

# Global Citizenship Alliance- Salzburg Global Anniversary Report

**20 Years of Global Citizenship Education in Salzburg**



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None of the work described here would have been possible without the support of dozens of institutions of higher education in the United States that supported some 4,500 students, faculty and administrators who participated in our seminars over the past two decades. We are indebted to them all. We are also grateful to the Mellon Foundation and the College Board for their grants and to the GCA Board members for their contributions.

Additional copies of this report can be downloaded from the website of the Global Citizenship Alliance at: [https:// globalcitizenshipalliance.org/](https://globalcitizenshipalliance.org/)

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## EXECUTIVE SUMMARY

This is the 20th anniversary report of efforts to encourage the development of ethically responsible global citizens through global citizenship education programs for college and university students from the United States. The programs are offered at the magnificent Schloss Leopoldskron in Salzburg, Austria (above) and consist of one-week seminars for students, supplemented by a one-week organization and planning session for academic faculty and administrators.

The report begins with several brief essays describing the development of the initial program under the aegis of the Salzburg Global Seminar (now called Salzburg Global), new energy as the Global Citizenship Alliance assumed leadership, and a commentary on the nature of global citizenship education. It continues with several brief observations from leaders of the program about GCA's impact, before turning to the personal experiences and reflections of GCA students, faculty, and interns.

It concludes with a description of the team and board members who built the program over the years, along with a listing of the several dozen institutions of higher education that collaborated as partners with GCA and helped some 4,500 students over the years benefit from this world-class experience.





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# MESSAGE OF THE GCA PRESIDENT

*Reza Fakhari, Ph.D., President & CEO of the Global Citizenship Alliance*

I had the privilege of witnessing the birth of what would become the Global Citizenship Alliance (GCA) during the formative July 2004 session at the historic Schloss Leopoldskron in Salzburg. At that meeting, I represented LaGuardia Community College. GCA dedicated itself “to promoting education for engaged knowledge and responsible action in an interdependent world.” As my esteemed colleague Yolanda Moses aptly states below, “this organization was ahead of its time” in providing an immersive intellectual environment in which students, faculty and administrators from the United States spent a week learning from leading scholars on emerging globalization and discussing global citizenship. The progressive egalitarian impulse at the genesis of the GCA was to recruit participants mainly from community colleges, affording opportunities for talented first-generation and disadvantaged students, who may never have stepped outside the United States, to experience the Seminar in a global setting.

The GCA experience has been life-changing and empowering for both community college students and those from four-year institutions. I have witnessed that first-hand as, over the past 20 years, I have sent students from LaGuardia Community College, Kingsborough Community College, and St. Francis College to these seminars while having the privilege of being a visiting faculty member in a few of these sessions. I vividly recall my college president at Kingsborough, Regina Peruggi, tearing up at every debriefing that the students delivered to the college community after their return from Salzburg each year. She could see the transformation in their thoughtful presentations as a result of only one week of international learning experience. The investment in them had paid off beautifully as they emerged as student leaders, global citizenship advocates, and went on to pursue further education and careers shaped by the Salzburg experience.

“Salzburg influenced my decision to pursue a career in public service and my commitment to developing the next generation of global citizens,” states my former Kingsborough student, Lavar Thomas, who has emerged as an inspiring leadership coach, the co-founder of “Leaders of the Free World” and frequent international traveller to conferences where he gives presentations. Steven Rodriguez, a very shy young man referred to me by a faculty member at Kingsborough who saw potential in

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him, attended Salzburg and blossomed into a “Disruptive Innovation Specialist” with opportunities in global companies. “My experience at Salzburg was transformative and has had a lasting impact on my career and personal development,” Rodriguez wrote. Strahinja Kiselcic from St. Francis College saw Salzburg as his “favorite college experience,” minored in Human Rights, and was inspired to pursue his Master’s degree at the Diplomatic Academy of Vienna.

*What makes the Salzburg experience unique is its total immersion: For one week, students step away from work and family obligations to engage in deep global learning in a stunning setting with exceptional food.*

What makes the Salzburg experience unique is its total immersion: for one week, students step away from work and family obligations to engage in deep global learning in a stunning setting with exceptional food. The visiting faculty remain for the whole week, allowing students to continually interact with them in the Seminar and in the dining hall. These



interactions allow students to practice networking, build social confidence, and enhance their public speaking. As St. Francis faculty advisor, Olivia Bullio Mattos states below, “I was first-hand witness of how much my students grew academically and personally in just one week.”

Besides transforming students’ lives, The GCA focus has been “on institutional development and change with the goal of enabling colleges and universities to graduate students who are aware of their place in a globalizing world, have a sound understanding of the challenges we are confronting, and are willing and able to make a positive difference in the world.” As Board member Yolanda Moses states below, the week the faculty and administrators spend with us “can often be the catalysts for institutional change in environments with few resources.” We have witnessed this change in many partner colleges, as evidenced in their testimonials below. The resulting culture change has enabled these institutions to scale up their education for global citizenship and engagement on campus, touching many more student lives.



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As we celebrate the 20<sup>th</sup> anniversary of the GCA in 2024, I would like to extend my deep appreciation to the Board of Directors, on which I had the honor of serving for eight years as the Secretary. The Board Chair, Augie Gallego from 2016-2024, was crucial in establishing the GCA and led the Board with total dedication. The GCA would not exist today and continue to survive, despite many challenges, without the tireless devotion and incredible work of the co-founders, Jochen Fried and Astrid Schröder. Jochen and I established a close friendship early on. I consider it a high honor to have been selected by the Board to succeed him as the President. Astrid has been the backbone of the GCA since its inception. Her talented daughter, Jana Schröder, is another incredible staff member—the Program Manager who actually grew up with the GCA and is responsible for producing this anniversary report. I would also like to recognize our General Counsel and the Board Assistant Secretary, Alice Seeger, and our accountant Gail Bendert for their outstanding work.

Special appreciation is also due to the many visiting faculty who have taught in the Seminar over the past 20 years. Their dedication is unmatched. As Peter Rose states below, “For visiting faculty, teaching a very special and diverse cohorts of high-potential students has been one of the most rewarding and exciting experiences of their careers as educators.” The GCA has been lucky to have such stellar and supportive visiting faculty.

We are also incredibly grateful to the partner colleges and universities that have sent students, faculty and administrators over the past 20 years and have supported the GCA in various ways. The faculty advisors accompanying students to Salzburg have been amazing and deserve great recognition for their hard work. We also extend our appreciation to our donors and to the foundations and organizations that have funded us over the years.

The GCA team, working closely with the Board—now under the chairmanship of Joe May—will embark on strategic re-envisioning of the GCA in this anniversary year to ensure the organization will survive and thrive in the coming decade and beyond. Incorporating education for human rights and education for democratic citizenship into our model of global citizenship seminars are two of the priorities under discussion. Another priority is to recruit more visiting faculty from business and industry, non-profits, international non-governmental organizations, the arts, and the academy. With a world in turmoil and democracy and human rights under attack internationally, the need for global citizenship education and engagement has never been more urgent. The



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GCA is committed more than ever to providing an environment for dialogues that are civil and engaging on these pressing global issues.

The GCA has its roots in the renowned Salzburg Global, and we are proud of our continued association. As GCA celebrates our 20<sup>th</sup> anniversary together with this report, we look forward to a growing partnership with Salzburg Global and extend our deep appreciation to Salzburg Global's President and CEO Martin Weiss and to Deputy CEO and Managing Director of Programs, Benjamin Glahn.



