Baz who reflected on America's war on terror and the role of Osama bin Laden:

As a military man, I know you can never fight and win against someone who can shoot at you once and then run off and hide while you have to remain eternally on guard. You have to attack the source of your enemy's strength. In America's case, that's not Osama or Saddam or anyone else. The enemy is ignorance. The only way to defeat it is to build relationships with these people, to draw them into the modern world with education and business. Otherwise the fight will go on forever.

Among the most moving lessons Mortenson learned was from Haji Ali's daughter, Jahan, one of the first graduates of the first school Mortenson built with the villagers who saved and changed his life:

Before I met you, Dr. Greg, I had no idea what education was . . . But now I think it is like water. It is important for everything in life. . . Now I feel that anything is possible. . . . Mortensen realized how pleased Haji Ali would have been if he had lived long enough to see this day, to see the seed they planted together bear such splendid fruit.

Driven by his belief in the power of education and his mission to promote peace, one school at a time, Mortenson continues to build, schools that change lives and lives that change the world.

The third villager is not a Nobel Prize winner or a *New York Times* best-selling author. But like Wangari Maathai and Greg Mortenson, she knows in her bones the power of education to transform lives. Indraani Singh pilots the largest commercial Airbus jets for one of India's major airlines. It's a job she dreamed about as a child and she knows how blessed she has been to achieve her dream. The work of her life, though, is to make education available to Indian children who, were it not for her efforts, would have lives without dreams or the hope of achieving them. She started a little school outside the city of Delhi where children are clothed, loved and nourished in both body and mind. With unflagging vision, passion, and energy, Indraani has also opened the doors to learning and economic survival for women cast away by their families. She continues to change lives for the better through her persistence, advocacy, and faith in the transforming power of education.

I first learned of Indraani's work several years ago from the most senior member of the Board of Trustees of Oakton Community College. I met Indraani about a year ago when I traveled to India as a member of a delegation of six college and university presidents—representative of the different kinds of institutions in American higher education. We were invited to travel with Karen Hughes, then Undersecretary of State for Public Diplomacy. Our mission, as we met with leaders of education, government and business, was to demonstrate the quality and diversity of higher education and to affirm a clear commitment to international exchange of students and scholars—a commitment clouded in the post 9/11 world. Karen Hughes described our work as "waging peace." Acknowledging the enormity of the challenge we all share in rebuilding better global relations, Hughes

likened that long and good work to planting a tree under whose shade we ourselves will never sit. I believe that is an apt description for the work we are called to do at Airlie. It is a time to sow what others who come after us may reap.

In the folder of critical documents which we have been invited to review in preparation for our work together, we find the record of what has been accomplished in the past two decades. The documents can and should serve us well as we plan in a much changed present for a future that will change even more. In our world which has become a global village, each villager's fate touches all others. Like it or not, we are our brothers and our sisters keepers. Do not doubt that all of us together, as few in numbers as we are, have the capacity and the responsibility to change the world. Understanding the immensity of the task, driven by its importance, and knowing it is not ours to complete, we are compelled to commit ourselves, as those before us have done. What is at stake is what really matters—a habitable, peaceful planet which nurtures and is nurtured by all the peoples of the earth.

APPENDIX B DISCUSSION PAPER

“Thinking Again, and Anew, About Global Education in the 21st Century”

Dr. Peg Lee
President, Oakton Community College
Des Plaines, IL

“You must be the change you wish to see in the world.”
Mahatma Gandhi

Dear Colleagues:

As we move toward the fourth anniversary of the global horror that was 9/11, it is imperative that we reflect anew on global education in a world that changes at mach speed and challenges us to make sense and meaning in the midst of it all. This is the first attempt at some “white paper-like” thoughts on the importance of global education for community colleges in the year 2005 and beyond. Please consider it an invitation to dialogue and conversation. I will begin with recalling a little history of what amounts to our work together; continue reflecting on the first fruits of that work; move to thinking about the post 9/11 world; and finally, presenting some ideas that encourage reflections on both the day in which we find ourselves and where we might be tomorrow.

A Look Back

“America is now at the crossroads. We will either rediscover our relationships globally or develop the dangerous and sometimes fatal attitude of isolationism. This country is struggling in its own soul as to whether we are a part of the larger human community. We are so big that we have the illusion that we can be isolationists. We dare not try to live with that delusion and fail to confront the human community and its future.”

-Ernest Boyer, Keynote Address to Airlie I, 1994

In 2001, the American Association of Community Colleges engaged in a vision, mission, values, and goals planning process that resulted in the establishing of strategic directions for the organization and, by implication, for community colleges across the membership. Not initially embraced as a necessary strategic direction, the sixth goal area on International and Intercultural Education was adopted when the response from the membership to the first draft of the directions asked why such an important dimension was not included.ⁱ

The roots of the clamor for inclusion can be traced back to several catalytic forces. In 1988, AACC created the Commission on the Future of Community Colleges and charged this blue-ribbon task force to

consider the mission and role of community colleges at the end of the twentieth and the beginning of the twenty-first century. The report of the taskforce, written with the guidance and inspiration of its chair, Ernest Boyer, insisted on the need for a broader and deeper understanding of community—"not a region to be served, but a climate to be created" in our classrooms, on our campuses and around the world.ⁱⁱ BUILDING COMMUNITIES: A VISION FOR A NEW CENTURY did not explicitly address global education, but it articulated eloquently the underlying rationale for community college involvement in a world wider than the local district, or even of the state or nation.

