Proven Methodologies to Advance Global Civic Engagement on Campus

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CMU’s ACE Internationalization Lab
Central Michigan University

- Located in the middle of Michigan’s mitten
- Regional public, rural, R2 university
- Enrollment of 23,335 (8000+ online)
- 150+ study abroad programs in over 40 countries
- Over 600 international students from 64 different countries
What is the internationalization lab?

• Examines an institution’s level of comprehensive internationalization

• Two-year, two-part process: self-study & strategic planning with guidance from the American Council on Education

• Participation of wide range of institutions across U.S. and Latin America
What does it examine?

• Based on the CIGE (Center for Internationalization and Global Engagement) model from ACE
Why do it?

• Identification of strengths, weaknesses, gaps within decentralized campus
• Collective articulation of institutional goals
• Opportunity to focus resources on better implementation
• Opportunity to increase CMU’s inter/national stature
• Necessary for today’s university for benefit of students, faculty, and CMU community
Results

• Campus-wide discussions of value of global engagement
• Policy revisions
• Re-articulation of university communities’ commitment to comprehensive internationalization as they relate to community engagement, curricular and extra-curricular SLOs, identity, recruiting, etc.
About the English Language Institute

- Credit-bearing English for Academic Purposes (EAP) program for graduate students & ITAs
- 600 enrollments annually
- Students:
  - 39 countries - 80% from China/Taiwan/South Korea
  - 60% master’s / 40% doctoral students.

International Graduate Student Challenges:

- Few opportunities for informal language practice
- Social isolation:
  - Difficult to connect/collaborate with U.S. students
  - Don’t know enough about U.S. common knowledge/popular culture/jokes
Community-Engaged Language + Culture Program for International Graduate Students

Objectives

● Provide opportunities for authentic interactions with members of local community
  ○ Improve ability to communicate with diverse audiences
  ○ Increase understanding of U.S. society and culture
● Increase overall student satisfaction with U-M experience
● Have a positive impact on local communities
Community-Engaged Language + Culture Program: Courses

- ELI 560 U.S. Language and Culture in Context: Community-Engaged Learning for International Graduate Students
- ELI 561 Community-Engaged Language Practicum for International Graduate Students
Course Activities

- Speakers from local non-profit organizations
- Placements with local nonprofit organizations
- Role play/simulations
- Class discussions focused on cross-cultural comparisons
- Student presentations on community placements
- U-M University Musical Society performances (new)
2017-18 ACADEMIC YEAR ENROLLMENT

12-Month Unduplicated Credit Enrollment 2017-18 Academic Year = 17,002
FTE = 7,352 (full-time equivalent)

TOTAL CREDIT HOUR ACTIVITY 2017-18
220,555

2017-18 DEGREES/CREDSIALS CONFERRED

Programs with the Most Awards Conferred

- 31% Liberal Arts Transfer
- 10% Business Administration
- 8% Nursing - Registered/ADN
- 5% Criminal Justice
- 3% Culinary Arts
- 2% Medical Biller/Receptionist Skills Certificate
- 2% Business - General
- 2% Nursing - Licensed Practical/PN
- 2% Health Information Technology
- 2% Phlebotomy Skills Certificate
- 2% Engineering Transfer

1.681 AWARDS EARNED
- 79%
- 14%
- 7%

Credential Completers

- 643 Men (41.81%)
- 696 Women (58.19%)
Global Civic Engagement: Methodology

• Curriculum Modules
• *National Resource Centers
• *Midwest Institute for International Intercultural Education
UNIVERSITY OF MICHIGAN-DEARBORN

Undergraduate Figures

26% STUDENTS OF COLOR

75% WORK WHILE EARNING THEIR DEGREE*

43% ARE PELL ELIGIBLE RECEIVING $12.9M IN 2016-17

50% ARE FIRST-GENERATION COLLEGE STUDENTS*

56% WORK AT LEAST 16 HOURS PER WEEK*

44% HAVE DEPENDENT CARE RESPONSIBILITIES*
Development of Global Education at Institutional Level

2016
Campus Prioritization of Global Learning
- GLAC submitted whitepaper, “Global Learning & Regional Impact”, to Senior Officers and Deans
- As a result, Global Learning made one of 10 campus priorities under Vision 2020

2015
Global Learning Advisory Council
- Global Learning Advisory Council (GLAC) created
- First annual Global Learning Inventory completed

2017
Strategic Plan
- Strategic plan and implementation timeline for
  Global Learning initiatives created by GLAC

2018: Jan.
Director of Global Engagement
- Scott Riggs named Director of Global Engagement in the Office of the Provost

2018: Apr.
Study Abroad
- Faculty-led trip procedures introduced
- Central scholarship funds increased
- Colleges each committed to scholarships
- Terradotta purchased and implemented
- Contract signed with 3rd party vendor
University Mission

University of Michigan-Dearborn is an inclusive, student-focused institution. We are committed to excellence in teaching, learning, research and scholarship, as well as access, affordability and metropolitan impact.