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# MESSAGE OF THE SALZBURG GLOBAL DEPUTY CEO

## CELEBRATING 20 YEARS OF THE GLOBAL CITIZENSHIP ALLIANCE

*Benjamin Glahn, Deputy CEO and Managing Director, Programs, Salzburg Global*

In 2024, we celebrated the 20th anniversary of our Global Citizenship Education Programs and the 10th anniversary of the Global Citizenship Alliance (GCA) as an independent organization. At Salzburg Global, we are immensely proud of this two-decade commitment to advancing global citizenship education across higher education institutions in the United States and the extraordinary impact of these programs.

In 2004, we launched the International Study Program (ISP) with a vision to empower U.S. colleges and universities to navigate the complexities of globalization. Our goal was to provide intensive international programs for students, faculty, and administrators and enable them to explore pressing global issues from perspectives outside the United States. We aimed to equip participants with the knowledge and skills to understand and interpret the rapid changes brought by globalization and to integrate global citizenship education into their curricula, campuses, and communities.

Today, "global citizenship education" is a common term, but in 2004, the ISP was ahead of its time. The program featured two interrelated components: an intensive international experience for undergraduates and a comprehensive approach to global education for faculty and administrators. For students, it offered a chance to explore global issues and cultivate a deeper understanding of global citizenship. For educators, it provided an opportunity to collaborate with other institutions and to develop strategies to enhance global education within their own institutions.

In 2007, with the generous support of the Mellon Foundation, we expanded the reach of the ISP further by creating the Global Citizenship Program (GCP). This expanded program included historically black colleges and universities (HBCUs) and

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Appalachian College Association (ACA) institutions, enabling 36 partner institutions to become hubs of global citizenship education through innovative multi-campus collaborations.

Then in 2015, after 12 years, 71 sessions, and over 3,000 participants from 80 U.S. colleges and universities, the GCP was reorganized into the independent Global Citizenship Alliance, which assumed responsibility for the programs previously run by Salzburg Global.

*As we look ahead to the next 20 years, Salzburg Global will remain a proud partner of the GCA.*

Today, as we mark the 20th anniversary of Global Citizenship programs at Salzburg Global and the 10th anniversary of the GCA, we congratulate the GCA on its continuing success and its steadfast vision to provide extraordinary international opportunities for students, faculty, and administrators from across the United States. As we look ahead to the next 20 years, Salzburg Global will remain a proud partner of the GCA as it continues its mission to promote education for engaged knowledge and responsible action in an interdependent world.

## MORE THAN JUST A PROGRAM

The Global Citizenship Alliance promotes education for engaged knowledge and responsible action in an interdependent world. By partnering with educational institutions, we aim to prepare students to navigate and positively influence our interconnected world. Through transformative seminars and workshops, we empower faculty, administrators, and students to develop critical understanding and effective strategies for addressing global challenges, ensuring that globalization benefits

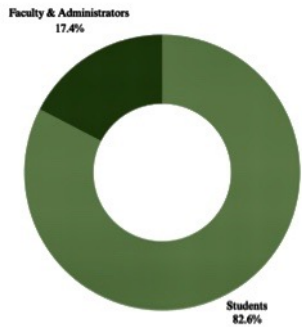




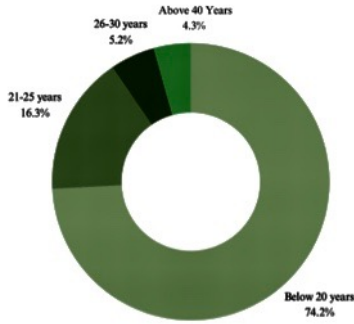
humanity and the planet. Our commitment is to inspire and facilitate institution-wide changes that prioritize global citizenship education.

The following charts provide some insight into the composition of our student participants though they are not entirely representative of all of our more than 4,000 alumni since the collection of these data only started when the GCA became an independent organization in 2016. Even with these limitations, we can confidently assert that GCA is accomplishing its mission: student participants are young (about three-quarters are under the age of 20); they are remarkably diverse, with Hispanic and Latinx, Black, Asian, and Middle Eastern students participating in impressive numbers; nearly 20% are first-generation students, and community colleges represent three-quarters of participating institutions.

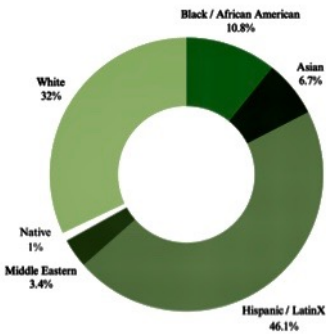
**Overview Participants**



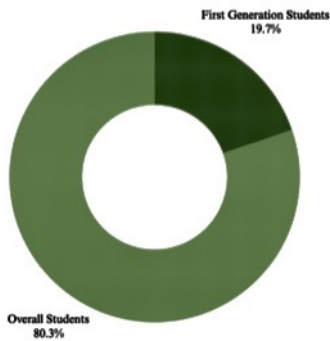
**Age Distribution**



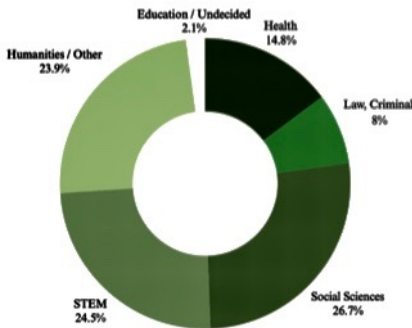
**Self-identified Ethnic Groups**



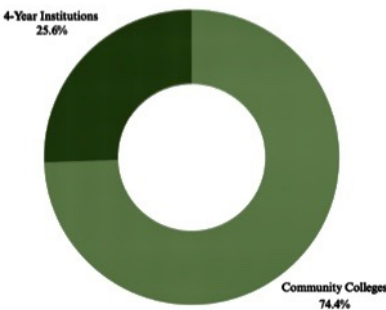
**Students, First Generation**



**Field of Study**



**Overview, Type of Institution**





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# THE GLOBAL CITIZENSHIP ALLIANCE AND HOW IT EVOLVED

## HOW IT ALL STARTED

*Jochen Fried, Co-founder and Senior Advisor*

It all began with an email in early 2003 from Olin Robison, then President of the Salzburg Seminar (the word 'Global' was added later). He forwarded a brief newspaper article highlighting the rise of short-term study abroad programs at community colleges. He added a single sentence saying something to the effect of: *'Did you know – is there something in it for us?'*

I mistook this question to mean that he wanted me to propose an idea for a new program that the Seminar might want to undertake to respond to this growing trend. Over the past 6–7 years, we had built strong connections with top leaders in U.S. higher education, including community colleges, through a multi-year program on university reform in Central & Eastern Europe and the former Soviet Union following the political changes of 1989. The funding for this program, the Universities Project, was coming to an end. It stood to reason that the Seminar should leverage its strong reputation in higher education, building on its connections with decisionmakers in the United States, Europe, and beyond to develop a successor program. There was also an urgent need for the Seminar to find a replacement for the income that the Universities Project had provided.

Another contemporaneous factor played an important part in the shaping of the International Study Program, which was the original rather bland title of the program that later became the Global Citizenship Program and then the Global Citizenship



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Alliance.<sup>1</sup> The bursting of the dot-com bubble in early 2000 called into question “the-world-is-flat” euphoria about economic globalization that had excited the business and technology elites in the 1990’s, filled their bank accounts to the brim, and eroded the capacity of governments to act effectively to protect the common good. It seemed that the time had come for a critical assessment: If globalization had come to stay, what would an educated person need to know about the challenges and opportunities that come along with it? We felt this was a question to which colleges owed their students an answer. We placed it therefore, at the heart of the program we set out to develop.

