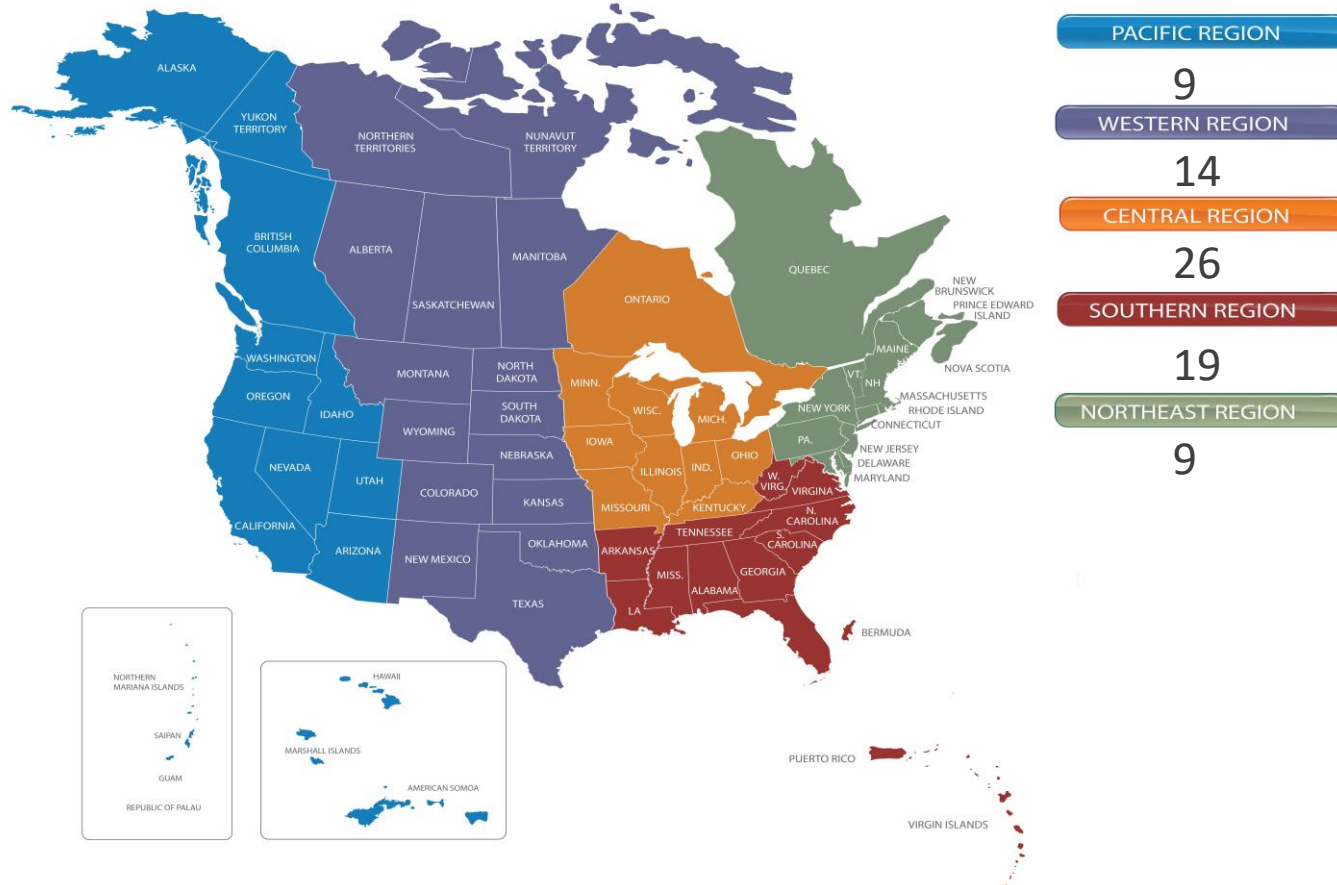# Strengthening Rural Community Colleges: DEI and Employability in the Global Economy

This webinar series is brought to you in part by the Association of Community College Trustees in partnership with the Rural Community College Alliance and with funding made possible by the Bill and Melinda Gates Foundation. For more information about the Strengthening Rural Community Colleges Initiative and to read our report, please visit our website. Thank you!