Global Learning & Regional Impact:

Leading UM-Dearborn to Become a Global Exemplar of Diversity and Inclusion as we Prepare Students to Excel in Community Development and Careers

Priority 9 of University of Michigan-Dearborn’s Vision 2020 goals reads, “Establish national reputation as a campus community that prepares students to thrive in a diverse world, able to appreciate, navigate and cross boundaries.”

If students are to embrace and interact with diversity as described above, prioritizing global learning could prove to be imperative in making the Priority 9 vision a reality.

The Association of American Colleges and Universities has defined global learning in the following way:

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably. (Global Learning VALUE Rubric)

This definition of global learning nicely complements the goal stated in Priority 9. Both are geared toward preparing students to interact with diverse communities with informed, open-minded, and responsible worldviews.
**FORMER PRIORITY**

**Priority 9:** Establish a national reputation as a campus community that prepares students to thrive in a diverse world, able to appreciate, navigate and cross boundaries.

**Previous Priority 9 Initiatives (2014/15):**

1. Increase campus learning re: inclusion within the classroom
2. Faculty and teachers prepared for Inclusive Learning and Practice Environments
3. Increased participation and persistence-to-degree of KCP doctoral fellows
4. Documented examples of solution-focused approaches to bullying and microaggressions

**CURRENT PRIORITY**

**Priority 9:** Educate students to recognize and appreciate differences across social and cultural boundaries, thereby building a community of diversity and inclusion that fosters global citizenship.

**Currently Impacted Priority 9 Initiatives (2017/18):**

1. Make the UM-Dearborn campus a hub for Metro Detroit initiatives on diversity, inclusion, and global issues
2. Develop a campus-wide ecosystem of global engagement opportunities that interacts with students at multiple touchpoints beyond the curriculum
3. Foster research and curriculum development, focusing on diversity, inclusion and global issues
4. Increase faculty-led study abroad opportunities and students’ participation rates
UM-Flint Student Profile for 2017

a. 7,836 total students
b. 6,434 undergraduate and 1,402 graduate students
c. 91.6% Michigan residents
d. 4.44% International students mostly from Saudi Arabia, India and China
e. 19.9% are minorities
Methodology to Advance Global/Civic Engagement

a. Identify core elements of global and civic engagement
b. Incorporate these elements into Cultural Competency course materials
c. Create “safe” classroom space for open dialogue on self-awareness and awareness of “others”
d. Focus on the dangers of bias and “othering”
Outcomes and Takeaways

a. Students see parallels between local and global engagement
b. Student report that their awareness has increased and understand the value of cultural differences (locally and globally)
c. Students increase skills for more genuine and authentic engagement
d. Students’ desire to learn more
e. Some advocate for inclusion of dialogues in preparation for local and global engagement activities
### Table 1
Increasing Global Civic Engagement in Your Classroom(s)

- Deborah Des Jardins & Angelo Pitillo (University of Michigan-Ann Arbor)
- Helen Ditouras (Schoolcraft College)
- Suzanne Selig (University of Michigan-Flint)

### Table 2
Increasing Global Civic Engagement at Your Institution

- N. Christine Brookes (Central Michigan University)
- Scott Riggs (University of Michigan-Dearborn)
Table Discussions

TABLE 1
• Building Cultural Competence in the Classroom
• Suzanne Selig (UM-Flint)

TABLE 2
• Community-Engaged Programming in the Curriculum
• Deborah Des Jardins and Angelo Pitillo (UM-Ann Arbor)

TABLE 3
• Curriculum Modules & Resource Centers for Global Civic Engagement
• Helen Ditouras (Schoolcraft College)

TABLE 4
• Institutional Prioritization of Global Learning
• Scott Riggs (UM-Dearborn)

TABLE 5
• Campus-Wide Internationalization Plan, Inclusivity of International Students, and Development of Faculty Global Engagement
• N. Christine Brookes