

## Global Citizenship Seminar 12

*Colleges and Universities:*

*The Path to Global Citizenship*

July 9-16, 2017

Potsdam, Germany



From July 9--16, 2017, the Global Citizenship Alliance will conduct its Global Citizenship Seminar for faculty and administrators, GCS12. Entitled *Colleges and*

*Universities: The Path to Global Citizenship*, this seminar will be held in Potsdam, state capital of Brandenburg in Germany, just outside of Berlin. Approximately forty to fifty participants from colleges and universities throughout the United States will gather to explore the factors that either support or restrain global citizenship education within higher education and to jointly develop strategies to help advance a more comprehensive approach to global learning at their respective institutions.

### Seminar Overview

There is a growing consensus, both within the academic community and outside, that the current political and economic approaches to meeting human needs are unsustainable. Issues like global warming, the depletion of natural resources, access

to clean water, the decline of biodiversity, or threats to public health are challenging the very core of survival on this planet. Political instability and gross economic inequality are fueling local violence and global terrorism which act as push factors for migration and increasing numbers of refugees. More recently, this has sparked a backlash of new nativist and nationalist movements in many of the more affluent countries as well as calls to fence off the respective countries from the negative impact of globalization—physically, but also mentally and ideologically.

Institutions of higher education, obliged by their missions to prepare people for life in the twenty-first century, cannot overlook these issues. They must address the question of how to foster a society that allows all people, today and in the future, to have their basic needs met, and to have fair and equitable access to the world's resources including the right to life, liberty and security. Universities and colleges that educate most people who develop and manage society's public and corporate institutions have a profound responsibility to use their accumulated (intellectual, technological) expertise in order to achieve a sustainable future.

What is the role of colleges and universities in helping their students to recognize their place within the complex realities of a world that is becoming more porous, more transnational, more tuned to the same economic, social, and informational frequency (which in many respects means more Americanized)? What matters most for students to learn if we are to prepare them to conduct rewarding and productive lives, and to participate fully in a globally interconnected world?

## Seminar Topics

The goal of this GCA meeting is to examine the preconditions for establishing an integrated, coherent and strategic approach to global education at a given college or university, and to develop road maps which can be used to follow the stated objectives in an intentional and effective fashion.

### *Institutional policies and practices:*

- Is global education part of the institution's mission statement?
- Is the issue addressed in a coordinated effort (a strategic plan or an institution-wide committee) and are resources (money, staff time, etc.) allocated to implement activities that will raise global awareness on campus?
- Is the commitment to issues of globalization by individual faculty being encouraged and rewarded by the college's leadership and made a criterion for hiring new staff?
- Does the college practice what it preaches by adhering to a policy that engages faculty, staff, administration, and students proactively in embracing values of multicultural understanding and sustainability?

### *Curriculum enhancement:*

- How do we effectively engage our students to be active citizens in the global, national, regional, and local arenas? How do we help students sculpt their lifelong self-concept to include being an engaged global citizen?
- Is global education an additive, or is it a pervasive element throughout the entire academic program?
- How can existing programs be recalibrated to include global awareness?
- How can global competency be made a measurable outcome of students' learning experience?

- How can colleges make use of their increasingly international and diverse student population to increase awareness of other cultures and world outlooks?

### *Faculty development:*

- Is the faculty prepared to change and to reorient its teaching and research around issues of globalization and the immediate and future impact of globalization?
- Are faculty development opportunities being provided by the college that could be a basis for common and coordinated action (faculty seminars, sabbaticals, opportunities, etc)?
- Do job descriptions and tenure and promotion requirements have to be adjusted in order to reward work towards integrating a global agenda into the college's study program?
- What is needed most to initiate and sustain the commitment of faculty to global education?

## Seminar Format

The seminar will include several formats including plenary lectures and discussions, small group discussions, and time for informal exchange and networking as outlined below.

### *Plenary Lectures and Discussions*

Lectures will be delivered by an international group of speakers who will talk about both the broad issues of globalization (such as sustainable development, global security issues, the image and role of the US, etc.) as well as specific perspectives, strategies and examples of global citizenship education at colleges and universities. Drawing upon case studies and experiences from both the US and abroad, the lectures will illustrate trends in education for global citizenship and the need for such education. The combination of looking at the "big issues" of globalization and some of the practical ways how

these issues are addressed in US higher education will allow participants to consider how their institutional and individual work does, can, or should fit into this context.

### *Thematic Group Meetings*

Several times throughout the session, participants, faculty, and staff will have the opportunity to engage in smaller Thematic Group Meetings focused on Thematic Conversations and Thematic Strategies. These two aspects will allow participants to explore some of the “big issues” of globalization in more depth in terms of how they relate to education for global citizenship in a broad sense (Conversations) and encourage them to develop practical ideas for addressing those issues in institutions of higher education (Strategies).

The groups will be self-selected around themes related to global citizenship education. Themes may include, for example, global commons and sustainable futures, the US as a global player, the importance of global civics, higher education at the juncture of the local and global, or others.

### *Institutional Meetings*

Many of the participants attending this program are coming as groups from institutions that are regularly sending faculty and administrators to seminars of the Global Citizenship Alliance (GCA). By doing so, these partner institutions want to cumulatively build capacity to create stronger campus constituencies for global learning and enhance their ability to develop coherent and systemic global learning efforts across the campus.

While participants might be working at the same institution, they may not always have the chance to interact with their colleagues in the way that a week at the GCA affords them. Therefore, on several occasions throughout the week, time has been allotted for institutional meetings. Participants are encouraged to set their own institutional agenda for the week.

In the past, participants have developed new institutional initiatives and action plans for how to implement them on their campuses. Some institutional groups may want to engage in this type of exercise. For others it may be more useful to discuss and plan ways in which they can further contribute to institutional initiatives that are already underway. And still others who may have specific expectations or assignments from their institutions can use this time to address those.

### **Networking Opportunities**

Because networking opportunities are an important part of all of our programs, participants will have plenty of chances to informally share ideas and experiences as they develop personal and professional relationships that will hopefully continue beyond the duration of the seminar. If there are issues that are not explicitly addressed in the seminar schedule which participants would like to have a chance to discuss with colleagues, time to do so can be arranged formally or informally at reserved tables over meals or at other times during the week.