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Following numerous internal meetings and discussions, a concept paper was drafted and pitched to several foundations that were familiar with, and well-disposed toward, the work of the Seminar. But this was not a good time for foundations, which had to deal with their own problems after their endowments took a hit due to the troubles at the stock exchange. This left us at a crossroads: We would either have to abandon this idea altogether or take a new approach to financing it by charging fees for participation. This was the moment when the three founding fathers of this program entered the stage. All three were leaders of flagship community colleges, held in high esteem by their peers, and conversant with the Seminar’s work in the area of higher education due to their involvement in the Universities Project: Augie Gallego, then Chancellor of San Diego Community College District, Eduardo Padron, then President of Miami Dade College, and Leonardo de la Garza, then Chancellor of Tarrant County Community College District.

We asked all three for an honest evaluation of the concept paper’s merits and for their opinion as to whether a critical number of colleges and universities would be willing and able to support the participation of their own students and faculty in this program. The response was encouraging. Eduardo Padron offered to send a group of

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<sup>1</sup> Throughout this report, the term “the Program” (capitalized) refers to all three designations that were used over time: International Study Program/ISP (2004-2007), Global Citizenship Program/GCP (2008-2015), and Global Citizenship Alliance/GCA (2016-present).

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students to Salzburg for a trial run of the program in the following year. Leonardo de la Garza saw the program as an opportunity to create greater coherence among the faculty of the various campuses of his district and thought that funding for faculty development would be feasible. And Augie Gallego made the suggestion to expand the scope of possible collaborators by convening a group of open-minded presidents and chancellors of community colleges at a San Diego meeting.

This meeting took place in the early fall of 2003 and it was a success. From the Seminar, President Olin Robison (who himself used to be President of Middlebury College and thus had standing among his peers) and Associate Director Scott Atherton participated. They explained why the proposed program would be a timely endeavor and how Schloss Leopoldskron, the home of Salzburg Seminar, would be an ideal location. The majority of those present at this meeting had never been at “the Schloss,” so the decision was made that there would be a symposium in the following summer specifically for senior level representatives of colleges and universities showing interest in joining the Program. This event would have an academic component exemplifying the substance and the spirit of the proposed syllabus, but it was also meant to provide a first-hand experience of the venue, the city of Salzburg and its surroundings, all very important if these institutions were to agree to invest their trust and resources in this enterprise.

This brief account of the beginnings of the Program would be incomplete without mentioning Walt Gmelch, then Dean of the College of Education at Iowa State University and another close friend of the Seminar. One evening in the spring of 2003 we were sitting next to each other at a dinner, and I told him about this idea to bring students to Salzburg. He listened attentively, asked a few questions and then just said: “Count us in.” What I didn’t know then was that he was an avid advocate of faculty-led study abroad programs and had taken small groups of students to deserts and mountains in faraway places—along the way teaching them the practical lessons of what leadership, his area of research, is all about.

As always, Walt kept his word and in early January of 2004 took a group of some 15 to 20 of his undergraduates to Salzburg for a pilot session of the International Study Program. Two months later, a group of 50 hand-picked students of Miami Dade College’s Honors College arrived in Salzburg, which was heavily covered in snow at the time. This became their first memorable experience, as most had never seen or touched snow before. Both Miami Dade College and Walt (first with Iowa State University and

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later with the University of San Francisco after he moved westward) became fixtures of our program and returned year-after-year with a new cohort of students.



### **A Spectacular Setting**

In July 2004, an illustrious group of more than 20 chancellors, presidents, provosts and other senior leadership representatives of community colleges and universities gathered at Schloss Leopoldskron for a four-day session of presentations, discussions, along with informal conversations and a good amount of socializing, as it is typical when like-minded professionals get together. At the end of this meeting, the future of the International Study Program looked promising. The presidents of Bronx Community College, Borough of Manhattan Community College, Prince George's Community College, and the City Colleges of Chicago made verbal commitments to join this venture; others were still somewhat reluctant mainly because of the financial implications. But everyone was quite excited and promised to spread the word about this new program among their peers. We couldn't have been more pleased with this outcome. Starting from an almost accidental idea, it had taken less than 18 months of planning and negotiating for the "ISP" to gain traction and momentum.

## **THE FIRST DECADE**

*Jochen Fried, Co-founder and Senior Advisor*

The Program grew faster and stronger than we could have anticipated. From 2005 onward, we held about six seminars annually, each with 40 to 45 participants. This later expanded to eight or nine seminars in years when we introduced a spin-off program



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funded by the Andrew W. Mellon Foundation for Historically Black Colleges and Universities (HBCUs) and Appalachian College Association (ACA) members.

Within a short time-span, the demographics of the people attending sessions at the venerable home of Salzburg Global Seminar (SGS), Schloss Leopoldskron, changed quite remarkably: Large numbers of students suddenly populated the hallways and meeting rooms, just as in 1947 at the beginning of SGS, which started out as a transatlantic summer school before shifting its focus to “mid-career professionals.” In July, the face of the attendees changed again: faculty and senior-level administrators from partner institutions crowded the grounds of the Schloss, deeply involved in discussions about infusing the idea of global citizenship into their curricula and the educational mission of their institutions.

What is more, there was also a change with respect to the diversity of participants. As the former president of Prince George’s Community College, Ronald A. Willams, once aptly said: “Community Colleges are the Ellis Island of American higher education.” Accordingly, the growing community of the fellows of this Program was reflective of the country’s immigrant and diaspora populations, past and present, with a disproportionately high percentage of African American and Hispanic participants and a large number of international students, notably from South America and the Caribbean, Africa, Eastern Europe and parts of Asia, who were either not (yet) U.S. citizens or were the children of first-generation immigrants. This had a profound impact on how the Program evolved. On the face of it, this was an all-American venture and one could assume that it also represents a U.S.-centric view on the topic of global citizenship. However, by virtue of the tremendous wealth of diversity—ethnically, racially, socially, economically—at our partner institutions, there was no lack of global perspectives among its participants.

## Surging Demand

What was the reason for the strong demand for seminars on global citizenship education during this initial decade? As was said earlier, by the time this Program started, the heyday of the new world of economic globalization (which wasn’t so new) was waning and the thrill was gone. There was a growing concern about its adverse impacts, be it politically, environmentally or because of the massive shifts in the employment sector due to the outsourcing of large segments of the manufacturing industry. Trade agreements ensuring the seamless running of a global supply chain at



the expense of fair labor conditions seemed to undermine both hard-earned rights for worker protection and the capacity of governments in both more affluent countries and the global South to protect their citizens from economic and social harm. At the same time, a massive redistribution of wealth gave rise to a new class of the hyper-rich who were not shy

about wielding their financial power for political gain. There was also a growing awareness that resource depletion and climate disruption caused by unbridled globalization was unsustainable and needed to be kept in check. No surprise, then, that more and more people were asking for accountability or, more pointedly, demanded to know who was in charge of globalization.

This, as well as some other factors, contributed to making the term “global citizen” a more popular tagline in both scholarly circles and non-governmental organizations (NGOs) taking a more critical stance vis-à-vis globalization and trying to address its negative repercussions by way of advocacy and humanitarian action. The United Nations further augmented the currency of the concept of global citizenship by including the concept in its Sustainable Development Goals (SDGs), specifically in Goal 4 on Quality Education. The UN uses this notion as an:

[U]mbrella term for social, political, environmental, and economic actions of global minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own.



