

Competencies for Effective Global Citizenship

A Framework to Guide
Community College Program
Development

OVERVIEW

Background

The
Framework

What Now?

BASIS FOR THE FRAMEWORK

- Experience of earlier Commission for the Future
- Traditional cross-cultural training and international education programs
- Collective experience of Commission for the Future colleagues
- Triple bottom Line perspective
- Linkage to Other Task Forces – e.g. Sustainability

WHAT WE DID NOT DO

- Start with a comprehensive literature review
- Feel constrained by traditional academic discipline thinking
- Limit our thinking to what was affordable

SOME LINKS TO EXISTING LITERATURE

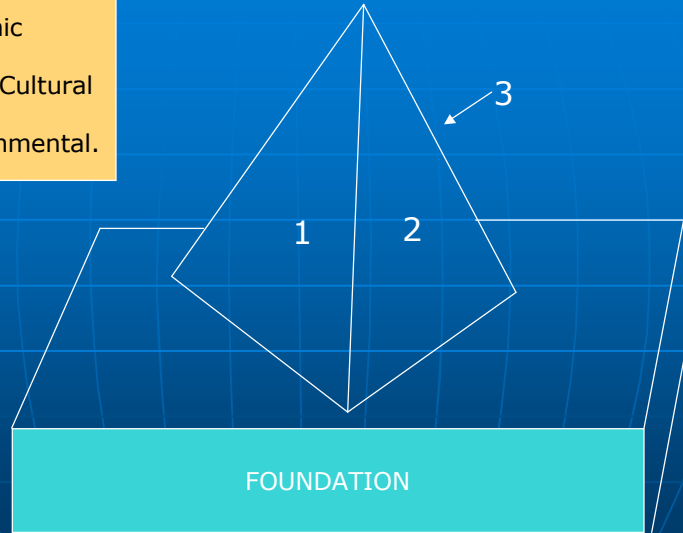
- Success in medicine is a function of technical functional skills and “professionalism”
- There is evidence of a link between cross cultural experience and creativity under certain conditions
- Intercultural competence is not about adaptation but about engaging intercultural conflict as a tool for learning

OUR PROBLEM STATEMENT

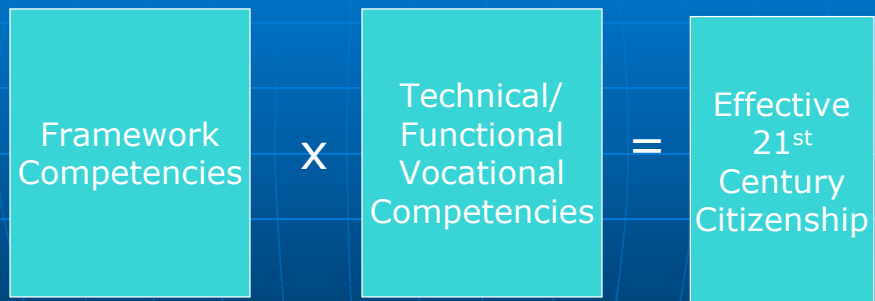
- “What are the skills required for 21st century citizenship?”

THE FRAMEWORK

- 1 Economic
- 2. Social/Cultural
- 3. Environmental.



THE MODEL



FOUNDATION COMPETENCIES

- Information Literacy
- Critical Thinking
- Communication
- Conflict Resolution

1. ECONOMIC COMPETENCIES

- 👤 Personal financial management
- 🏢 Economics of the firm
- 🌐 National economic systems
- 🌐 Global trading system
- 🌱 Environmental economics
- 👤 Wealth creation, distribution and poverty

2. SOCIAL/CULTURAL COMPETENCIES

- 📖 Personal values clarification
- 🌐 Inter-cultural effectiveness
- 📖 Comparative religions/philosophy
- 📖 Political geography
- 📖 Language
- 📖 History
- 📖 The arts

3. ENVIRONMENTAL COMPETENCIES

- 📖 Explain the meaning and significance of sustainability and sustainable development.
- 🌐 Explain how sustainability relates to personal values and personal roles (e.g. citizen, parent, employee, consumer, etc.)
- 📖 Explain how sustainability applies to one's relevant local community (e.g. campus, town, neighborhood, etc.)
- 📖 Systems thinking and system interrelationships – organizational level

3. Environmental Competencies (cont'd)

- ✎ Systems thinking and system interrelationships – national level
- ✎ Systems thinking and system interrelationships – global level
- ✎ How policy choices impact sustainability e.g. energy, transportation, agriculture, regulation, taxation, etc.

A Corporate View

- This year's third grade will be college seniors in 2020 the year my company will be totally sustainable- zero footprint.....What must those students learn to work for my company.....?
Internal combustion engines – no. Fuel cells-yes.
Central coal-fired power stations – no.
Photovoltaics,wind generators and biomass, yes.
Economics that ignores externalities, no.
Economics that take into account externalities like the cost of pollution so an honest market can work – yes. ... The old view of reality will be rejected and new thinking will be embraced.
That's what students will have to learn.
- Ray Anderson, Former CEO Interface, Inc.

WHAT NOW?

- Strengthen strategic commitment to global competency development
- Continual refinement and elaboration of the framework
- Uses of the framework
 - Faculty development
 - Student advising
 - Curriculum audit
 - Program Development

Faculty Development

- Highest leverage activity is to strengthen global competencies of faculty
- Use framework to guide faculty in developing individual development plans
- Use framework to guide topics for faculty colloquia and symposia
- Use the framework in faculty hiring and promotion decision making

STUDENT ADVISING

- Framework is a guide for lifelong learning
- In new student orientation expose students to the framework and help them conduct self-assessments
- Define the most relevant elements of the framework to serve as supporting competencies for academic concentrations
- Assist students in self-guided development to build relevant competencies

CURRICULUM AUDIT

- Many of the competencies are developed by existing academic programs
- Build a competency map to link existing courses to competencies
- Identify competency “gaps” on a program by program basis

PROGRAM DEVELOPMENT

- Utilize the framework in the design/assessment of new and existing programs
 - Community economic development
 - Industrial training
 - Academic programs

QUESTIONS & SUGGESTIONS

