

Opportunities for Global Focused Graduate Programs

Discussion Leaders:

Zachary Johnson, Diana Fiege

Discussion:

Zach

Curriculum Review - New opportunity with our International Students

→ Traditional students have a millenium mindsets - working on projects and go on to work in corporate jobs - come from middle-class families

International Students generally come from entrepreneurial families -- help to understand and create their own companies → Have many of the same needs as “traditional” students

-- They also have different challenges - problems and issues with internships for International Students

→ how do we bring that international perspective into the classroom - we focus too much on what we do, and do not offer a forum for reflection and presentation for what we can learn from them

Diana

What is that “SOMETHING” that international students are looking for and that we got that made them come here? What is it that they are coming here for so that they could take them back to their home and communities -- Business and Health Care are big examples

-- Environmental Studies → Model the program to best help the students - Chinese students are here because they think that America does Environmental work well and want to bring that back home

→ What is sufficiently broad enough for all students, but also bring something for each kind of students

--Give a global perspective to both the international student, but also to the domestic student as well → Have the outlook of the student from the beginning

-- Global Ethics Masters → engaged not just academically but actively and practically -- confused with AU and how we define “global” -- if there are not international students in the program, does that make the course not “Global” -- the university doesn’t seem to be saying that

we only want “global appeal” with students going abroad all the time → Shorelight brought up that we don’t have as many international students as we would like and how do we make programs and opportunities that focus on that given how close we are to NYC

--International Students are coming in with a totally different k-12 experience and we are trying to figure out how to translate that to our education system → How do we create a classroom environment that encourages them to be themselves, but also mold to the model of teaching we might want to do

--Do we need the international student to help the domestic student to become more globally conscious and vice versa

→ do International Students have an understanding of what the possibilities are for certain subjects and topics -- that’s the challenge -- to show the viability of certain careers around the world for a particular subject matter (i.e. Psychology in India). What’s the global perception of the subject matter being taught? How is that articulated?

-- The dangerous assumption is that we have everything to offer, and that the students have nothing to contribute

-- Regardless of if the program has international students, we need to focus on globalism and international cultures given that America is a part of a global marketplace -- we need to be in tune in what is lacking overseas, so that we can go in and provide an opportunity for education

→ Encourage our students to know what is going on in the world in general → Our students live in a bubble - Students are afraid of going to Chinatown → What experience can our students have really?

Opportunity: Many graduate programs have a practicum component -- can the students do the practicum back in their home country for half of their semester and the other half here. → Creates a contact that maybe we can send a domestic student to them for the same kind of experience

Our faculty need to be educated what the curriculum is like internationally to be able to incorporate that back into the classroom effectively

--International students have been going to get sign-off on getting humanities requirements done at home in their native country rather than here

→ International talk to each other IMMEDIATELY → They will talk to students from the same cultural background, but also with any other international student as well that is experiencing the program at the same time → how much of this forced diversity can we push on them in the classroom when there is resistance from the outside sometimes to self-segregate

--Combine the Live, Learn, Grow 1-credit course in AUI with the FoRE class to partner up with domestic with the International and allow for cultural learning