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Strengthening Rural Community Colleges: DEI and Employability in the Global Economy

Heather Singmaster, Center for Global Education, Asia Society

MAY 25, 2022

Center for Global Education at Asia Society

Asia Society is a non-profit organization headquartered in New York, with offices throughout the United States and around the world—in Mumbai, Manila, Sydney, Hong Kong, Seoul, Switzerland, and Tokyo.

Center for Global Education works to develop globally competent youth prepared for college, work, and citizenship in an interconnected world.

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Center for Global Education at Asia Society

- Define Global Competence and Importance
- Share Examples
- Share Tools and Resources

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Internationalizing Community College CTE Project Goals

Goals

- Support internationalization of CTE/technical programs
- Prepare students for global workforce/citizenship

Benefits to Community Colleges

- Diversity, Equity, and Inclusion
- Recruitment
- Higher Job Placement
- Professional Development

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Project Components

11 Faculty Professional Development Modules
- Online, interactive
- Average of 15 minutes each

4 Student Modules
- Defining Global Competence
- Global Competence on the Job and in the Community
- Preparing for Global in My Career Field
- My Global Competence Plan

Online Toolkit of Resources

In-person Workshops

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Faculty PD Modules

High-Quality CTE Programs

1. Importance of Global Competence for CTE Programs
2. Developing a High-Quality Internationalized CTE Program

Integrating Global Skills into Curriculum, Instruction, and Assessment

3. Engaging Diverse Students
4. Course Planning for Internationalization
5. Internationalizing Your Curriculum
6. Assessment for Global Understanding

International Business and Industry Partnerships

7. Engaging Industry Partners for International Success
8. Internationalizing Work Based Learning

Technology Connections

9. DIY Global Collaboration
10. International Connections through Social Media

https://www.ctelearn.org/faculty-modules/global-economy-for-college-students

AsiaSociety.org/CTEtoolkit

Global CTE Toolkit

This toolkit provides resources to help CTE educators integrate global issues and skills into what is already being taught in their classrooms. It is a companion to the FREE, online professional development courses, "Global Competence Through Career and Technical Education" and "Career Readiness in a Global Economy: STEM and CTE," available through ACTE's CTE Learn Community. Visit CTELearn.org to enroll in the courses.

This toolkit includes: sample projects ready to be used in CTE classrooms, global career planning resources, workforce readiness rubrics, crosswalks of global education and CTE standards, global career profile videos, talking points, and more. (See menu on the left to help you navigate the toolkit).