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The UN further augmented the currency of the concept of global citizenship by including it in its Sustainable Development Goals (SDGs), specifically in Goal 4 on Quality Education. For the UN, promoting global citizenship was an attempt to mobilize pressure on civil society to advance the SDGs.<sup>2</sup>

That is the background against which our Global Citizenship Program took shape and flourished. There was no template, no textbook definition, no definite syllabus that we followed during the initial years. The emphasis was on deconstructing the many meanings of the notion and the reality of globalization and on encouraging students and faculty to make their campus and the classroom a place of global literacy by promoting a sound understanding of what it takes to navigate and be a productive member of a hyper-complex, interdependent world.

## Core Teaching Faculty and Other Building Blocks

In retrospect, it is fair to say that it took us a few years to build a coherent program with a marked focus on global citizenship. In this effort, we were greatly helped by a remarkable cadre of core teaching faculty, some of whom returned year after year without ever receiving an honorarium (which we don't offer as a matter of principle). By coming together in various constellations on a regular basis, they bonded and began to interweave their talks and presentations like jazz musicians during a jam session until the common theme became apparent through a multitude of different voices. Among these friends and co-creators of the Program are:

- *Peter Rose*—sociologist and anthropologist extraordinaire, and a self-proclaimed “peripatetic professor” who traveled the world in pursuit of his indefatigable interest in learning what makes societies cohere or disjoin; his wife *Hedy Rose* who has taught at every level, from pre-school to university, and who shared her experience of surviving the Holocaust in Amsterdam as a child in hiding with many of our student groups,
- *Charles (“Chuck”) Hopkins*—who holds a UNESCO Chair at York University in Toronto and is one of the most revered experts on education for sustainable development worldwide.

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<sup>2</sup> See <https://www.un.org/en/academic-impact/global-citizenship#>. The adoption of the term global citizenship can in part be seen as a reaction to the uneven outcomes of the Millennium development Goals (2000-2015), for which the implementation was mainly left in the hands of governments and intergovernmental organizations and which often fell short of promises.

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- *Reinhold Wagnleitner*—former associate professor of modern history at the University of Salzburg with an encyclopedic knowledge about the global influence of U.S. popular culture and the Cold War.
  - *Bill Reckmeyer*—professor emeritus of leadership and systems at San Jose State University and a key strategist whose support and advice during the first decade was of critical importance in helping the Program prosper.
  - *Yolanda Moses*—former president of The City College/CUNY and vice-president of the University of California, Riverside, widely known as a doyen of social anthropology in the U.S. and one of the most prominent proponents of diversity, equity and inclusion in higher education.
  - *Maghan Keita*—professor of history at Villanova University where he was also the founder of the Institute for Global Interdisciplinary Studies which gave him an instant understanding of, and appreciation for, the mission and the goals of our Program.
  - *Santwana Dasgupta*<sup>3</sup>—who joined our seminars whenever she could manage to be away for a week from her responsibilities as Director of Education and Chief of Party at The Asia Foundation in Kabul, Afghanistan, where she lived and worked for more than a decade. (Like Yolanda Moses and Maghan Keita, Santwana Dasgupta is also a member of the GCA’s Board of Directors.)
  - *Michael Daxner*—sociologist and president emeritus of the University of Oldenburg in Germany who has been a prominent name on the national and international stages of higher education policy for decades and served in Kosovo and Afghanistan for the UN and other international organization to help rebuild the education systems in these countries.
  - *Tazalika te Reh*—represents the rare combination of an architect and a cultural studies scholar with an outstanding ability of making students see what is hidden in plain sight in the intersection where race, class, gender and power collide.
  - *Alex Seago*—professor emeritus of cultural studies at Richmond American University London, whose special area of interest is cultural globalization with

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<sup>3</sup> The Global Citizenship Alliance deeply mourns the passing of this beloved Board Member and Treasurer who contributed so much during the first 20 years of the Program. Santwana Dasgupta passed away on August 4, 2025.



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particular reference to music, art and design and who has a knack for making U.S. students familiar with a British sense of humor.

- *Darci Arnold*—a trained mechanical engineer with a distinguished corporate career in Silicon Valley who, after adding a MA in leadership and system studies to her portfolio, moved into the field of business consulting.
- *Champa Patel*—who earned a Ph.D. in American Studies from the University of Nottingham in the UK and started her professional career at Amnesty International. She rose through the ranks to Global Director for Campaigns before joining, first, Chatham House and, later, the International Crisis Group in leading positions. She now works for the Climate Group as Executive Director for Governments and Policy.
- *Farid Hafez*—a political scientist focusing on the root causes of xenophobia and specifically of Islamophobia. Farid used to be a lecturer and researcher at the University of Salzburg and for the past three years has been a visiting professor of international studies at Williams College.
- *Keshia Abraham*—a citizen of the world if there ever was one by virtue of her extensive travels and long-term research residencies in countless countries and different continents. She has turned herself into an international education practitioner and African diaspora scholar advancing global learning through JEDI (justice & equity with dignity & intention).
- *Norm Yetman*—professor emeritus of American Studies and Sociology at the University of Kansas and a leading authority in the field of The Dynamics of Race and Ethnicity in American Life, which is also the title of one of his seminal books.
- *Xenia Avezov*—who first encountered the Program as a student of Borough of Manhattan Community College and, after having earned her Master's in international policy and conflict resolution from the Institute of International Studies at Monterey, returned as a teaching faculty to share her insights as a researcher at the Stockholm International Peace Research Institute (SIPRI).

Besides this core teaching faculty, dozens of other scholars, professionals, and activists volunteered their time and expertise to contribute on a less frequent basis to the success of the seminars, including Justice Anthony Kennedy. During his regular summer visits to Salzburg, he made it a habit for a number of years to stop by at the home of SGS in the company of his wife Mary (who herself used to be a passionate

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third-grade teacher) to offer a lecture on a contemporary topic of constitutional or international law, and afterwards share a lunch with our seminar participants, who often had a hard time believing their luck in having the opportunity to sit at the same table and talk with a Supreme Court Justice.



Another component of vital importance for the progress of the Program was the close connection that we formed with many of the faculty advisors, who accompanied their students to the seminars in Salzburg and who, in most cases, were also in charge of the preparation of their students prior to the trip. They were able to observe the learning that took place during the seminar week, as well as the growth in competence and voice of the students, which often exceeded the advisors' hopes and expectations. When these faculty advisors returned home to their college or university, they frequently became our most vocal spokespersons making the case for more students to be sent to the Program in subsequent years. Close bonds and friendships were formed between Program staff and faculty advisors, especially with those who returned to Salzburg multiple times.

## Prime Students

The all-determining factor in the equation for a strong program is of course the quality of its participants. In our case, they are selected by the sending institutions

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which for the most part cover the entire costs of their participation. Different partner institutions use different criteria and formats for their selection process but in general competition is very strong. For example, Miami Dade College serves more than 100,000 students, the largest undergraduate enrollment of any college or university in the country (about 165,000 if non-degree students are included). Its Honors College consists of roughly 800 students, less than one percent of all degree students. Each year 45 of the Honors students considered to be the best receive a scholarship to attend the Program, a minuscule fraction of the total student population.



