

North Carolina Community College System Global Education Action Plan Template

College: Isothermal Community College

Date: April 7, 2001

Name of College President: Dr. Willard Lewis

Name of Campus Global Education Director: Dr. Robert Harrison

Names of Global Education Committee/ Team Members:

Gerri Dobbins

Bob Bidwell

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January 24, 2001

1. NEED

(What conditions or circumstances exist which need improvement? Identify the needs.)

Task	Responsibility	Completion Date	Verification
1) Identify, coordinate and articulate global education activities already in place.	GE Task Force	Fall '01	Survey and Report
2) Create a plan for increasing campus awareness re: global education issues.	GE Task Force	Fall '01	Plan on file with Vice President of Academic and Student Affairs
3) From initiatives identified on page 13 of this plan, select those for implementation, assign responsibility, and establish completion dates.	GE Task Force	Fall '01	Plan approved by Management Team

2. RELATED EFFORTS

(To your knowledge, what has previously been done by this or any other institution to satisfy these needs?)

Task	Responsibility	Completion Date	Verification
Early 90's International Affairs Committee was dissolved in merger with diversity planning.			

3. CLIENTELE
(What group or groups are the intended beneficiaries of this initiative?)

Task	Responsibility	Completion Date	Verification
Clienteles will be identified in conjunction with Section 1 Tasks.			

4. COLLABORATIVE EFFORTS

(Will any other agency(ies) or organization(s) be involved in collaboration or partnership in this initiative?)

Task	Responsibility	Completion Date	Verification
Collaborative efforts, if any, will emerge from Section 1 needs.			

5. OBJECTIVES

(What are the specific and measurable ends to be achieved by the proposed project? These should be related to the needs identified in Section 1.)

Task	Responsibility	Completion Date	Verification
Objectives will be set forth in completion of Section 1 Tasks.			

6. PROCEDURES

(How will the objectives be met? What activities or experiences will be provided and how are these expected to accomplish the stated objectives?)

Task	Responsibility	Completion Date	Verification
Procedures will be set forth in completion of section 1 Tasks.			

7. EVALUATION

(By what means will it be possible to determine the extent to which initiative objectives have been accomplished? What criteria will be used for evaluation?)

Task	Responsibility	Completion Date	Verification
Evaluation to be determined in Section 1 Tasks.			

8. BUDGET

(List an estimated total cost for the initiative and give some general idea of the major categories of funds, for example, personnel, travel, supplies, etc., that will be needed. A highly detailed budget is not necessary, as this will be developed later.)

Task	Responsibility	Completion Date	Verification
Budgets will be established in conjunction with Section 1 Tasks.			

9. COMMITMENT

(What kind of commitment—money, time, space, etc.—is the institution willing to make toward implementation of the initiative?)

Task	Responsibility	Completion Date	Verification
Levels of commitment are to be determined. Following increased campus awareness activities, budgetary priorities will be determined.			

10. ADDITIONAL INFORMATION OR COMMENTS:



Task	Responsibility	Completion Date	Verification

Abstract:

(one page abstract of the Global Education plan outlined above)

College name: Isothermal Community College **Date:** April 7, 2001

While a number of international components are imbedded in Isothermal Community College curriculum and non-curriculum programs, College efforts in this regard are not clearly articulated in the form of a global education plan. Furthermore, in view of the low level of awareness regarding global education issues, it remains to be seen how responsive the campus will be to global education planning.

The College proposes to form a Global Education Task Force as an adjunct body of the Diversity Committee. The initial twofold charge for this Task Force is to first identify, coordinate, and articulate the global education activities already in place and at the same time create a plan for increasing campus awareness regarding global education issues.

Pursuant to awareness activities the Task Force will develop a plan to move forward based upon areas of greatest interest and least resistance. A variety of suggestions for action emerged from those in attendance at the Global Education Conference. These action initiative are grouped by headings of the concurrent conference sessions and are reported on page 13 and may be drawn upon in the development of a more comprehensive global education plan.

Summary of Proposed Action Steps

Please submit a one-page summary of the action steps your team worked on while at this conference. This must be turned in on disk prior to the end of the conference. Several campus teams will be randomly chosen to present their summary at the last session of the conference.

Global education initiatives may be selected from the following options:

Global Perspectives in Curriculum

- Meet with Hr managers group to gain input on communication skills training needs as well as other global concerns they might suggest
- Global awareness infusion throughout the curriculum e.g. maps – environmental issues – commerce – cultural differences and customs – population shifts
- Emphasis on learn, care, think, choose and act as a process supporting global issues clarification
- Understanding changes in time dimensions – the speed of change impacts the globe first, the local second
- Encouraged increased study of foreign language – Spanish first
- Explore options for faculty exchange programs
- Focus on celebration of diversity and discourage stereotyping

Economic/Workforce and Social Development

- Establish a global workforce needs assessment as part of economic development commission industry recruitment
- Profile local industries in terms of their global dependencies on both resources as well as markets – in other word what countries are essential suppliers of materials and personnel and which ones are consumers of their products
- Begin the search for cultural similarities rather than dissimilarities in an effort to overcome cultural and ethnic biases
- Explore ways to increase cultural proficiency – that is increase the level of cultural awareness and sensitivity among staff, students and community through cultural programming and public events

Global Education Planning

- Establish a faculty based global education steering committee which meets at least once a month
- Incorporate a global objective in the college values
- Explore opportunities for expanding occupational extension options for Hispanic populations
- Gather data that will better define local demographics and the needs of specific populations that are identified
- Determine international influences on e-commerce for incorporation on the implementation of that new program
- Consider creation of an advisory committee with broad industry representation to better define international issues and appropriate college responses
- Consider apprenticeship options in global industries
- Consider developing orientation seminars for relocated international populations – cultural adjustment workshops

New Opportunities

After developing our actual plan, we will pursue support through those agencies that best match our objectives.