

Talking the Talk and Walking the Walk: Institutional Approaches to Global Citizenship Education

A Pragmatic Approach to Institutionalizing Global
Citizenship

Global Citizenship Seminar 6

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Introduction to the Introduction

- This is called “Global Citizenship Seminar 6,” but there is a long history and legacy to what we are doing today.
- In 2004 when the ISP formed little did we know that there is more a need today for this education for our students than ever before.
- It is about a transformation of ourselves and our institutions - to make GCE work.



Introduction

- At the heart of establishing global citizenship efforts on your campuses are:
 - Connections among bodies of knowledge - your disciplines
 - A shared understanding of those connections - synergies
 - Intentional connections with people and programs on the home campus - that historically have not connected - break down the silos. (Interdisciplinary for real?)



Introduction

- In this presentation we will explore the conditions necessary for successfully establishing and sustaining global citizenship efforts.
- Look at opportunities to link higher education issues with international/diversity issues.
- Share strategies to help you think about your institutional strengths and advantages.



Overview of Presentation

- Reframing the Globalization/Diversity Case for the 21st Century
- The Leadership Case for engaged and sustainable globalization project (all of us!)

Reframing the Global Citizenship Case for the 21st Century

- Linking global citizenship with other institutional initiatives
 - Scholarship of Engagement (AACCC)
 - Why Globalization Matters? (ACE)
 - Student Learning Outcomes (AAC&U; Regional Accrediting Associations)
 - Inclusive and Differentiated Diversity (NADOHE)
 - Increasing number of graduates in STEM fields (NSF; Disciplinary Associations)



Optimal Conditions - for Global Citizenship Efforts - Best Practice

- Campus is widely internationalized and supports global citizenship efforts across schools, divisions, departments and disciplines.
- There is evidence of genuine administrative, and Board-level support for internationalization/global citizenship efforts.
- There are demonstrable results for students.
 - Assessing their learning

Conditions for Valuing Global Citizenship Efforts...

- ❑ Mission or planning documents contain an explicit or implicit statement regarding this commitment.
- ❑ Commitment to internationalization/global citizenship is reflected in the curriculum (in more than a few programs and departments).
- ❑ The campus-wide efforts have had demonstrable results within the faculty.



Conditions for Valuing G.C...

- There is an international/global citizenship dimension in off-campus programs and outreach.
- There is a global citizenship/internationalization dimension in research and/or faculty exchange.
- The institution supports education abroad as well as its international faculty, scholars, and students on campus and in surrounding diverse communities.
 - A Report from NAFSA - 2004



Two More Conditions...

- Linking commitment to diversity to commitment to internationalization/global citizenship.
 - ACE publication: *At Home in the World*, 2007.
- Creating “glocal” opportunities for learning.
 - Service Learning
 - Internships
 - Fieldwork/Ethnography
 - Research



Making the Leadership Case for Global Citizenship/Internationalization

- ❑ Role of Board - Prime Movers
- ❑ Role of President - Embodies Value
- ❑ Senior Administrators
- ❑ Deans
- ❑ Department Heads (Supporting faculty and students)
- ❑ Faculty (Curriculum - study abroad/away)
- ❑ Staff (Surveys - climate issues conflict resolution)
- ❑ Students (Climate issues; Leadership training; Sharing their learning - new knowledge)

Leadership for Developing Strategies for International/G.C. Engagement...

- Who are the leaders in this effort?
 - All Campus Stakeholders
 - Key External Stakeholders
- How do leaders develop an institutional strategy for linking international/diversity and sustainability engagement?
 - Planning, commitment to core values, give it away
- What are the ingredients of successful partnerships?
 - Mutual gain, respect, common vision

Leadership for Developing Strategies for Global and Diverse Engagement

- What are the legal issues that challenge?
- What are the promises and pitfalls of joint and dual degrees as a strategy for joint engagement?
- How do we create new organizational structures to achieve the outcomes that we want?
 - Who is empowered to do that? Core - periphery issues within the silos of our institution.



Changes in Higher Education...

- There have been a series of changes in higher education over the past 5-10 years that can both mitigate and enhance campus commitment to bridging the gap between global citizenship and diversity education:

The questioning of higher education as a common good.

- Is it a public or a private good?
- Education for whom and for what?

Changes in Higher Education...

- **Lack of public funding of higher education**
 - Institutions are forced to be more entrepreneurial (even CC)
 - Rising cost of education - locking out some groups
- **Focus on accountability**
 - Students (NSSE-CCSSE) National Student Survey of Assessment, (CLA)
 - Program reviews - institutional and disciplinary
 - Accreditation, regional and national
- **Shift from teaching to learning**
 - Putting students at the center
 - Moving away from lecturing
 - Creating learning communities
 - Scholarship of teaching
 - Revamping core curricula - including General Education



Changes in Higher Education...

- More lip-service given to diversity, internationalization and globalization in President's messages and mission statements.
 - But the institutional infrastructures to make the pronouncements a reality are often not in place. (The rise of the International Programs Officer. But are there funds?)
 - There can be conflict between the international camp and the multicultural camp on campuses. Who is mitigating the conflict?