TAKE THE ONLINE COURSES

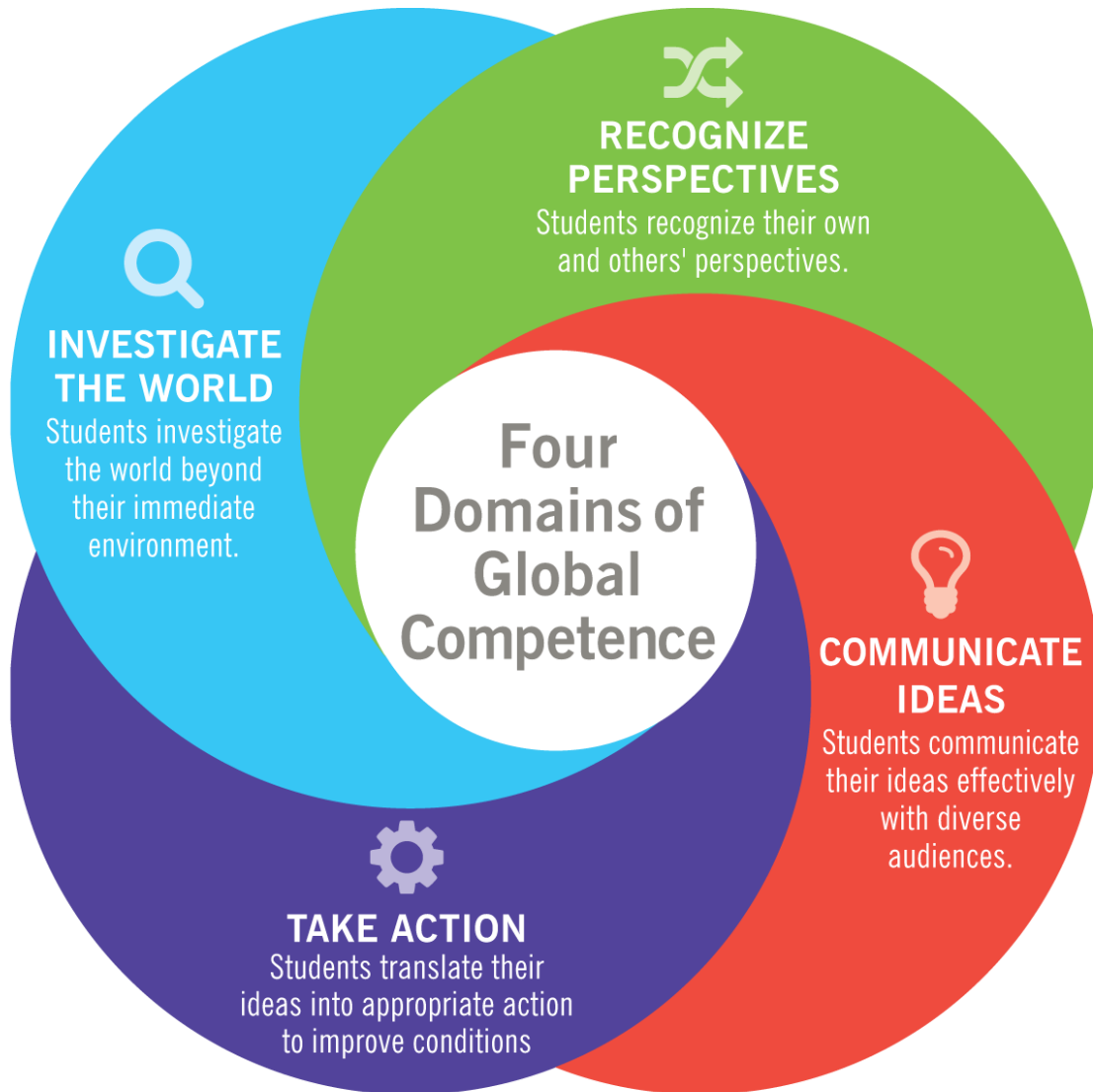**Career Readiness in a Global Economy: STEM and CTE**
Learn about a new professional development program to help STEM and CTE educators prepare their students for career readiness in a global economy.

Global Competence Through Career

Module 1: Importance of Global Competence

What is Global Competence?

Possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance

White Paper

- 96 percent "comfortable working with colleagues, customers and/or clients from diverse cultural backgrounds," is important.

- 91 percent "all students should have educational experiences that teach them how to solve problems with people whose views are different from their own."

- 80 percent believe they could increase their overall business if they had employees with "international expertise."

https://asiasociety.org/education/preparing-tomorrows-workforce

Nearpod.com
Code: WS4TY

Module 2: Developing a
Global Program

Internationalizing CTE Programs
Self-Reflection Tool

Please indicate the level of development for the items below in your CTE Program's internationalization efforts.

For the purposes of this tool, terms are defined as follows:
- Global competence: Possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance.
- Global learning outcomes: Focus on the knowledge, skills, and abilities to engage in the challenges and opportunities of our highly interconnected world.

	In process of developing	Developed for CTE program	Developed for all CTE programs	Developing in future	No plans to develop
Institutional Commitment					
Internationalization is defined by the institution, the definition has been communicated clearly to faculty and staff, and the definition is easily accessed by all for reference.					
Internationalization is included in the institution's mission statement.					
Goals and strategies for internationalization have been articulated for our campus.					
We have explicit timelines and plans for the internationalization goals in our institutional strategic plan.					
Institutional resources are allocated to accomplish our internationalization goals.					
CTE Program Commitment					
Internationalization is included in our CTE program mission statement.					
We have explicit goals and strategies for internationalization in our CTE program/department strategic plan.					
We have explicit timelines for the internationalization goals in our CTE program strategic plan.					
We allocate resources to accomplish our CTE program internationalization goals.					

