CO-LEADERSHIP MODELS FOR ADVANCING GLOBAL LEARNING

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SESSION OUTLINE AND OUTCOMES

- Introduction – Why a Co-Leadership Model?
- Three Institutional Models for Co-Led Global Centers
  - History and context
  - Strengths
  - Challenges
  - Recommendations for Best Practices
- Discussion and Q&A

- Identify and describe facets of co-leadership models for global centers
- Discuss the challenges and opportunities presented by these structures, particularly in relation to bridging the curricular and co-curricular
- Examine the potential of co-leadership models for a variety of institutions and for other areas that involve both faculty and staff expertise such as civic engagement or career services
THE CENTER FOR GLOBAL INITIATIVES – ROLLINS COLLEGE

Director of Global Initiatives

Faculty Coordinator of Global Initiatives

Study Abroad Office

Global Initiatives Committee

Includes representatives from International Admissions & International Student and Scholar Services as well as other faculty & staff
Global learning:
- Is inherently transdisciplinary
- Engages with the curricular and the co-curricular
- Involves faculty and professional staff

This model can:
- Be a strong platform for the integration of global learning into the curriculum and student experience
- Leverage limited resources in strategic and meaningful ways (faculty and staff bring complementary knowledge and skills to the table)
- Allow different faculty to learn about and support global learning
- Create a bridge to the faculty – faculty co-lead is a “free speech” advocate for the center
CHALLENGES

• Rotating faculty co-lead may not be familiar with global education/international education practices

• Loss of institutional knowledge with rotating faculty member

• New initiatives can put demands on limited resources

• Academic structures must allow for rotating faculty member to serve in administrative roles

• Staff personal issues become complication
RECOMMENDATIONS

- Engage a broad range of faculty, staff and students in the development and programming of the model.
- Foster a balanced and collaborative partnership between the administrative and faculty co-directorship positions.
- Build assessment and review into the regular practices of the Center.
- Develop processes for integrating each new faculty director more closely into the core operations of the Center.