“We must educate our students to live, lead, work, and thrive in a global society.”

Changes in Higher Education...

- Many leaders in many institutions do not know how to operationalize that statement.
- Some programs are not sustainable!
- Little evidence in terms of structural change or allocation of resources to those changes that institutionalized commitment to globalization is a reality. (ACE 2007/ 2012)
- WE DO NOT WALK THE WALK AROUND INTERNATIONALIZATION OR DIVERSITY. WE STILL TALK THE TALK.

Changes in Higher Education...

- Very few institutions have achieved the goal of a globalized campus, or one that has institutionalized a commitment to global education.

WHY? Need to recognize institutional barriers

- THE STRUCTURE OF OUR INSTITUTIONS IS OVER 1,000 YEARS OLD!
- Decentralization and fragmentation of knowledge.
- Collaboration is not rewarded. Often a disconnect between faculty culture and institutional culture.
- We do not create enough “neutral spaces” where the new knowledge can be developed, sustained, and honored.



Changes in Higher Education...

- So, what are some of the ways that we can begin, as institutions, to combine the changes that we are being asked to make in higher education with the goals of global citizenship, diversity, and sustainability?



Changes in Higher Education

- Institutions of higher education:
 - Host public neutral spaces
 - Have the mandate (mission/traditions)
 - Have the expertise (faculty, staff, students, community) and
 - Command the **moral authority** to provide a teaching and learning environment for the next generation of global and diverse citizens and leaders to understand what it means to be **stewards** of this fragile planet.



The Promise of the GCA...

- **Opportunity to redefine and deepen and widen our understanding of local-global relationships around such issues as:**
 - Identity (Who we are, Do we belong?)
 - Intersectionalities of race/ethnicity, bi-racial
 - Class
 - Gender
 - Sexuality, transgender, questioning
 - International students, faculty, and staff



The Promise of the GCA

- Issues Continued:
 - Curriculum (Majors, G.E.)
 - Language training
 - Study abroad/study away
 - Glocal (local and global links)



Discussion Points - Part I

- ❑ What are your institution's strengths and advantages around institutionalizing global education values and actions? What are disadvantages?
- ❑ Where does leadership for global citizenship education reside?
- ❑ What do you as a faculty member or administrative leader need from your college to support your goals?

Walking the Walk and Talking the Talk

PART II

Exploration of Diversity and Inclusion – MCFP to MGCP

- From its inception there was a sense that this project was unique.
- *The Mellon Fellows Community Initiative (MFCI).*
This multi-year program worked with select colleges that are either Historically Black Colleges and Universities (HBCU) or members of the Appalachian College Association (ACA) to bring more comprehensive institutional approaches to global education at and among the participating institutions.
- **GCP** has had 57 sessions!



REPORT

Global Citizenship Summit



SALZBURG GLOBAL SEMINAR MELLON-GLOBAL CITIZENSHIP PROGRAM



The Appalachian Region





The Promise of MGCP...

- **Explore joint legacy of history and place**
 - Geography/Archeology of the South -
The Appalachia Mountains
 - Early Native American settlement
 - History of social relations - immigration to the region (indentureship, slavery, land acquisition, trail of tears, 20th century migration and integration, 21st century refugees and immigrants)



The Promise of MGCP...

- Economic relations - globalization is not new in Appalachia (from 16th century to 21st century - global flows)
- Connection to the land - Sustainability
- Strong religious beliefs - Mission Statements
- Legacy of race, class, gender strife - future is to be molded....



The Promise of the MGCP...

- **Joint programs and future activities to leverage best practices in a time of fiscal austerity:**
 - **Curriculum** - G.E., learning communities, interdisciplinary courses, language courses, certificates, minors, and majors
 - **Study abroad and beyond** - study away, study in place, use of technology, need to look for ways to bring in new voices



The Promise of the MGCP

- Developing assessment models that work for HBCU/ACA institutions - custom made to elucidate traits of their institutions
- Developing joint HBCU/ACA research projects - undergraduate students, graduate students, and faculty to explore
 - Local-global connections
 - Migration and immigration patterns
 - Sustainability and climate issues
 - Changing demographics



Moving Forward: Situating Ourselves Globally

- We are not confined within national borders, much The connections that global capitalism creates less vague regional boundaries. The most strategic relationships we need to create may not be **intra-regional** but **trans-local**. If we follow the money that is alternately destroying and reconstituting community after community in Appalachia, to what other local places and larger relations of power does it lead us?”
- Barbara Ellen Smith, “The Place of Appalachia,” 2002

Moving Forward: Global Citizenship in the 21st Century

The questions they are posing

- how will we, the institutions and people in this MGCP project, locate ourselves, as both Appalachian and global citizens,
- and how will we link with those voices speaking from the margins and the fringes of global power elsewhere? (Roma, indigenous people, ethnic minorities, refugees?)



Hot Button Global Issues that include understanding both International and Diversity Issues

□ Creating a Just and Sustainable World

- Triple bottom line
- Core-periphery global discrepancies
- Fresh water - for all - well being

□ The Role of the United States in the World

- Understanding our history before as well as after 9-11
- Understanding the responsibilities as well as the rewards of being a world super power - for now.
- It is not “us” and “them” , it is “we.”
- First African American President in U.S. History



Hot Button Global Issues...

