Inclusive Strategies for Shaping Global Learning Initiatives

Association of American Colleges & Universities conference Global Learning and the College Curriculum: Nurturing Student Efficacy in a Global World
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Workshop Facilitators

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• Introductions of Participants
• What is your Main Challenge?
Workshop Outcomes

Participants will:

• Identify their main institutional challenges in ensuring that all students are learning to address global problems

• Brainstorm and take away ideas for strategic planning and creating structures that considers the intersections

• Gain insight into inclusive pedagogical strategies and learning outcomes for global learning

• Create an action plan for addressing identified challenges at their own institutions
Inclusive Strategies for Shaping Global Learning Initiatives as Institutions

• Importance of balance in messaging and definitions

• Too much divergence in structure and practice can lead to false dichotomies or simplifications

• Then, if, in trying to acknowledge convergence, these categories are completely collapsed, people will stay within comfort zone
Examples of the Intersection

Unit mission: We bridge international and domestic diversity issues, mindful of the distinctions between these, but also of their commonalities

Strategic plan goal: Create a distinctive educational experience that meets the needs of 21st century students and prepares them to lead in a global society

- implement SUMMIT, Agnes Scott’s innovative curricular, experiential 7 co-curricular focus on global learning and leadership development for every student
- Strengthen the college’s commitment to diversity & inclusive excellence
Examples of the Intersection

Learning outcomes (requires real-world application):

- Identify, explain, and analyze global themes, processes, and systems
- Demonstrate knowledge and skills essential for global engagement
- Critically examine the relationship between dominant and marginalized cultures, subcultures, or groups

- Definition of global: structures, patterns and challenges that span the globe and shape human lives
- Interdisciplinary Gen Ed course concepts: Globalization, colonialism, imperialism, and the formation of complex cultural identities
- Global Learning across the Liberal Arts criteria: Contact, Power, and Systems that cross or transcend national borders
Sites of Intersection

- Strategic Plan goals
- Organizational Chart
- Presidential Councils
- Admissions efforts
- Student Affairs Programming
- International Education Programming
- Academic programs
- General Education
- Learning Outcomes
- Classrooms
Stephanie Escobar – Senior Study Abroad Advisor – Agnes Scott College

Study Abroad professionals work with students from a broad range of backgrounds, with differences in race, socioeconomic status, sexual & gender identity, citizenship, and many others. No single advising strategy works the same for all groups. What can you do in your position to identify and act on the various needs, challenges, strategies and resources available for these groups?

- **Needs**
  - Access to funding
  - Scholarship research guidance
  - Program research guidance
  - Academic Advising
  - Diversity Student Populations in the USA: Strategies for Support in Study Abroad

- **Challenges**
  - Financial aid
  - Time
  - Family/friend experience/knowledge
  - Sometimes feel discouraged

- **Strategies**
  - Advance planning
  - Encouragement
  - Research scholarships
  - Locations with lower cost of living
  - Provide resources for application writing
  - Holistic advising

- **Resource**
  - School
  - Intl. Student Advisor
  - International Student Groups
  - International Students
  - Institutional Awards
  - Embassies/Consl
Cultivate Collaborators

Can be formal or informal, but a cadre of people who care about both and are committed to collaboration is invaluable

Reduces competition, creates a united front

Can continuously monitor on-going process

Who will help you the most?

How can you develop and nurture them?
Reflect/Analyze

Where are your strengths? How balanced?

Why?

Where is your President’s focus?

What are the real stakes at issue, for whom?

How can you build on what has worked for you in one area for the other?
Strategize in Context

How does change happen on your campus?

How could you alter the composition of key committees/units to build in overlap or allies?

What planning processes might be missing a perspective?

Given your culture and where you are in the process, what is the best next step to “unsilo”?

No one-size-fits-all roadmap exists!
Communicate

Manage up or lead from the side

Pay attention to symbols

Build trust

Create common experiences or rituals

Model complexity for our students
Inclusive Strategies for Shaping Global Learning Initiatives in our Classrooms

- Requires the purposeful embodiment of inclusive pedagogical practices toward multiple identity groups.
- Focusing on students’ intellectual and social development.
- The development and utilization of educational resources to enhance learning.
- Recognizing the cultural differences ALL individuals bring to the learning environment.
- Creating welcoming learning environments that engage all of its diversity.
- Establishing learning environments that challenges every individual to achieve at high levels.
Implications for Shaping Global Learning Initiatives in our Classrooms

Intentional Learning Environments

Authentic Visibility & Sense of Belonging

Equity-minded Resilient Instructors

Interactive & Flexible Pedagogical Practices

Diverse & Interdisciplinary Content

Socially Just & Identity Affirming
Inclusive and Equity-minded Instructors

1. Clarity in language, goals, and measures is vital to effective equitable practices.

2. “Equity-mindedness” should be the guiding paradigm for language and action.

3. Equitable pedagogical practices are utilized to accommodate differences in the contexts of students’ learning—not to treat all students the same.

4. Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness of our pedagogical decisions.

Inclusive Education + Global Learning = Global Citizens

- Critical thinking;
- Inter- and cross-disciplinary knowledge integration;
- Motivation for life-long learning;
- Intercultural communication skills;
- Social responsibility; and
- The ability to work and solve problems across diverse environments and with diverse people groups

Workshopping our Challenges

• Choose break-out group: Institutional vs. Direct Student
• Share your challenges with your table
• Choose one to focus on as a case study
• Break
• Brainstorm strategies for case study
• Report out
• Individual Action Planning
• Open discussion/Q&A
Final remarks: How are we doing on Outcomes?

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