Teaching faculty often tell us that they enjoy being treated to a splendid week in a marvelous palace with great food and good company. But they report that it is the lively interaction with these hand-picked students—in the lecture hall, during group work, and in informal conversations over meals or at coffee breaks—which is the most striking and rewarding experience they take away from these seminars, and what keeps them involved and eager to be reinvited again. Students are thriving in a learning environment which is both intense and informal, focused and communal. It almost



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seems as if they feel liberated from a narrowly defined outcomes-based approach to knowledge acquisition which dominates so much of what is going on in schools and college. For a non-accredited program like ours, there is no need to conform to a standardized model which was created to ensure the compatibility of student achievements across the entire educational sector of a given state or country. Right from the outset of our Program, we were fully aware that it is both a privilege and an opportunity to have such an open space for learning, and we were fully intent on using it.

*Students are thriving in a learning environment which is both intense and informal, focused and communal.*

While studying abroad is certainly a rare opportunity, even if it is only for a weeklong seminar, it was never our intention to offer a program only for the lucky few. By definition, the idea of citizenship has a distinct egalitarian connotation and implies equal opportunities for the many. Therefore, right from the beginning, we sought to encourage our partner institutions to create islands of global citizenship education on their campuses which would obviously require the involvement of teams of qualified faculty and receptive senior level administrators.

## Institutional Impact and Outcomes

The seminars for faculty and administrators which we convene during the summer months became the second mainstay of the Program. They focus primarily on supporting partner institutions as they develop strategies and programs to make education for responsible global citizenship the converging point in their students' quest for knowledge and identity. This requires higher education institutions to determine what students need to know (regardless of the discipline they study) in order to lead productive and rewarding lives as future professionals and as active citizens within an increasingly interdependent world struggling for balance.

To meet this challenge, our seminars provide a space for members of college and university communities to reflect on their overarching missions and develop innovative ways to re-orient their teaching and research. Weaving the broad concept of global citizenship and engagement into the fabric of the specific institutions requires a long-



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term commitment by a diverse and dedicated group of campus stakeholders willing to start and sustain this type of work. Our seminars often serve as the catalyst for establishing, maintaining, and expanding such dedicated groups.

*The seminars for faculty and administrators which we convene during the summer months became the second mainstay of the Program. They focus primarily on supporting partner institutions as they develop strategies and programs to make education for responsible global citizenship the converging point in their students' quest for knowledge and identity.*

By virtue of their involvement in the Alliance, partner institutions have won prestigious national awards for their achievements in promoting global citizenship education such as NAFSA's Paul Simon Award for International Education (Borough of

**Thanks to their participation in the Alliance, partner institutions have reinforced their commitment to global citizenship education by**

- re-orienting mission/ vision statements, strategic plans, and student learning outcomes;
- creating countless new lesson plans, courses, programs, certificates, and the like;
- building a critical mass among faculty and administrators to launch and sustain institution-wide change processes; and
- formulating their own, institution-specific, responses to foster their students' global literacy and engagement.

Manhattan Community College, Spelman College, Santa Monica College), the Andrew Heiskell Award for Innovation in International Education by the Institute for International Education (Virginia Union University, Santa Monica College), and "Top 10 Program on Global Citizen Diplomacy" conferred by the U.S. Center for Citizen Diplomacy (San Jose State University).<sup>4</sup>

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<sup>4</sup> NAFSA is the Association for International Education, formerly the National Association of Foreign Student Advisors.

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The boldest effort yet by any of our partners to institutionalize global citizenship education was set in motion by Santa Monica College (SMC) under the sagacious leadership of its then president Chui Tsang (2006-2015). SMC set itself the ambitious goal to make global citizenship the signature trait for the entire institution and a graduation requirement for all of its more than 30,000 students. To lay the groundwork for this effort, SMU sent groups of about ten to twelve members each for four successive years to our Program consisting of senior faculty, board members, staff union representatives, and faculty senate leaders—all strategically chosen for their pivotal role in making SMU's Global Citizenship Initiative gain traction. We served as an incubator to bring together representatives from different and not always concurring camps of the SMU community and to provide input into formulating a joint vision and a common plan of action. As the awards which SMU earned show, the Initiative was highly successful, and for a while the College was proudly presenting itself to national and international audiences as the higher education institution "with the largest number of global citizens nationwide." Unfortunately, as is so often the case, a leadership change at SMU brought about a shift of institutional priorities and moved the Initiative to the back burner.

Cultivating close relationships with existing partners and introducing the Program to potential new ones required a lot of traveling, because a partnership is a two-way connection and first-hand knowledge of places and people is indispensable to cooperation based on mutual trust. Every year, I made at least one, and sometimes two, extensive trips to the U.S. in order to visit partners, meet with alumni, take part in global citizenship-related events and conferences trying to gain a better understanding of what is advancing and what is impeding the impact of our work at the respective college or university.

In 2007-08 I was a Fulbright Scholar-in-Residence at San Jose State University during the fall semester and at Bronx Community College during the spring semester. At San Jose State, I co-taught a course on global citizenship which Bill Reckmeyer (one of our core teaching faculty) that we had jointly developed. I then moved on to New York with the syllabus in my luggage to offer the same course at Bronx Community College, this time co-teaching it together with Andrew Rowan who had come every year to Salzburg as the faculty advisor of his students from the Bronx. The goal of this triangular experiment was to find out what adjustments, if any, had to be made to

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transfer the teaching of global citizenship from a university into a community college context.

By-and-large, we found that the same readings and prompts spark markedly different questions and discussions; unsurprisingly these differences correlate closely with the socio-economic patterns and diversity represented in the classroom. This is not the place to go into any detail, but it seems clear that an all-embracing notion of global citizenship, that makes universalist assumptions about a generally shared meaning of the term and its significance for responsible action in a changing and interdependent world, is in danger of blindfolding itself and of missing a more differentiated approach.

In 2009 I spent a semester onsite at Morehouse College in Atlanta at the invitation of my colleague and friend Walter Earl Fluker, then Executive Director of the Leadership Center at the College. It was again a course on elements of global citizenship that I was offering; once again, the change of the environment to a Historically Black College once more altered the topic of the discussions. At Morehouse, the search for reciprocity and correspondence between the global citizenship discourse and the legacy and example of the civil rights movement was of particular relevance, and Martin Luther King Jr.'s metaphor of "the great world house" served as a converging point of reference.



The invitations to teach for a semester at three very different partner institutions provided real-time insights into the environments from which our participants hail and helped us to adjust the content and format of the Program to make it more responsive to their expectations.

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## Business Model

When the Program started in 2004, there were two key parameters that we needed to meet: First and foremost, it had to be affordable for colleges and universities that could not rely on cushy endowments to sponsor their students' search for knowledge abroad. Second, it had to be a short-term one-week program due to the high proportion of what is misleadingly called "non-traditional students" at our initial partner institutions. Many are 25 or older, work (part-time or full-time) while enrolled, and often have a family to take care of, which makes them unable to be away from home for more than a week.

With this framework in mind, Salzburg Global Seminar (SGS) had to come up with an entirely new business model. Its usual *modus operandi* would have it raise funds from foundations for its sessions and then provide scholarships (often including travel expenses) to those who successfully applied for participation directly to Salzburg Global. The plan for this new Program looked very different: There would be no fundraising because the partner institutions would be charged fees for participating in the seminars. SGS would not be involved in the selection of candidates because these partners would know better which of their students, faculty, or administrators are best qualified for this Program. There would of course also be no support for travel, neither financial nor logistical.

These changes to the traditional model of SGS sessions made a big difference with regard to the costs for the Program. Another factor soon proved to be decisive: economy of scale. Because of high demand, we were able to "serialize" the seminars, which by no means meant that they were all the same (among other reasons, because the teaching faculty was always different.) But they were built on the same platform, as it were, which reduced the need for staff manpower to run the Program and accordingly the key component of the fixed costs: salaries.