Internationalizing CTE Programs:
Self-Reflection Tool

- Institutional Commitment
- CTE/Technical Program Commitment
- Program Leadership, Structure, and Staffing
- Faculty Policy and Practices
- Curriculum, Co-Curriculum, and Learning Outcomes
- Collaboration and Partnerships
- Student Field Experiences

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	In process of developing	Developed for CTE program	Developed for all CTE programs	Developing in future	No plans to develop
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Administrator Resources

Administrator Resources

Internationalization of curriculum helps community colleges meet their goals of diversity, equity, and inclusion. It serves as the perfect vehicle to create a culture of collaborative learning that transcends diversity and prepares students for jobs in an economy that requires knowledge of global issues and the ability to work with people from diverse backgrounds. The professional development tools and resources included in the *A Future-Ready Workforce: Preparing Community College Students for the Global Economy* program, will assist faculty in your technical programs to internationalize their course and add a global perspective to industry partnerships, including work-based learning.

- **Administrator's Guide** – This guide is filled with tools, resources, and inquiry questions to assist you in internationalizing your technical programs.
- **ACTE Quality CTE Framework** – This framework from ACTE helps administrators answer the questions: What is high-quality CTE? How should this term be defined, and can it be used to evaluate programs, determine areas for targeted improvements, and recognize successful elements that should be scaled? The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education, although it may be adapted to other units of analysis. This voluntary tool can be used for program self-evaluation, program improvement and to encourage secondary-postsec- ondary collaboration.
- **Internationalizing CTE Self-Reflection Tool** – The Longview Foundation created a self-reflection tool to assist institutions and CTE programs in their internationalization efforts.This tool gives you an opportunity to consider the level of development in your CTE program internationalization efforts, in these areas: Institutional Commitment; CTE Program

Sidebar navigation

ABOUT GLOBAL COMPETENCE

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   Postsecondary Assessment

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Administrator's Guide to
Preparing Community College Students for a Global Economy
Online Faculty Professional Development Modules

This guide is meant to provide an overview for community college administrators for the Asia Society's faculty training modules, *A Future Ready Workforce: Preparing Community College Students for a Global Economy.*

Within this guide, you will find the title, description, and learning objectives for each faculty training module. Links to resources found in the modules are also provided, as well as additional supporting evidence or reflection questions to be utilized as opportunities for continued professional development.

Faculty Professional Development Possible Deliverables

Administrators often would like documentation of what faculty learned in taking online trainings. If you would like to have an outcome of the professional development modules, the following are some ideas for "deliverables" that faculty could produce during or following the modules. These should be tailored to the institution's goals:

- Completed *Internationalizing CTE Self-Reflection Tool*.
- Based on the *Internationalizing CTE Self-Reflection Tool*, the creation of a faculty member's or program's top three internationalization goals with action steps.
- Updated internationalized syllabus, including internationalized course description,

Module 3: Engaging Diverse Students

Getting to Know Students

- Assist in career preparation and developing global competencies

- Activate background knowledge in new ways

- Connect previously learned information with new information

Getting to Know Students - Assignments

- **Getting to Know Your Students Questionnaire:** Designed as a survey to give to students at the beginning of a program or semester to learn more about who they are.

- **Conversation Questions:** Designed to assist educators in continuing to learn about their students. These can be used to spark group or class discussions, as a journal entry, or in casual conversations with students.

- **CTE Journey Assignment**: A way for educators to understand students' perspectives and assistance they may need, by learning about their CTE journey.

  https://asiasociety.org/education/student-assignments

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Global Social Justice

- Engaging *all* students in respectful, collaborative learning experiences that teach students to respect and value the perspectives of others, including looking to international sources for possible solutions to challenges.

- Creating a program culture and selecting curricular materials that integrate global content and reflect students' backgrounds and life experiences.

- Providing equal opportunities for participation in internationalized programs, learning activities, and work-based learning.