A year later, in 1989, the American Council on Education issued a "call to action on foreignⁱⁱⁱ language competence . . . addressed to the leaders of American higher education—the presidents and chancellors, academic vice presidents, provosts and deans who are responsible for giving academic direction to our colleges and universities." The monograph, WHAT WE CAN'T SAY CAN HURT US, demanded "action by all who are shocked and dismayed by reports of the level of ignorance of Americans regarding the rest of the world and those who are concerned by our continued inability to communicate with other people using their native language." Such competence, the report claimed, was nothing less than essential "for our economic competitiveness, national security, and the protection of America's position in the world."^{iv}

Perhaps serendipitously, in 1993, the Stanley Foundation identified the American Council on International/Intercultural Education as a desirable partner in their mission of fostering world peace and the survival of the planet by shaping a globally competent citizenry. The first act of this partnership was the developing and convening of a conference at the Airlie Center in Warrenton, Virginia from November 28-30, 1994. The work of the twenty-four participants drawn from both the fields of international education and the federal government resulted in policy directions and implementation strategies recorded in the publication, BUILDING THE GLOBAL COMMUNITY: THE NEXT STEP.^v

Motivated by a keynote address by Ernest Boyer (whose spirit shaped the AACC report) and charged with setting goals for the work of community colleges in global education, the participants adopted the following mission statement for the work begun at Airlie I: *"To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry"* (i) They established a plan of action, calling for an education which advances knowledge and understanding in five areas:

- Global interdependence
- Human resources, values and culture
- Global environment and natural resources
- Global peace and conflict management
- Change and alternate futures

The participants also outlined six categories and strategies within each to move toward accomplishing the mission:

- Educational approaches
- Organizational partnerships
- The technological frontier

- Consultation with other nations
- Coordination of community college efforts
- Celebration of our commonalities, our differences, and our interdependencies

Following Airlie I, the Stanley Foundation continued to collaborate with ACIIE, financially assisting community colleges in their efforts to raise global consciousness on their campuses and in their people and to reflect that consciousness in courses, curricula, and commitment to expanded mission. A number of regional meetings and a satellite teleconference helped to disseminate the findings of BUILDING THE GLOBAL COMMUNITY to trustees, presidents, administrators, faculty and staff across the country.

Interest and commitment continued to build and both were given additional vigor at the second conference at the Airlie Center. Given the theme, EDUCATING FOR THE GLOBAL COMMUNITY: A FRAMEWORK FOR COMMUNITY COLLEGES^{vi}, twenty-three community college leaders and representatives of government agencies gathered to think together about two critical questions:

- What does it mean to be a globally competent learner?
- What is required institutionally for community colleges to produce globally competent learners?

The participants agreed that *“Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity”* (4).

Given this definition, the participants summarized the attributes of a globally competent learner and the institutions capable of educating for global competence. The globally competent learner is one who:

- Is empowered to make a difference in society
- Is committed to lifelong learning
- Is aware of diversity, commonalities, and interdependent
- Recognizes the geopolitical and economic interdependence of our world
- Appreciates the impact of other cultures on American life
- Accepts the importance of all peoples
- Is capable of working in diverse teams
- Understands the non-universality of culture, religion, and values
- Accepts responsibility for global citizenship

The institution equipped and empowered to create and support the globally competent learner will:

- Obtain the commitment of the college’s president and board of trustees
- Include global education as an integral component of the institution’s mission statement to establish it as a priority for the college and its community
- Review and revise accreditation criteria to acknowledge the importance of global competency
- Develop and implement a comprehensive global education program on campus

- Conduct a needs assessment for local businesses and others interested in global education and commerce
- Allocate resources, including released time, to faculty for research and development of curriculum, exchanges, and activities
- Provide support and incentives for international initiatives, both on and off campus
- Provide student services—academic advising, career counseling, instructional support services—to promote access to global education for all learners.

As the world and AACC moved closer to the millennium, the Association, together with the Association of Community College Trustees and with support from the W.K. Kellogg Foundation, embarked on the NEW EXPEDITIONS project. The project posed and sought responses to the question: “If you could build a community college for 2010, what would it look like and whom would it serve?” ACIIE and CCID, working in partnership with the Stanley Foundation, developed a process that resulted in the submission of a key position paper on global education to the NEW EXPEDITIONS project. Returning to the mission statement developed at Airlie I (“To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry.”) and emphasizing their spreading the word subsequently to thousands of community college educators across the country—enabling them both to learn about the significance and possibilities for global education and to develop their own institutional action plans, the leaders of the movement within ACIIE, CCID, and the Stanley Foundation wisely surveyed community colleges across the country, called for testimony in Washington, DC and convened Airlie III. The message was plain and powerful:

*The challenges and problems faced by community colleges now and as we move into the next millennium are at their core, **global** challenges and problems. This report responds directly to the critical questions posed by NEW EXPEDITIONS in the areas of keeping pace with technology, meeting the needs of a diverse student body, and remaining economically viable and locally responsive in a community that has become global. Indeed, **all** of the issues being explored by the NEW EXPEDITIONS project are global issues. . . . The community college of the 21st century will position itself as a community of learners engaged in their world community, having evolved to that point through a series of intermediate steps (3).*

In CHARTING THE FUTURE OF GLOBAL EDUCATION IN COMMUNITY COLLEGES,^{vii} the authors of the document describe and comment on the evolution of community colleges and assert that “Community colleges are charged to develop their learners as citizens of the world. . . . Global citizenship requires the understanding and practice of global ethics. In the world arena, community colleges are positioned to serve as the catalyst for linkages between local and state governments and their counterparts abroad” (9). In the authors’ view, globally competent learners understand and embrace the reality that we are interdependent and share more similarities than differences as human beings who call this shrinking planet our home.

