



GLOBAL CITIZENSHIP ALLIANCE  
Engaging Institutions & Individuals

Faculty &  
Administrators Seminar  
GCS22  
July 7-14, 2019



GCS17, July 2018

## Global Citizenship Seminar 22

*Colleges and Universities:  
The Path to Global Citizenship*  
July 7-14, 2019

### Seminar Description

From July 7 to 14, 2019, the Global Citizenship Alliance will conduct its Global Citizenship Seminar for faculty and administrators, GCS22. Entitled *Colleges and Universities: The Path to Global Citizenship*, this seminar will be held in Mondsee, located at beautiful Lake Mondsee in the Salzkammergut region, about 30 minutes from Salzburg.



Approximately thirty to forty 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 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.

In the course of the week, each speaker will take the floor twice for a lecture of about forty-five to sixty minutes which will be followed immediately by a Plenary Discussion period in which participants are encouraged to ask specific questions that relate to their own interests, experience and work. This will provide speakers with the benefit of the feedback from participants to their first talk thus enabling them to adjust their second talk accordingly. This format is intended to present more opportunities for exchange and co-creation of the session outcome.

#### *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. For more information, please see the handout on Thematic Group Meetings in your Welcome Package.

### *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 and to use this time in whatever way they feel is most useful and effective for their institution. 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 focusing on education for global citizenship 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.

### **Seminar Faculty (tbd)**

- Charles Hopkins, UNESCO Chair at York University in Toronto
- Maghan Keita, Professor of history, Director of the Institute for Global Interdisciplinary Studies, and Chair of the unit on Critical Language and Cultural Studies at Villanova University
- Yolanda Moses, Professor of anthropology, Associate Vice Chancellor for diversity, equity and excellence, and



Executive Director for conflict resolution at the University of California, Riverside

- Reinhold Wagnleitner, former Associate Professor of modern history at the University of Salzburg, expert on global US cultural influences and the Cold War

### Expanded Description

Colleges and universities are vital institutions for addressing political, social, and economic concerns, be they at a local, national, or global level. While embedded in their communities, they contribute substantially to a nation's competitiveness and operate within an increasingly international environment that links people and institutions together across borders. Colleges and universities are arguably the most resilient and the most sustainable institutions not only for advancing modernization and prosperity but also for ensuring the foundation and continuance of civil society. As such, they are gateways into a future that is in our own hands.

However, globalization poses new educational challenges. We no longer live "unavoidably side by side", as Immanuel Kant wrote over two hundred years ago because in many ways the world of discrete national communities is dissolving.

"Since Kant, our mutual interconnectedness and vulnerability have grown in ways he could not have imagined. We (...) live in a world of what I like to call 'overlapping communities of fate' where the trajectories of all countries are deeply enmeshed with each other. In our world, (...) the very nature of everyday living – of wars and money and beliefs, as well as of trade, communication and finance, not to speak of the earth's environment, connects us all in multiple ways with increasing intensity. The word for this story is 'globalization'." (David Held, *Globalization: The dangers and the Answers*, in: *Open Democracy*, [www.opendemocracy.net](http://www.opendemocracy.net))

Assuming that this is an accurate description, what is the role of colleges and universities in preparing their students to live and work in these overlapping communities of fate, and in what ways do they

incorporate an awareness of globalization into their curricula? Do we understand which knowledge, skills, and values are needed to enable students to deal with 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? There is a growing consensus, both within the academic community and outside, that the current (political, 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 HIV/AIDS are threatening the very core of survival on this planet. 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 be healthy, to have their basic needs met, and to have fair and equitable access to the world's resources.



Universities and colleges that educate most of the 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.

Twenty years ago, in 1996, the American Council on International Intercultural Education (ACIIE) and The Stanley Foundation published the first of three reports on community college global education (“The Airlie Reports”). This first report, entitled “Education for the Global Community: A Framework for

Community Colleges”, defines the term “global competency” as follows: “Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate this richness and diversity” (<http://reports.stanleyfoundation.org/CC2.pdf>). Two decades later, the frameworks and the inventories for global education at colleges and universities have become wider and deeper. But the question remains: 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?

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?
- Are the college presidents/chancellors and the trustees committed to global education as a priority goal, and are they publicly communicating and propagating this goal?
- 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?

- Has the college established partnerships with other educational institutions, as well as community groups, civil society organizations, and business, to share experience in global education, learn from them, listen to needs etc?
- 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 – and what learning activities will be best suited for addressing these questions?
- How do we make students see the interconnectedness between their consumption and career choices and the effect on others around the world?
- 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?
- Where does one find educational materials, tool-kits, etc. for different academic subjects to integrate global awareness into the curriculum? Apart from content, do we need a new didactical approach to teach global citizenship?
- 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?

- What roles can students generally play to bring about transformative change on their campuses?

#### *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? How can faculty members who are willing to be involved be identified?
- Are faculty development opportunities being provided by the college that could be a basis for common and coordinated action (faculty seminars, sabbaticals, opportunities for exchange, etc)?
- Within the given institutional framework, would it be possible to reallocate faculty work load assignments to provide for development of global competency and involvement in international activities?
- 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?

#### **Global Citizenship Alliance Team**



**Jochen FRIED** is the President and CEO of the Global Citizenship Alliance. Prior to assuming this position, he was Director of Education at Salzburg Global Seminar in charge of developing and maintaining

programs that highlight the pivotal role of education in building resilient and equitable societies. Jochen's main responsibilities included providing conceptual and strategic direction for the Global Citizenship Program and the Salzburg Academy on Media and Global Change. He was a (Fulbright) visiting scholar at various universities and colleges in the U.S. including Smith College in

Northampton, MA, San Jose State University, CA, Bronx Community College, NY, and Morehouse College in Atlanta, GA, as well as a lecturer for German literature and language at the Cambridge University, UK, and the University of Ljubljana, Slovenia. He has worked in more than twenty countries on behalf of national and international organizations, is frequently invited as a speaker, and publishes regularly. Jochen received a doctorate in German literature from Düsseldorf University, Germany.



**Astrid SCHROEDER** is the Chief Operating Officer and Chief Financial Officer of the Global Citizenship Alliance. Prior to joining the GCA Astrid was a Program Director for the Global Citizenship

Program (GCP) at Salzburg Global Seminar, where she had focused on the GCP student sessions, program development and relationship building. Before joining Salzburg Global in 1997, Astrid was administrator for the department of MultiMediaArt at the Salzburg University of Applied Sciences and Technologies. During her studies in Berlin, she received a scholarship to the University of Minnesota in Minneapolis where she mainly took classes in United States history, American and African-American literature and theater. Originally from Germany, she holds an MA in North American studies, modern history, and theater arts from the Free University of Berlin's John F. Kennedy Institute.