During the first few years, the Program team consisted of only Jochen Fried as the SGS Director of Education and David Goldman as Program Associate (later Associate Director of Education) though both were also filling other roles within the organization. In 2007, as growth continued, Astrid Schröder joined the team to help cope with the increasing workload. In 2015, Astrid was a co-founder, along with Jochen Fried of the Global Citizenship Alliance. All in all, the Program had barely more than two full-time equivalents in terms of staff support while generating more than a quarter of the total occupancy rate for the SGS venue.



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All of these factors combined made it possible to drastically lower the amount SGS usually required from its funders per scholarship (\$5,000) and fix the fee rate to \$1,500 per student and \$1,750 per faculty or administrator at the launching of the Program. This aligned with the first and most crucial requirement in the specifications for this Program, which was, and continues to be, to keep it affordable for colleges and universities with limited budgetary means.

There is no denying that a deliberately lean program like this cannot meet all the expectations placed on it. There are no resources available for proactive public affairs and marketing activities—publishing a newsletter, nurturing an alumni community, running advertisements, boosting website traffic, and so on. But there was rich reward for this frugality: In part because of its business model, the Program grew dynamically during the first decade and opened the gates of the venue Schloss Leopoldskron to a brand-new constituency of “future leaders to shape a better world,” as the SGS mission statement stipulates.

## MUCH MORE THAN A SATELLITE

*Jochen Fried, Co-founder and Senior Advisor*

The Mellon Global Citizenship Program (M-GCP) is the offspring of a scholarship program under which the Andrew W. Mellon Foundation supported the participation of qualified faculty from Historically Black Colleges and Universities (HBCUs) and member institutions of the Appalachian College Association (ACA) at the Salzburg Global Seminar. In the mid-2000s, an evaluation of this program



commissioned by the Mellon Foundation came to the conclusion that while the recipients of these scholarships (“Mellon Fellows”) undoubtedly benefited professionally and personally from their experience in Salzburg, there was scarce

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evidence that the program had an institutional impact outside of the individual classrooms of these Fellows. Neither were there signs that the alumni of this program on the same campus came together and formed a community advancing fresh ideas and innovative projects at their home institution. The Mellon Foundation asked SGS to comment on this criticism and propose ideas to address the perceived shortcomings.

By this time, the Global Citizenship Program had made some headway in terms of working with partner institutions to develop strategies and action plans to make global citizenship education a part of their institutional identity. Hence, SGS proposed, and the Mellon Foundation accepted, the idea of convening teams of three from HBCU and ACA institutions aspiring to infuse global citizenship into their curricula and institutional policies. The teams would include a senior administrator, the person responsible for internationalization, and a younger up-and-coming faculty with relevant knowledge in a discipline involving a global dimension, ranging from history to public health.

The program was designed as an 18-month cycle beginning with a weeklong seminar; a 12-month period for the elaboration and implementation of a plan of action for the first year at each of the colleges; progress reports after 6 and 12 months; a second seminar at the start of the following year to adjust, enhance and refine the original plan; and another progress report at the end of the 18-month cycle that would be shared with all involved in the program. A total of 15 universities or colleges would be admitted and, if possible, each team would include at least one member who had previously attended an SGS session as a beneficiary of a Mellon scholarship. Thus, the original name of this new program: the “Mellon Fellow Community Initiative” (which sounded awkward and was later replaced by the name “Mellon Global Citizenship Program” or M-GCP).<sup>5</sup>

We sent formal messages to the presidents of about 40 institutions—20 each from the HBCU and the ACA communities—inviting them to submit letters of interest to take part in the Initiative. As a requirement for participation, the colleges were asked to bear the cost for one of the team of three (to make sure they have “a skin in the game”) and to provide presidential guidance and support for the team’s efforts to promote global education as an important college goal. After reviewing the letters, eight ACA

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<sup>5</sup> [https://issuu.com/salzburgglobal/docs/salzburg\\_global\\_mfci\\_report](https://issuu.com/salzburgglobal/docs/salzburg_global_mfci_report)

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institutions and seven HBCUs were selected. The first seminar on Colleges and Universities as Sites of Global Citizenship was launched in early January 2008.

Besides presentations about such topics as the notion of global citizenship, the legacy of racial relations in U.S. higher education, and essentials of project management, the teams from these 15 institutions were very busy discussing various ideas for a global citizenship initiative that could gain traction on their campuses and within their local communities. They engaged in a scan of the institutional landscape to identify natural allies for such an initiative as well as possible obstacles. Elevator pitches were developed and rehearsed. Other teams were invited to provide feedback when plans became vague or hazy. All this work culminated in the presentation (in poster format) of 15 very different projects—each tailor-made to make global citizenship a meaningful proposition at their specific institution. All 15 projects were awarded \$1,500 from the Mellon grant to support the initial rollout of campus initiatives—whether by organizing a workshop for interested colleagues, inviting a speaker, or conducting other activities the teams deemed beneficial. We also encouraged institution presidents to match this award.



The second seminar, one year later, began with comparing notes among the 15 teams on how the idea of global citizenship had resonated on their campuses, and how. It was then devoted to a thorough review of the progress made and pushbacks experienced, leading to adjustments and even wholesale revisions of the original plan of action. We also challenged the teams to

consider how their individual project could be enhanced by collaborating with other teams that shared some of the same practical goals. One intention was to gain the benefit of the accumulated knowledge and experience of all these projects. But we also wanted to create awareness on the part of the project teams of the incredible opportunity in front of their eyes if they had the grit to boldly bridge the racial gap that separated HBCUs and ACA institutions. The composition of the M-GCP was unique, and, if used prudently, this uniqueness could translate into attention within the higher

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education community and into material support from philanthropic sources. The meal was served. Would it be eaten?

There was reluctance, to be sure, and, given the century-long history of these two types of institutions, it would have been surprising if there wasn't. But out of a combination of growing trust, self-interest, and a genuine excitement about the prospect of anchoring global learning in the educational experience of their students, the hesitancy receded and first steps were taken to embark on cross-institutional cooperation.

In the fall of 2008, the Mellon Foundation contacted us and offered a supplemental grant to include a second cohort of eleven HBCU and ACA colleges and universities to the M-GCP because the feedback of the initial cohort on the first seminar was so overwhelmingly positive that the Foundation wanted to expand the program. Thanks to yet another grant in 2010, we were able to add a third cohort of ten institutions, which made a total of 36 participating HBCUs and ACA affiliates in roughly equal numbers. In order to provide an opportunity for all three cohorts to come together and learn from one another, the third grant included several weekend workshops hosted on the campuses of Morehouse College in Atlanta, Howard University in Washington, DC, and North Carolina Central University in Durham. They addressed topics like "Assessment Measures and Tools for Global Education," "Educating for Global Competence—How?" and "Re-telling our Stories: Integrating Global Citizenship into our Institutional Legacies." As a part of this latest grant, also, we convened a student session under the leadership of Walter Earl Fluker and his son Clint for about 50 participants from institutions in the first and second cohorts dedicated to an intense reflection about structures that propel injustice and inequality on a local, national, and a global scale—and how to create common ground to dismantle these structures.