The report concludes that

The next natural evolution of community college development is global. . . . The true worth of community colleges continues to be understated, underappreciated, and undervalued by too many decision and policy makers at the federal, state, and local levels. It is our obligation to change this. There are far too few champions for community college capacities to transform society.

Global education has, as its core, the capability to educate generations of American global citizens about the world's condition, its past, present, and future. We must all learn that a more stable world produces greater peace and security with more freedoms and justice. A stable world has a better prospect of emerging when we understand it as a whole, without limiting our focus to . . . the US. What can be of greater importance than global education? The New Expedition envisioned by AACC and ACCT takes us across the world, simply by virtue of the realities of the world we inhabit. Global is not an add-on; it is the new expedition. And community and technical colleges will serve as the vanguard for global education into the next century (10).

In spite of the compelling testimony and powerful report, it was evident that more convincing needed to be done. Only after a great deal of pressure brought to bear by global educators across the country did AACC include, actually did add-on, the international and intercultural component to its strategic directions. ACIIE remained faithful to its mission and insistent on the centrality of teaching and learning with a global perspective. By 2002, following seminars in thirty states focused on “going global” in the local community college, there were more than 20 state consortia comprised of community college faculty, administrators, trustees and staff committed to the good work of global vision for students and communities across the land.

There was growing realization that the concept and reality of “globalization” was multidimensional—embracing among its many characteristics, the intercultural as well as the international connection. Responding to the heightened interest in the intercultural dimension of globalization, the true believers representing ACIIE, AACC, ACCT, CCID and the Stanley Foundation convened once again at Airlie in March, 2002 to reflect on THE INTERCULTURAL CONNECTION: GLOBAL EDUCATION IN THE COMMUNITY COLLEGE.^{viii} The participants in this last Airlie gathering engaged in conversation about the dimensions of global education with a slightly different focus

International and intercultural education are the two aspects of what many educators refer to as global education. International education refers to the body of activities, which engages Americans in contact with individuals and institutions outside US borders, and intercultural (or multicultural) education focuses on undertakings which deal with the rich diversity of cultures within the United States. Taken together, the two currents form the seamless web that many refer to as global (4).

The participants began by developing a definition of intercultural competence and went on to discuss how to achieve it. They agreed that “*Intercultural competence is defined as ‘the combination of knowledge, skills, attitudes, and awareness that results in effective and appropriate behavior in*

interacting with those who are different from ourselves” (6). Such competence cannot be fostered without institution wide commitment through mission. The conferees articulated a statement that captures both the vision and the mission:

It is the role and responsibility of the community college to be actively engaged in the development of effective, appropriate, and sensitive behavior in college constituents and its community when interacting with those who are different from themselves. This is achieved through the cultivation of knowledge, attitudes, skills, and awareness appropriate to living successfully in a global society. The board, administration, faculty, staff and students are responsible for defining and demonstrating specific learning outcomes that achieve this vision (6).

Among the elements of the conference were a discussion of varying definitions of international, intercultural, multicultural, and global education in use in the field of higher education. There was a good deal of conversation about the ways in which

race and culture represent two separate threads within intercultural education. . . . [H]uman nature seeks to differentiate on the basis of our own uniqueness, the insinuated self in conflict with the collective self. We must learn to honor the part that is different as well as the part that we share. . . . If, as some propose, the sameness we experience in a homogeneous environment forms a barrier that prevents us from wanting to learn more about others, then we need to erase that barrier by facing it, acknowledging it, and moving forward(5).

The Airlie IV participants considered how “many are trapped by memories of past experiences, including the scars of family prejudices often dating back generations. Those who have learned to overcome these obstacles frequently do so because of their own direct experience with real people of other cultures.” Inspired by the keynoter, Kent Farnsworth, who illustrated from his own teaching and learning that “‘information about’ a subject does not change attitudes. That changes comes only through some kind of ‘experience with’ the subject—an experience that connects at the emotional level rather than just the intellectual level” (18). Farnsworth helped lead the participants to the conclusion that it is the “heart connection” that effects the change in mind and thought: “the learning environment for the intercultural must be experiential as well as academic. It is often much easier to develop the knowledge base and skills than it is to incorporate the affective elements of intercultural understanding.” The conferees also stressed “the interdisciplinary nature of cultural studies and how multicultural and multilingual approaches add to the richness of the educational experience” and noted “recent studies [that] have supported the view that more critical thinking goes on in a diverse classroom” (5).

After Airlie

“[Globalization], the seismic realignment of our world—is being created, and will be formed, by human contact, human relationship, human conversation. Paradoxically, these one-on-one connections can be more immediate and effective in a global world than they ever were before.”