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GLOBAL SOCIAL JUSTICE EDUCATION FRAMEWORK FOR CTE PROGRAMS

COLLECT EVIDENCE
ANALYZE EVIDENCE
SHARE RESULTS
IDENTIFY CHANGES
IMPLEMENT CHANGES

EFFECTIVE ENGAGEMENT

AUTHENTIC STUDENT EXPERIENCE

EQUITABLE LEARNING ENVIRONMENT

DIVERSE INSTRUCTOR EXPERIENCES

ACTIVE REFLECTION

https://bit.ly/GlobalSocialJustice

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Module 4 and 5: Course Planning and Internationalizing Your Curriculum

How do we improve relationships to better internationalize?

First responders knowing and understanding various cultures and beliefs of citizens and coworkers helps:
- promote a cohesive workforce in a profession where teamwork is necessary for the safety
- build fire station morale and trust with the local community

Mr. Ripoll wants his students to know that their way of thinking is not the only way, or the only correct way, to view the world.

Students are highly engaged - produce some of their best work on global assignments.

Photo by Robert Harkness on Unsplash

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Kirkwood, IA: Welding Virtual Exchange with Brazil and Canada

- Goal: increase diversity in program
- Professors chose topic together
- Students met regularly via Zoom
- Asynchronous assignments
- Each school had different testing abilities – compared results

Students learned:
1. Leadership
2. Team work
3. Communication skills
4. Cultural competence
5. Standards/course content

Student Modules

- ❑ Online, interactive, and free

- ❑ Average of 15 minutes each

- ❑ Audience: Secondary and Postsecondary students

- ❑ Badges and Certificate of Completion Available

- ❑ Online Toolkit of Resources

https://careerprepped.com/toolbox/global-competence-modules

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Student Training Modules

1: Defining Global Competence

Understanding global competence and evaluating own global competence

Topics:
What is Global Competence?
Global Competence Self-assessment
Global Employability Skills

2: Global Competence on the Job & in the Community

Exploring global connections in work and community

Topics:
Situational Questions
Global Citizenship
Local-Global Connections
UN Sustainable Development Goals

3: Preparing for Global in My Career Field

Understanding international requirements of jobs in career fields

Topics:
Employer Videos on Global Skills
Global Career Ready Practices
GREAT Tool

4: My Global Competence Plan

Creating global competence goals and planning how to articulate skills to employers

Topics:
Self-assess Current Experiences
Setting SMART Goals
Industry Analysis
Identify Skills to Develop
STAR Behavioral Interviewing

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Student Module Assignments

The Center for Global Education at Asia Society has created online modules to support high school and postsecondary CTE students in learning about the skills of global competence. These short, 15–20 minute modules, are self-paced and available through ACTE's CareerPrepped platform. These assignments serve as classrooms extensions of the materials taught in the modules. Each module has a faculty guide and related assignments. In addition, if you want to teach content from the modules, without having your students watch the modules, we have tools to help!

Module 1: Defining Global Competence

- Extension assignments (for students who have watched the modules):
  - Faculty Guide
  - Assignment 1: Interview Assignment on Global Competence
  - Assignment 2: Concept Map
  - Assignment 3: Create an Infographic
- Resources for teaching module content (if your students don't watch the modules):
  - Activity #1: What is Global Competence?
  - Activity #2: Global Competence in Your Career Field
  - Activity #2: Business Speaker Testimonials Handout

Module 2: Global Competence on the Job and in the Community

- Extension assignments (for students who have watched the modules):
  - Faculty Guide
  - Assignment 1: Create a Public Service Announcement
  - Assignment 2: Issues in Your Community
  - Assignment 3: Meal Kit Delivery Service Sustainability

https://asiasociety.org/education/student-assignments

AsiaSociety.org/CTEtoolkit

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IMPROVE YOUR CHINESE LANGUAGE TEACHING