❑ **Understanding the Long Roots of Terrorism**

- It did not start with 9-11
- Terrorism can not be beaten militarily
- Relation of terrorism to race-ethnicity in U.S.
- Understanding culture and integration in deep and profound ways

❑ **World Health Issues**

- Understanding Pandemics (Ebola)
- HIV-AIDS, Social-Cultural Consequences (U.S. and Globally)
- SARS
- The Bird Flu
- North-South Differential/Mortality Issues
- North/North Differential/Mortality Issues (Race/Class Gender)



Hot Button Global Issues...

- **The Rise of Civil Society in Newly Emerging Democracies:**
 - East Europe - Is ethnic strife over?
 - South Africa - 15 years later - powder keg?
 - East Africa - Wars, ethnic strife, violent political elections.
 - Sudan - Darfur - Ethnic strife, religious wars, tribal conflict, economic issues?
 - Middle East - Afghanistan, Iraq, Pakistan, Syria - still unfolding.



Hot Button Global Issues...

□ **Immigration, Migration and Displacement issues**

- United States/Canada/Latin America (North/South)
- Europe (East Europe, Northern, Western)
- Africa (Rural to Urban, Gender Balance)
- China (Gender, Rural to Urban Migration)
- India (Rural to Urban Migration, Brain Drain)
- Rise of cultural racism - globally

Hot Button Global Issues...

- **The Rise and Sustainability of Fundamentalism**
 - Modernity, cosmopolitanism versus traditionalism
 - United States - Religion, politics and the right
 - Middle East - Battle for the soul of whose Islam will prevail - ISIS - is it even about religion?
 - Future of the E.U. - Who is in and who is out? (What is East and what is West-Brexit ?)



What Does it Mean to Educate Our Students for a Diverse Global Society?

- Students in our classes represent the diversity of our country as well as the world.
- How do we prepare our students to live and work in a global society, and how do we know when we have done it, and when we have done it well? That is our challenge.
- How do we assess that knowledge? Not very well, yet. But there is help...

Educating Students for Global Society...

- AAC&U, The American Association of Colleges and Universities as a part of their “Greater Expectations” project wrote a hand book, *Purposeful Pathways: Helping Students Achieve Key Learning Outcomes*” by Andrea Leskes and Ross Miller

It offers a list of outcomes for global and multicultural learning that is helpful.



Education for Global Learning

- Global learning is a process by which individuals:
 - Gain knowledge about the world's cultural diversity and interconnectedness;
 - Consider issues and actions from the perspectives of many cultures and discover their extended implications;
 - Prepare for personal, professional, and civic activity in a world of instant communications;



Educating Students for a Global Society...

- Understand the nature of multinational corporations, codependent economies, stark inequalities of North/South relations, intertwined environments and diaspora cultures.

Globally educated students:

- Understand the scientific, historical, geographical, cultural, political, economic and religious context of issues; (understanding complexity)



Educating Students for a Global Society...

- Recognize the similarities and differences among cultures and identities they engender;
- Link cultural literacy with language learning. And pursue a language other than your own;
- Understand the world's different political systems and varied ways of producing democracy;
- Develop sophisticated worldviews that allow them to see beyond national citizenship;



Educating Students for a Global Society...

- Translate knowledge of the world into ethical, reflective practice that keeps in mind the consequences of actions in locally diverse and globally heterogeneous communities;

And finally:

- Recognize the impact both of global issues on individual lives and of individual and collective action on the larger world. (From suicide bombers to G6 meetings, radicalization in U.S.)

Educating Students for a Global Society

- In conclusion, global learning:
 - Develops the skills and habits of mind that look beyond the local environment to humanity, writ large;
 - Provides wide ranging knowledge acquisition and practice from both study and intercultural experiences;
 - Promotes comprehensive engagement with important cultural, scientific, and societal issues.

“Purposeful Pathways” 2005:PP 20-21



Innovative Campus Strategies

- ❑ Advancing Language Learning
- ❑ Engaging Faculty from Across the Campus
- ❑ Internationalizing the Disciplines
- ❑ Maximizing Short Term Education Abroad Experiences
- ❑ Using International Scholars and Students to Enhance the Curriculum
- ❑ Intentionally Linking International Issues and Diversity Issues

Conclusion...

- Colleges and universities are sites for change - around globalization and justice.
- They provide the space, figuratively and literally, for new thinking, new models for change.
- They are places where we can transform old structures and create new ones.



Conclusion...

- In human history, it is the first time that we have the intellect, technology and moral will to create the world that we **want** to live in, and that we want our children and their children to live in as well.
- What we do in our classrooms around linking diversity, social justice, and globalization will influence the students in our classes, our society, and our world.



Conclusion

- We know that our planet has the capacity to support us all in a sustainable, respectful, culturally sensitive and “healthy lifestyle.” We, our students, and institutions can be the drivers of that change.

**“The Future of us all”
depends on it!**