(Krista Tippett, “Engaging with Others in a Plural World”)

Shortly after Airlie IV, the Stanley Foundation backed away from its nearly decade long support of the global education efforts of community colleges, but there was no lack of awareness of the importance of the global dimension across the spectrum of higher education. The American Council on Education demonstrated the interest in and focus evident in the 1998 publication, EDUCATING FOR GLOBAL COMPETENCE: AMERICA’S PASSPORT TO THE FUTURE^x in its early Ford Foundation funded 2001 monograph: INTERNATIONALIZATION OF U.S. HIGHER EDUCATION: A Preliminary Status Report.^x The study paints a bleak picture of the state of international education in the nation’s four year colleges and universities, concluding that “international education is . . . a poorly documented phenomenon” and the snapshot that is available “leaves much to be desired: Foreign language enrollments are low; international courses constitute only a small part of college and university curricula; study abroad . . . remains an undervalued and underutilized means of instruction; internationalization worthy of campus-wide integration is rare; and most graduates are ill-prepared to face the global marketplace of employment and ideas” (4).

In fact, the report concludes that there had been no improvement evident since ACE’s 1986-87 assessment of the status of international education. Thus, “the challenge to higher education . . . is clear. We need to increase the participation of students in international programs, reshape and internationalize the curriculum and co-curriculum of our . . . institutions, and develop a comprehensive international agenda for undergraduates across the curriculum. Now is the time to begin better preparing our graduates for productive roles in a world of new and rapidly changing realities” (4).

This preliminary report was followed by a 2003 collection of descriptive data and analyses, MAPPING INTERNATIONALIZATION ON U.S. CAMPUSES and a 2005 subsequent expansion of the study of each sector of higher education, including one monograph on community colleges, MEASURING INTERNATIONALIZATION AT COMMUNITY COLLEGES.^{xi} Recognizing that community colleges make up nearly half of all higher education institutions and enroll close to half of the undergraduate population in the U.S., the authors of the monograph acknowledged that community colleges “are no strangers to the national conversation on internationalization” and cited the Airlie conversations as an indicator of the interest. However, community colleges did not measure up on the ACE’s metrics of internationalization.

The Post 9/11 World

“It is often said that the world changed on 9/11. I would argue, however, that the attacks on America that day served as a flash of lightning that illuminated an already changed world landscape—one that we have only just begun to understand and chart a course through.”

(Joseph Nye, “Soft Power and Higher Education”)

In June, 2003 the American Council on Education, in cooperation with the European University Association and the Association of Universities and Colleges of Canada gathered a group of 30 presidents, rectors, and vice-chancellors in Salzburg, Austria at Schloss Leopoldskron, the home of the Salzburg Seminar for the eighth session of the Transatlantic Dialogue—a cross-border conversation that began in 1989. The ensuing report, HIGHER EDUCATION IN a PLURALIST WORLD: A TRANSATLANTIC VIEW^{xii} reflects their broad and deep conversations centered on critical questions for higher education in the post 9/11 world: “How can academics, staff and students contribute to a community of tolerance and understanding? Could academe present a more universal view of diversity, in terms of people, interests, and cultures? Was not higher education a laboratory for pluralism, where different opinions, identities, and creative innovations informed a changing society?” And, assenting to the proposition that “higher education is more than a spectator of society; it is a part of its community and, indeed, an actor in its development. . . . [Its] role is not neutral” (15) The participants in the conversation agreed that “higher education’s capacity to stand apart from society is increasingly balanced by growing connections to it. . . . Where then does higher education integration with its community begin and end?” (15)

Although the focus was not inclusive of community college institutions, there were two community college CEO’s among the participants and, even more interesting, the language and conclusions of the report resound with values and perspectives at the heart of the community college vision and mission:

Creating an institution that is both inclusive and coherent, that serves its people and its purpose, requires inspired leadership, strong institutional autonomy, and clear personal integrity from staff and students. The challenge to higher education institutions in a pluralist society is both to be responsive to the needs of society while also anticipating these needs and to create a path to new ways of being, doing, and thinking. To do both, institutions must confront their own assumptions and those widely shared in the larger society. They must ask themselves difficult questions about their goals, strategies, and accomplishments, so that they can propose early solutions to the problems emerging from a continually changing and increasingly complex world. If the first few years of the 21st century are any indication of the future, the defining challenge for the globe will be to create and sustain peaceful pluralist communities, nations, and regions. History has shown how daunting that challenge can be, and the astronomical cost of failure. The stakes are high for higher education and for the globe (29-30).

In November, 2003 NAFSA issued the report of its Strategic Task Force, co-chaired by the late Paul Simon and former Education Secretary Richard Riley, on Education Abroad. SECURING AMERICA’S FUTURE: GLOBAL EDUCATION FOR A GLOBAL AGE^{xiii} spoke with the same sense of urgency.

The challenges of the new millennium are unquestionably global in nature. This reality imposes a new and urgent demand on Americans, one this country has been all too quick to ignore: international knowledge and skills are imperative for the future security and competitiveness of the United States. The rhetoric of a decade attests to the widespread recognition of this fundamental truth, yet concrete steps to fulfill this need have been few.