CAREER AND TECHNICAL EDUCATION

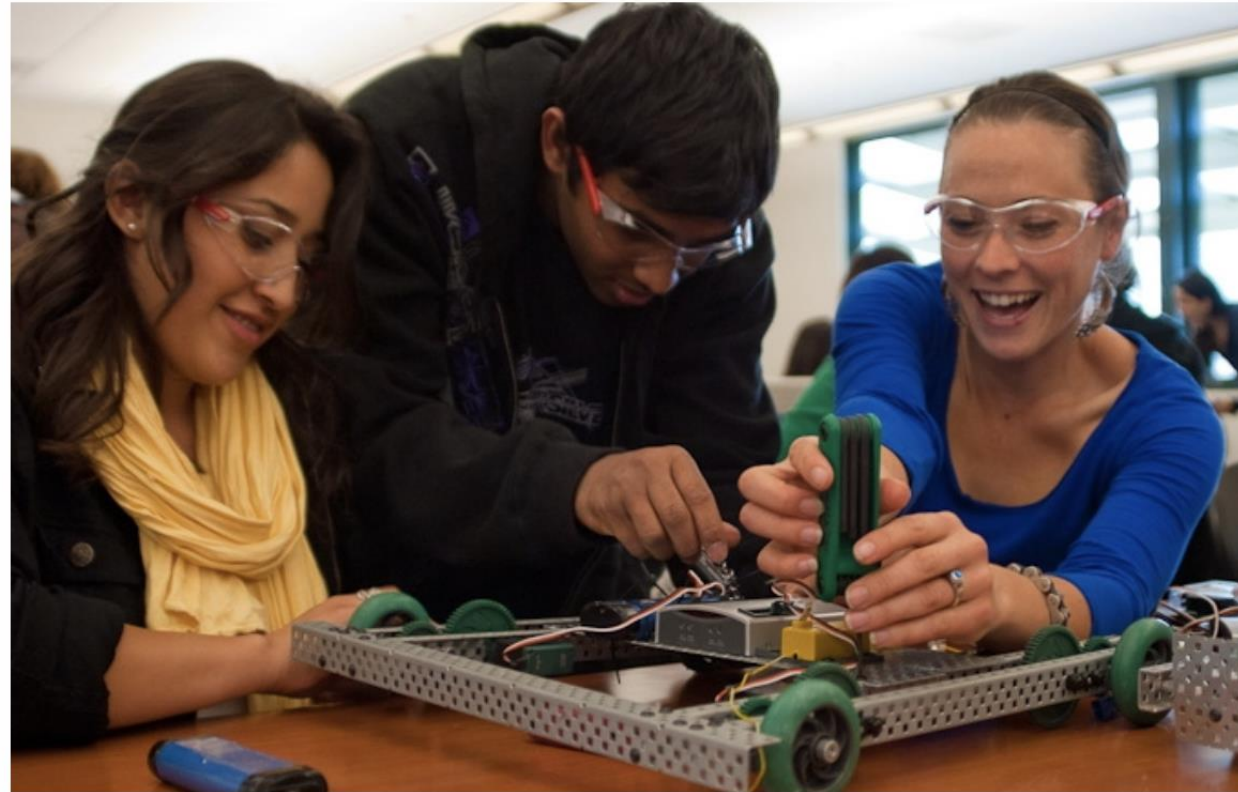GLOBAL CTE TOOLKIT

STUDENTS CTE TOOLKIT ▲

   Student Modules

   GREAT Tool

   Global Competence Self-Assessment

SECONDARY CTE TOOLKIT ▼

POSTSECONDARY CTE TOOLKIT ▼

Global CTE Toolkit

This toolkit provides resources to help CTE educators integrate global issues and skills into what is already being taught in their classrooms. It is a companion to the FREE, online professional development courses:

- *A Future-Ready Workforce: Preparing Community College Students for a Global*

Take the Online Courses

Career Readiness in a Global Economy: STEM and CTE

Learn about a new professional development program to help STEM and CTE educators prepare their students for career readiness in a global economy.