The first six years of the M-GCP have been documented in a publication titled *Creating Sites of Global Citizenship: The Mellon Fellow Community Initiative*, a collection of essays and reflections which captures the richness of this almost 250 strong "Community of Many Voices." In the introduction, David Goldman and Jochen Fried, who designed and implemented the M-GCP, called this community "An Unlikely Constellation of Partners":

"ACA and HBCU institutions have some distinct similarities and some fairly obvious differences. All of them educate their students in the liberal arts



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tradition. Most of them are among the smallest institutions in the US with some of them having no more than 600 to 700 students and a permanent faculty of less than fifty. They are predominantly located south of the Mason-Dickson-Line. Most of them were founded in the late 1800s and early 1900s and have strong religious roots and affiliations. Most also serve student populations that are traditionally underrepresented in the US higher education system including many first-generation college students....

Despite these structural commonalities ..., everyone who entered the meeting room for the first session of the Mellon Fellow Community Initiative (MFCI) in January 2008 immediately noticed an unmistakable difference between the team of participants of the fifteen colleges and universities: the difference of race. In all likelihood, those gathered in the room took it for granted that the participants from ACA institutions were predominantly white whereas those coming from HBCU institutions were primarily black. It may have been less clear in their minds what they could learn from each other.

This was the starting point and the question was if and how the ensuing discussions about a lofty topic such as global citizenship as a cornerstone for 21<sup>st</sup> century undergraduate education would change the dynamics of the interactions between ACA and HBCU representatives, individually and institutionally.” (p.8)

After six successful and memorable years of laying the groundwork for cross-institutional collaboration, we took the next logical step by focusing our efforts on the establishment a future Global Citizenship Consortium as a robust, self-organizing, and lasting framework for ACA-HBCU synergy.

Again, with the support of the Mellon Foundation, for the following four years, we facilitated an array of activities to continue, sustain, and strengthen the work of the M-GCP and to engage with senior administrators of the participating institutions by involving them in the planning of the consortium to-be. The activities included a Visiting Specialist Series, a Study Away Incentive Program (by exchanging students from HBCUs and ACAs to work on a common project or take part in a common academic program), annual Undergraduate Research Conferences, and an annual Global Citizenship Summit. These activities were supported through a set of competitive mini-grants in 2016 and 2017. M-GCP staff and an Advisory Council reviewed the proposals and awarded grants based on their feasibility, thematic

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alignment with a global citizenship education agenda, and fulfillment of the broader goals of the M-GCP. In addition to being valuable and impactful in their own right, the activities were also meant to serve as a “proof of concept” to demonstrate the strategic benefits of sustained and well-organized inter-institutional collaboration between ACA and HBCU institutions. They were intended to model the types of global citizenship education projects that a future consortium could and would support.



With the input of senior administrators of the partner institutions we initiated an ongoing scenario-planning process to conceptualize and arrange for an independent and self-governing consortium to carry this work forward. However, our hope that a significant subset of the 36 M-GCP partner institutions would remain committed to establishing and supporting such a new entity within the limits of their own organizational and financial capacities did not materialize. Due to limited resources, changing institutional priorities, and staff turnover at the senior administration level, the planning stalled, and after ten remarkable years, the M-GCP ended in 2017.

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## A NEW BEGINNING: (GCA 2016-PRESENT)

*Astrid Schröder, Co-founder*

In September 2014, on a Sunday afternoon in Salzburg, Jochen and I met with Stephen Salyer, then President of Salzburg Global, to make a proposal for an interesting business model for both Salzburg Global Seminar (SGS) and us. In short, we made the suggestion to outsource ourselves. The idea was to start an independent organization with a strong affiliation to SGS, which could create a win/win situation. The thought behind this came about for several reasons:

- SGS would no longer need to worry that it is offering a program that is not in tune with its mission of convening meetings for fellows representing a broad variety of different countries;
- a new organization would still generate hotel income for SGS while having the flexibility to add other venues whenever Schloss Leopoldskron was unavailable;
- for us and a new organization, we would be able to make a new start;
- we would be able to focus solely on program execution and development; and
- as opposed to trying to internationalize global citizenship education, we saw the huge American higher education market as a great asset with large potential to grow the program.

In late October 2014, a meeting took place in the SGS Office in Washington, DC, where it was decided that the 2015 GCA program season would be run as usual by GCA staff until mid-August. Jochen and I would then begin seeking to establish the legal foundations for a new non-profit organization, while at the same time working on a final agreement with SGS that was signed in late 2015.

We were taking a risk by quitting our jobs at SGS and by founding a new organization. SGS had been an incubator for Global Citizenship education, but we also believed that at some point the incubator and the incubated need to separate. For us, this was a positive outcome that we wanted to optimize; it was a final challenge in our professional lives that both of us eagerly wanted to pursue.

We needed everything and had to start with a clean slate – a name, logo, letterhead, website, business cards, let alone bank accounts and a functioning



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accounting system. But first and foremost, we needed to file for 501(c)3 status in the U.S. With the invaluable help of our legal counsel, Alice Seeger, who was introduced to us by Augie Gallego, on November 16, 2015, the Global Citizenship Alliance was born receiving the official approval by the U.S. Department of the Treasury, i.e., the IRS.

Needless to say, none of this would have been possible without the immense support of long-term friends, faculty, partner institutions, and professionals from the legal, bank, IT, graphics design, and accounting worlds. Augie Gallego, Chancellor Emeritus of the San Diego Community College District and one of the founding fathers of what was then called the International Study Program, was crucial in establishing the new organization. He not only brought us into contact with our legal counsel, he was also the patron saint of partner institutions whose voice carried a lot of weight. Additionally, he also served as the first Chair of the Board of the GCA.

From 2016 to 2019, we had an average of five seminars per year, then COVID hit. In March 2020, we barely finished the Miami Dade College program, which is usually the first one each year, before Austria went into the first full lockdown. Little did we know that the next seminar would be with faculty and administrators – though not until July 2022. But we picked up the pieces and increased to three seminars in 2023 and four seminars in 2024.

We tried other venues, mainly with the Faculty and Administrators Program. In July 2016, participants from eight institutions convened in Potsdam, the capital of Brandenburg, Germany. The idea was to have an open campus, with participants staying at the Hotel Mercure at the Havel River. Lectures took place at the nearby Potsdam Museum, within walking distance of the Hotel at the Old Market, next to the Barberini Museum. Aside from the regular Program, participants enjoyed a guided tour of Schloss Sanssouci and Gardens, visits to





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Cecilienhof Country House, historic site of the Potsdam Conference, or to Berlin, which is easy to reach via public transport. Altogether, we held three Faculty and Administrators Programs in Potsdam and enjoyed the experience.

In 2019 and 2022, we convened the Faculty and Administrators Program at Schloss Mondsee, located outside of Salzburg in the lake district. Then, in 2023, we happily returned to Schloss Leopoldskron as the Gallery of the Schloss had been renovated and the Hotel again had free capacity for our group.

As of March 1, 2024, the Board of the GCA appointed a new President, Reza Fakhari. He knows the Program very well and has been a long-term supporter who previously served on the Board of the GCA as its Secretary for eight years. The two founders of the GCA, Jochen and Astrid will stay involved with the work of the GCA, as Senior Advisor and as CFO respectively.

## GLOBAL CITIZENSHIP EDUCATION—GCA STYLE

*Jochen Fried, Co-founder, Senior Advisor*

What is Global Citizenship Education? If you follow the relevant literature, the consensus seems to be (sometimes expressed with a certain sense of exasperation) that you will get as many answers to this question as the number of people whom you care to ask. There have been many attempts to create common ground, the most recent being The European Declaration on Global Education to 2050, also called The Dublin Declaration. This document consists of seven pages in small print (excluding the appendices) and took almost 18 months to draft, deliberate, and pass. It was approved by an assembly of several hundred delegates, who represented a broad spectrum of academic fields and disciplines intersecting with the concept of global citizenship education, as shown in the graphic below.