Strong leadership and a coherent policy are still lacking, and the cost of inaction grows ever greater. . . . We strongly believe that the events of September 11, 2001, constituted a wake-up call—a warning that America’s ignorance of the world is now a national liability. Americans in vastly greater numbers must devote a substantive portion of their education to gaining an understanding of other countries, regions, languages, and cultures, through direct personal experience” (iv).

What about Today? And Tomorrow?

“In the weeks and months that have passed, it has become ever more clear that we face great dangers in the coming century, and that we are not adequately prepared for them. On the one hand, globalization is bringing us closer together than ever before, interweaving our lives, nationally and internationally, in complex and inextricable ways. On the other, a new tribalism—a regression to older and more fractious loyalties—is driving us ever more angrily apart. One way or another, religion is and will continue to be, part of these processes. . . . Politicians have power, but religions . . . have influence. Politics moves the pieces on the chessboard. Religion changes lives. Peace can be agreed around the conference table; but unless it grows in ordinary hearts and minds, it does not last. It may not even begin.”

(Jonathan Sacks, THE DIGNITY OF DIFFERENCE: How to Avoid the Clash of Civilizations)

Nearly four years ago the world was shaken by the events of 9/11. And only four days ago, as I was working on this paper, four simultaneous explosions on mass transit wreaked havoc in the midst of the London rush hour. Earlier today, suicide bombers in Baghdad killed, maimed or injured more than 50 of their own people, including eleven children. Daily reports of such suicide bombings killing innocent people assault our senses and trouble our minds. In our roles as teachers and leaders in higher education, in our nation’s community colleges, what can we do? What should we do? What must we do? At our peril and for the survival of our planet and those who inhabit it, we must think (and understand) globally and act locally. How shall we do this at this time, in the places where we find ourselves?

I continue to worry when the reasons and strategies advanced for embracing the global perspective begin and end with the bottom line. Although economic realities compel our attention and the presence of Thomas Friedman’s THE WORLD IS FLAT at or close to the top of the best-seller lists suggest that, indeed, “it is the economy, stupid!” I believe it is foolish and short-sighted to so limit our vision and understanding. Even Friedman’s own propositions lead those who would read between the lines beyond the merely economic motivation. Before his best-seller was published, Friedman summarized his notion of how technology and geo-economics are reshaping our world and our lives by leveling the playing field, flattening out the world. He describes how, 500 years after Columbus concluded that the world was round; we citizens of the same planet had—in the intervening years-- made our world flat.^{xiv} In Friedman’s own words

Globalization 1.0 (1492 to 1800) shrank the world from a size large to a size medium, and the dynamic force in that era was countries globalizing for resources and imperial conquest.

Globalization 2.0 (1800 to 2000) shrank the world from a size medium to a size small, and it was spearheaded by companies globalizing for markets and labor. Globalization 3.0 . . . is shrinking the world from a size small to a size tiny and flattening the playing field at the same time (2).

We've moved, according to Friedman's thesis, from countries globalizing through companies globalizing and are now in the era where the dynamic force driving globalization is small groups or individuals. And whereas the countries and companies were primarily European and American, the new push for globalization is driven by a much more diverse, non-western, non-white population. "In Globalization 3.0, you are going to see every color of the human rainbow take part. . . . [With] the flattening of the world . . . we are now in the process of connecting all the knowledge pools in the world together" (2).

Both the perils and possibilities of such connectedness are great and some have already made their mark. Osama bin Laden connected terrorist knowledge pools through al Qaeda and hackers have brought down corporate computer systems; but on the other hand the same connectedness creates the possibility of innovation from every quarter of the planet. Friedman reminds us that "only 30 years ago, if you had a choice of being born a B student in Boston or a genius in Bangalore or Beijing, you probably would have chosen Boston, because a genius in Beijing or Bangalore could not really take advantage of his or her talent. They could not plug and play globally. . . . {But, now} when the world is flat . . . anyone with smarts, access to Google, and a cheap wireless laptop can join the innovation fray" (2).

According to Friedman, the world flattened fast in the nineties as a result of the convergence of ten events and forces:

- First, not 9/11, but 11/9/89. The Berlin Wall came down, followed six months later by Windows 3.0 going up as a global computer interface.
- Second, another 9; this time 8/9/95, the day Netscape browser went public, bringing the Internet alive. It was, arguably, the Netscape stock offering that "triggered the dot-com boom, which triggered the dot-com bubble, which triggered the massive overinvestment of billions of dollars in fiber-optic telecommunications cable" (2). Supply exceeded demand and the cost of image, data and voice transmission connected the world for cheap.
- Third, made possible by the first and second flatteners, was "workflow." As the Netscape moment connected people to people as never before, what the workflow revolution did was connect applications to applications so that people all over the world could work together like never before.

The first three flatteners, in Friedman's view, established the platform for new kinds of collaboration. The new forms of collaboration force the world even flatter, transforming and revolutionizing the ways in which individuals and companies in all around the world could work together:

- Thus, the fourth, "outsourcing," the digitizing, disaggregating and shifting all over the world processes from accounting to software writing (Friedman says "where it could be done better and cheaper"—not acknowledging that bringing the bounty of new jobs to some and depriving others of their livelihoods).
- The fifth, "off shoring," moved whole factories "from Canton, Ohio to Canton, China with the same mixed blessings as "outsourcing."