AsiaSociety.org/CTEtoolkit

https://careerprepped.com/toolbox/global-competence-modules

For more information email:

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@hsingmaster

Heather Singmaster
Director at Asia Society

G.R.E.A.T.
Global Readiness Examples And Topics

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, A/V Technology, and Communications

Business Management and Administration

Education and Training

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law, Public Safety, Corrections, and Security

Manufacturing

Marketing

STEM

Transportation, Distribution, and Logistics

Asia Society | Center for Global Education

https://asiasociety.org/education/global-readiness-examples-and-topics

**Global Career Ready
Practice Rubrics**

Career Ready Practices (CRP) describe the career-ready skills that all students should possess if they are to be successful in the careers of their choice. Developed by a diverse group of educators, administrators, business/industry leaders, and researchers under the guidance of Advance CTE, these practices are not exclusive to any specific career pathway, CTE program of study, discipline, or level of education. Rather, educators should teach and reinforce the Career Ready Practices in all career preparation programs with increasingly higher levels of complexity and expectation as a student advances through their educational pathway. The Career Ready Practices are closely tied to global readiness, and provide an additional way to consider how to equip every student with global competence.

The first paragraph below each CRP is a formal part of the CRP and published by Advance CTE. The rubric immediately below the CRP is an addition created by Asia Society to more clearly communicate the specifics of preparing students for a global economy and community. As an instructor, you can use these rubrics as a guide to identifying the levels of attainment you want to target in your instruction and assessment. The rubrics can also be used in part or in total to assess your student's progress toward becoming a global career-ready individual.

Use this link to access the full set of Global Career Ready Practices: https://AsiaSociety.org/education/cte-standards-crosswalked-global-competence

4. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

A global career-ready individual:

Global Readiness Indicators	Emerging	Developing	Proficient	Advanced
Demonstrates a precise understanding of the unique perspectives of diverse audiences and how that impacts interpretation of communicated information; applies that understanding to meet the needs of the diverse audience.	Understands how the unique perspectives of diverse audiences will impact interpretation of the communicated information.	Anticipates how the unique perspectives of diverse audiences will interpret communicated information.	Demonstrates a precise understanding of the unique perspectives of diverse audiences and how that impacts interpretation of communicated information; applies that understanding to meet the needs of the diverse audience.	Demonstrates and applies a precise understanding of the unique perspectives of diverse audiences and how that impacts interpretation of communicated information; applies that understanding to meet the needs of the diverse audience.
Applies an understanding of perspectives to meet the communication needs of an audience—whether it be team members, clients, coworkers, family, or community members.	Explains various perspectives to meet the communication needs of the audience—whether it be team members, clients, coworkers, family, or community members.	Demonstrates an understanding of perspectives to meet the communication needs of the audience—whether it be team members, clients, coworkers, family, or community members.	Applies an understanding of perspectives to meet the communication needs of the audience—whether it be team members, clients, coworkers, family, or community members.	Skillfully applies and adjusts an understanding of perspectives to meet the communication needs of an audience—whether it be team members, clients, coworkers, family, or community members.

The Common Career Technical Core is a common set of CTE standards created for each of Advance CTE's 16 Career Cluster areas. This document crosswalks each of the 16 career clusters with the four domains of global competence, demonstrating the clear alignment between global education and CTE. Each crosswalk is also filled with ideas of global projects that can support the standards taught in each of the career pathways.

This toolkit provides resources, including: sample projects ready to be used in CTE classrooms, global career planning resources, workforce readiness rubrics, crosswalks of global education and CTE standards, global career profile videos, talking points, and more.

CTE Standards, Crosswalks, and Rubrics

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- STEM
- Transportation, Distribution, and Logistics

Global Career Ready Practices: A look at the global aspects of the Career Ready Practices developed by Advance CTE: State Leaders Connecting Learning to Work and 42 states. The **Global Career Ready Practice Rubrics** help students self-assess their skills and help educators scaffold the learning of global employability skills with consistent, quality feedback. And the **GREAT tool** (Global Readiness Examples and Topics) gives global examples for each career ready practice in all of the 16 career pathways.

Asia Society Global Leadership Performance Outcomes, Rubrics, and I Can Statements

Employability Skills Feedback Form: This form can help CTE educators develop in their

STEM and CTE

Learn about a new professional development program to help STEM and CTE educators prepare their students for career readiness in a global economy.

Global Competence Through Career and Technical Education

Learn about a new professional development course designed to help CTE educators integrate global competence into their curriculum.

AsiaSociety.org/CTEtoolkit