- The sixth, “open sourcing,” producing operating systems such as Linux through online collaboration without compensation.
- The seventh, “in sourcing,” i.e. importing a company to function within another company—with some of the same mixed blessings as outsourcing and off shoring.
- The eighth, “supply-chaining,” is epitomized by Wall-mart’s strategy, i.e. creating “a global supply chain down to the last atom of efficiency so that if . . . an item [is sold] in Arkansas, another is immediately made in China. (If Walmart were a country, it would be China’s eighth largest trading partner.)
- The ninth, “informing,” enabled by search engines universally accessible that encourage unlimited data mining by individuals and collaboration across the globe.

The tenth flattener Friedman calls “‘the steroids,’ . . . wireless access and voice over Internet protocol (VoIP) . . . [that] turbocharge all these new forms of collaboration, so you can now do any one of them, from anywhere, with any device” (3) For Friedman, “the challenge of flatism” results from what he calls the practice of “extreme capitalism” and poses a challenge much greater than any challenge posed by Communism in the era of the Cold War where “[t]he main objective in that era was building a strong state, and the main objective in this era is building strong individuals” (5).

Friedman’s insights are compelling and his writing hard to ignore, but everything about globalization, its promises and its perils, for Friedman comes down to economics and the bottom line. There are several of his contemporaries whose vision has, I believe, more breadth and depth and whose message has more relevance for us as we reflect on the present and plan for the future. In the 2005 FUTURE’S FORUM, Lester Thurow, an economist himself, asks “Why Are the Fears of Globalization So High?”^{xv} Thurow contends that “[a]ntiglobalization is not a traditional left-right political split. Both sides juxtapose their understanding of the good society with the American variant—‘cowboy capitalism’ on the left and ‘mongrelization’ on the right. Except for their dislike of globalization and what they see as the invasion of American culture, they agree on little else” (9).

In Thurow’s scheme of things, our world has moved from agricultural through industrial eras “in which wealth was based upon natural resources, into a knowledge-based era, in which wealth is built upon skills, education, research, and development. For the first time in human history, it is possible to be fabulously rich by controlling knowledge. Intellectual property rights have replaced mining rights as the drivers of success. The soft power of cultural, educational, and technological dominance has replaced the hard power of colonial rule and geographic military expansion. In a very real sense, intellectual conquest has replaced geographical conquest” (8).

While the economic causes and effects of globalization are important to Thurow, there are other dimensions that interest him as much or more—the cultural and the political in particular. For example, he suggests that “a new global culture is being built; much of it is being built in America, but what is emerging is not a global copy of traditional American practices. World football (soccer), not American football, is a global game” (9). As the growth of global culture is accompanied by the growth of a global economy, there is both a need for global management and a fear of global government. (Think of the recent votes against the EU constitution as a current and apt illustration of such fear).

“Today,” says Thurow, there is no world government so the U.S. plays the dominant role in globalization because it is by far the world’s largest economy and the globe’s dominant military power. This

dominance leads to resentment and fuels anti-American sentiments, as Americans are viewed as getting too many of the gains from globalization. American higher education could help defuse this situation by contributing to the development of international organizations that effectively manage globalization and ultimately build a prosperous, fair, and inclusive global economy” (9).

Education is the key to shaping globalization for the good of society. A fundamental component of the necessary social structure to “construct a better globalization” is the commitment to an educated society. “Societies in which everyone is educated are more productive than those in which just a few are educated. . . . Much talk centers on the digital divide between the rich and the poor, but the real divide is educational. . . . Higher education excels at generating knowledge. But we must also be responsible for managing and using that knowledge” (10).

It clearly falls to higher education to shape the future by managing and using knowledge as well as generating it, and by changing hearts as well as minds. Such education is an instrument of power—what Joseph Nye calls “soft power” rather than “hard power” in his essay “Soft Power and Higher Education.”^{xvi} A co-contributor with Thurow to the FUTURES FORUM, 2005, Nye speaks of the relation between hard and soft power—“both aspects of the ability to achieve one’s purpose by affecting the behavior of others. The distinction between them is one of degree, both in the nature of the behavior and in the tangibility of the resources. Command power—the ability to change *what others do*—can rest on coercion or inducement. Co-optive power—the ability to shape *what others want*—can rest on the attractiveness of one’s culture and values or on the ability to manipulate” (12).

Nye makes a compelling argument for the role of higher education in the post 9/11 where the “focus has been on the use of hard power One metric to assess progress in the current struggle against terrorism is whether the number of terrorists being killed with hard power is greater than the number Osama bin Laden is recruiting with his soft power” (13). There is evidence that American higher education is the source of “significant soft power for the United States. Secretary of State Colin Powell . . . said in 2001, ‘I can think of no more valuable asset to our country than the friendship of future world leaders who have been educated here’ (14).”

Concluding Observations

We have all known the long loneliness and we have learned that the only solution is love and that comes in community. It all happened while we sat there talking, and it is still going on. (Dorothy Day, THE LONG LONELINESS)

In these reflections on global education, I have looked back to the end of the 1980’s and considered the attention to and involvement of higher education, particularly community colleges. I have cited some of the principal documents—conference reports, monographs—that suggest both the underlying ideas and the strategies and actions developed as higher education responded. I have tried to represent the ideas accurately and have either paraphrased or quoted extensively from the original materials. In considering what has happened to global education “After Airlie” and in the “Post 9/11 World,” I have again selected what I consider representative materials and attempted to frame another snapshot of the

condition of global education in higher education and implicitly or explicitly advance some of the reasons for the current state of affairs.

Similarly, in wondering “What about Today? And Tomorrow?”

I have drawn on the ideas of the currently immensely popular writer, Thomas Friedman; the highly respected M.I.T. professor, Lester Thurow; and the former Assistant Secretary of Defense for International Security Affairs and Dean of the John F. Kennedy School of Government at Harvard, Joseph Nye. Clearly, these are not the final or the only ideas that are relevant to what happens next and where we should go with our planning and advocacy for renewed interest and action in global education in higher education. However, I found them thought-provoking either through what they attended to and/or omitted from the discussions cited. I was reminded of the ideas and values that have compelled those of us who have carried the banner for global education for the last twenty years to begin and to continue to spread what we believe is not simply the good word about but the imperative to do education that is global.

“We must love each other, or die.”

W.H. Auden

Hopefully,

Margaret (Peg) Lee

18 July 2005

ENDNOTES

The sixth strategic action area finally added to the AACC's BUILDING A NATION OF LEARNERS focused on the obligation of community colleges to prepare students for work and life in an increasing global economy and to extending the community college movement to other countries. The primary emphasis has been, from the beginning, the recruitment of international students. The full text of the document is available on the AACC website (www.aacc@nche.edu).

BUILDING COMMUNITIES: AVISION FOR A NEW CENTURY. Washington, D.C.: AACC, 1988.

Although the study is a powerful call to action, it is more than a little interesting to note the use of "foreign" rather than "other" languages.

WHAT WE CAN'T SAY CAN HURT US: A Call for Foreign Language Competence by the Year 2000 (An American Council on Education Policy Statement). Washington, D.C.: American Council on Education, 1989, 1.

BUILDING THE GLOBAL COMMUNITY: THE NEXT STEP was first published with the support of the Stanley Foundation and ACIE in 1995. The report is actually the proceedings of the first Airlie Conference held from November 28-30, 1994 at the Airlie Center in Warrenton, Va. The citations within this document are from the print edition but may also be found through ACIE (<http://www.acie.org>) and the Stanley Foundation websites (<http://www.stanleyfdn.org>).

Subsequently referred to as Airlie I, I use the same strategy for all four of what have become commonly known as the "Airlie Reports."

EDUCATING FOR THE GLOBAL COMMUNITY: A FRAMEWORK FOR COMMUNITY COLLEGES was published in 1997. The report summarizes the discussions of the second Airlie Conference held at the Airlie Center from November 15-17, 1996 at the Airlie Center in Warrenton, Va.

NEW EXPEDITIONS: Charting the Future of Global Education in Community Colleges, December 1998 is the report of a joint effort of the American Council on International/Intercultural Education (ACIE), the Community Colleges for International Development (CCID), and the Stanley Foundation. It was developed by a group of community college leaders long invested in the work of global education at the Airlie Center in Warrenton, Va. from Dec. 4-6, 1998 and is the third Airlie document. The report was one of the working papers submitted to the American Association of Community Colleges (AACC) in order to influence the organization's planning for the future in the hope that global education would indeed emerge as a priority.

The fourth Airlie document, THE INTERCULTURAL CONNECTION: GLOBAL EDUCATION IN COMMUNITY COLLEGES reflects the work of the participants from March 15-17, 2002 at the Airlie Center in Warrenton, Va. It was published later that same year by ACIE and Oakton Community College, Des Plaines, IL, and printed for wider distribution by the Association of Community College Trustees.

Carrying the endorsements of the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, The College Board, NAFSA: Association of International Educators, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges, the monograph, EDUCATING FOR GLOBAL COMPETENCE: AMERICA'S PASSPORT TO THE FUTURE, was published in 1998 in Washington, D.C. by the American Council on Education. The report focuses on "new realities of economic competitiveness and national security in a global context," recognizes the many issues which cross borders, and calls for new approaches and partnerships "to ensure a globally aware and competent citizenry" (v).

Published in 2000 by ACE, this monograph expands on the earlier 1998 study cited above.

Funded again by the Ford Foundation, these studies are statistical in nature and focus on categorizing kinds and numbers of activities engaged in by colleges “highly active” or “less active” in internationalizing their campuses.

Authored by Madeleine Green from the American Council on Education and Andris Barblan from the European University Association, HIGHER EDUCATION IN A PLURALIST WORLD: A TRANSATLANTIC VIEW was published by the American Council on Education in 2004. The report reflects the substance of the discussions that took place the previous year.

Published as an eighteen page monograph in 2003 in New York by NAFSA: Association of International Educators.

The article, “It’s a Flat World, After All” appeared in print in the NEW YORK TIMES MAGAZINE on April 3, 2005. Citations in this paper are from the web version, in which there are six pages of text.
[.http://www.nytimes.com/2005/04/03/magazine/03DOMINANCE](http://www.nytimes.com/2005/04/03/magazine/03DOMINANCE).

See Lester Thurow, “Why Are the Fears of Globalization So High?” in FUTURES FORUM 2005: EXPLORING THE FUTURE OF HIGHER EDUCATION. Cambridge, MA: MIT Press, 7-10.

Joseph Nye, “Soft Power and Higher Education” in FUTURES FORUM 2005: EXPLORING THE FUTURE OF HIGHER EDUCATION. Cambridge, MA: MIT Press, 11-14. Thomas Friedman asks “Why are young Sunni Muslim males, from London to Riyadh and Bali to Baghdad, so willing to blow up themselves and others in the name of their religion. . . . There are a lot of angry people in the world. . . . But the only ones who seem to feel entitled and motivated to kill themselves and totally innocent people, including other Muslims, over their anger are young Sunni radicals. What is going on?”

Friedman then cautions: “Neither we nor the Muslim world can run away from this question any longer.” He cites the case on the Dutch citizen of Moroccan origin who tracked down the Dutch filmmaker Theo van Gogh and, because van Gogh had been critical of Islamic intolerance, was brutally murdered by Muhammad Bouyeri. Bouyeri told the Dutch court “I take complete responsibility for my actions. I acted purely in the name of my religion.”

Friedman’s view is that Muslim minorities are marginalized as they move into societies where they are “cut off from their country, language, and culture of origin.” Without any sense of connectedness, they are “easy prey for peddlers of a new jihadist identity. . . . Some of these young Muslim men are tempted by a civilization they consider morally inferior, and they are humiliated by the fact that, while having been taught that their faith is supreme, other civilizations seem to be doing much better. . . . When the inner conflict becomes too great, some are turned by recruiters to seek the sick prestige of ‘martyrdom’ by fighting the allegedly unjust occupation of Muslim lands and the ‘decadence’ in our own. This is not about the poverty of money. This is about the poverty of dignity and the rage it can trigger.”

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

▪

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

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
-

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
-

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

APPENDIX E

QUESTIONS FOR CONSIDERATION

Questions for consideration and reflection prior to the Airlie Retreat 2008

The Planning Team requests that those attending the retreat think about the following questions prior to coming to the Airlie Center in March.

Where appropriate, you may wish to discuss them with others in your college or organization, particularly to be able to respond to the final question.

- How do we stimulate discussion and dialogue?
- What are the global education benchmarks to which community colleges should aspire?
- How do we measure the effectiveness of globalization at community colleges?
- What needs to happen at the policy level, and who needs to be involved?
- How do all of these elements play out at your college or organization?
- What has changed since the first Airlie Retreat in 1994?
- What does it mean to be a globally competent learner in the post 9/11 world?
- How do community colleges prepare globally competent learners?
- In what ways do missions, definitions of global competency, and action plans that may have been developed in the 1990's need to be refined?
- How do we address the impact of enormous changes in community college leadership on global education initiatives?
- How do community colleges effectively manage globalization and ultimately help to build a prosperous, fair, and inclusive global economy?

APPENDIX F

ADDITIONAL READINGS AND RESOURCES

Readings that provide a foundation for global studies efforts in community colleges

Some of these publications are out of print, but most are available in PDF format to download from a website, for purchase, or even, perhaps, hiding on a shelf in your office!

From the American Association of Community Colleges:

- Building Communities: A Vision for a New Century. Washington, DC: AACC, 1988.
<http://www.aacc.nche.edu/Template.cfm?Section=Bookstore&Template=/Ecommerce/EcomDefault.cfm>
- Global Awareness in Community Colleges: A Report of a National Survey. Washington, DC: AACC, 1996. PDF: http://www.aacc.nche.edu/Content/NavigaionMenu/ResourceCenter/Services/International/Global_Awareness.pdf
- International Programs at Community Colleges. Washington, DC: AACC, 2001. PDF: http://www.aacc.nche.edu/Template.cfm?Section=Research_Briefs&template=/ContentManagement/ContentDisplay.cfm&ContentID=6527&InterestCategoryID=221&Name=Research%20Brief&ComingFrom=InterestDisplay
- New Expeditions: Charting the Future of Global Education in Community Colleges, Washington, DC: AACC, 1998

From the American Council on Education:

<http://www.acenet.edu/bookstore/category.cfm?categoryID=6>

- What We Can't Say Can Hurt Us: A Call for Foreign Language Competence by the Year 2000 (An American Council on Education Policy Statement). Washington, D.C.: American Council on Education, 1989. (no longer available)
- Educating for Global Competence: America's Passport to the Future, Washington, D.C.: American Council on Education, 1998
- Building a Strategic Framework for Comprehensive Internationalization. Washington, D.C.: American Council on Education, 2005.

Miscellaneous Sources:

- Promising Practices: Spotighting Excellence in Comprehensive Internationalization. Washington, D.C.: American Council on Education, 2005.
- Education for Global Leadership. Washington, D.C., Committee for Economic Development, 2006. PDF available at www.ced.org
- Global Competence & National Needs. One Million Americans Studying Abroad. Washington, DC: Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005.
- PDF available: http://www.nafsa.org/_/Document/_/lincoln_commission_report.pdf
- Education for International Understanding and Global Competence. NY, Carnegie Corporation, 2000. PDF: <http://www.carnegie.org/pdf/global.pdf>



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This meeting came about through the good graces of the organization know as the American Council for International Intercultural Education (ACIIE). When they merged with CCID in 2007 they requested that another Airlie Center meeting be convened. Without their support and encouragement, and in particular, that of Ms. Linda Korbel, former Executive Director of ACIIE, the meeting and these outcomes would not have occurred.