The GCA approach is different in that it is not accountable to the scrutiny of a regulatory body or curricular review board, be it on the federal, state, or institutional levels. As a free-standing enterprise, we can offer our own version of what we consider to be central to the question of global education—much like a summer school program that does not have to follow a set list of course requirements. We made use of this latitude by developing a program that is responsive to the specific profile of students,

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faculty, and administrators for which it was designed, and which has been described earlier in this Report: the segment of U.S. higher education which serves a highly diverse student population, often of immigrant background and/or the first in their families to go to college. Over time, this resulted in a distinct GCA-way of making global education palpable.



*“When a world order breaks  
down, that is when people begin to  
think about it.”<sup>6</sup>*

Ulrich Beck, 2011

At the start of our seminars, we often point out that we don’t subscribe to any textbook definition of global citizenship, nor do we have a preconceived notion about the desired outcome of the seminar. If at all, there are just two “learning goals” that we would like our participants to have achieved by the end of the week:<sup>7</sup>

First, making a categorical distinction between what is local and what is global is increasingly becoming unhelpful and misleading in a world in which economic, cultural, and technological globalization have torn down many of the physical and legal borders that separated and to a certain extent protected national communities. Globalization and the attendant changes in our natural habitat have made all of our lives much more porous and exposed to the influence of forces that transcend borders, ranging from the computer virus to the COVID virus, from climate change-induced storm floods to droughts, from the outsourcing of whole industries to low-wage countries to the plundering of the earth’s resources to satisfy the insatiable hunger for consumer goods in the affluent countries. Those who believe that “global” refers to a

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<sup>6</sup> Source: [The European Declaration on Global Education to 2050](https://www.unesco.at/fileadmin/user_upload/final_GE2050-declaration.pdf)  
[https://www.unesco.at/fileadmin/user\\_upload/final\\_GE2050-declaration.pdf](https://www.unesco.at/fileadmin/user_upload/final_GE2050-declaration.pdf)

<sup>7</sup> For a more in-depth account of global learning goals, see the Global Learning Value Rubric by the Association of American Colleges & Universities which continues to be state-of-the-art: <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-global-learning>

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world “out there” whereas they are concerned only with things “local” which are “back here” have, at their own peril, not yet mentally arrived in the 21st century. Therefore, becoming globally literate begins by developing an ever more sophisticated understanding and appreciation of how global events have local impact and vice versa. We want the participants of our seminars to turn themselves into proficient translators who can switch back and forth with ease between both perspectives—not only for the sake of their own enlightenment but to be of service to the communities they represent and that are often most affected by the fallout of unbridled globalization.

*Those who believe that “global” refers to a world “out there” whereas they are concerned only with things “local” which are “back here” have, at their own peril, not yet mentally arrived in the 21st century.*

Apart from dispelling the false binary of local vs. global, the other learning goal central to the GCA’s approach is an exploration of the term interdependence as the defining principle for adopting what could be called a global mindset. For the longest time, we have been taught to regard independence and sovereignty as an ultimate value and the key to safety and prosperity, thereby neglecting to mention that the social



organizations which enabled humans to create the conditions for their collective survival and growth are based on an intricate and ever more differentiated network of interdependence starting from the hunter-gatherer communities to the worldwide supply chains of today.

The emphasis on independence also fails to take into account the limits of the ecosystem in which we are embedded but

which has been, and continues to be, subjugated and exhausted in the name of human progress. There is a growing acknowledgement that no nation-state acting alone is able to safeguard its citizens from the impact of the climate crisis which is threatening to destroy life as we know it on Planet Earth. At the same time, this crisis can be a window into compelling us to understand the lessons that the idea of interdependence and its feedback loops can teach us—not as an abstract concept but as a universal experience in

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our daily lives. Interdependence is also another word for citizenship. It is the glue that keeps us together for a common cause and a common fate, as Martin Luther King Jr., at a different time and referring to a different set of circumstances, reminds us: “We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.”<sup>8</sup>

*Interdependence is also another word for citizenship. It is the glue that keeps us together for a common cause and a common fate.*

### **Global Education includes...**

Global Education is an intersectional umbrella term, which encompasses a variety of related terms that are used at national and international levels, including, *inter alia*:

- Anti-Racist Education
- Development Education
- Diversity and Inclusion Education
- Education for Gender Equality
- Education for Global Citizenship and International Solidarity
- Education for Sustainable Development
- Global Citizenship Education
- Global Development Education
- Global Learning
- Global Youth Work
- Human Rights Education
- Intercultural Education
- Learning for Environmental Sustainability
- Peace Education

The global dimensions of

- Citizenship Education
- Civic and Moral Education
- Digital Citizenship Education

### **From The European Declaration on Global Education to 2050**

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<sup>8</sup> In: *Letter from Birmingham Jail* (1963) (<https://nul.org/news/letter-birmingham-jail>)



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Another element that has a prominent place in the GCA curriculum is a critical reflection on the role of the United States through the lens of the 96 percent of the world's population who are not U.S. citizens. All learning is situated and as a result, global citizenship takes on a different meaning if you teach it in Indonesia, France, or in Zimbabwe. Being a program which cooperates predominantly with colleges and universities in the U.S., we invited a number of American Studies scholars to become part of our core teaching faculty and to help us contextualize what the United States means to "the rest of the world." As it turned out, this came at an opportune moment since the field of American Studies was at a turning point: "The late 20th and early 21st centuries have seen a further paradigm shift toward global and transnational perspectives. This approach situates American culture within a global context, examining how it is shaped by—and shapes—global processes, migrations and exchanges. Scholars in the field frequently explored the interconnectedness of cultures and the ways in which American identity and culture are influenced by and interact with other cultures around the world."<sup>9</sup> By virtue of this re-orientation, the more progressive-leaning branch of American Studies made an ideal addition to the GCA program.

If one had taken a survey in 2010 of the mission and vision statements of all the nearly 4,000 U.S. colleges and universities, it would have come as no surprise if a majority had a nod and a wink to the notion of global citizenship or global learning included in their language, with 4- and 6-year institutions to a higher degree than community colleges for obvious reasons. However, these statements often offered little consideration to what this commitment implies and equally often with little consequence beyond the relabeling and rebranding of what used to be called "internationalization" involving study abroad opportunities—as well as the lucrative business of filling the classrooms with as many foreign students as possible at a premium tuition fees. However, there are also many examples of impressive efforts to raise the global awareness of students across the curriculum, and there is a serious community of faculty, scholars and senior-level leaders who understand the urgency of the cause and agree that business as usual cannot be an option.

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<sup>9</sup> Steven Mintz, "Whither American Studies?" in: *Inside Higher Education*, April 10, 2024 – (<https://www.insidehighered.com/opinion/blogs/higher-ed-gamma/2024/04/10/american-studies-cultural-studies-higher-ed-curriculum>)

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Simply put, time is running out fast to graduate students who have the knowledge, skills and mental outlook to be enablers of change instead of doing nothing or standing in the way. The students that are now populating the campuses face the unenviable future of having to make decisions within their lifetime, as citizens of their country and of the world, which, while politically contentious, are of existential consequence and issues of compelling ethical significance. To name only the most dire of these decisions: the vote in favor of the transition to a zero-carbon emission economy must be socially equitable and account for the climate damage done to developing countries by a

commitment of developed countries to finance their mitigation and adaptation needs. Of course, no country will be able to go it alone, which is why collaboration on a global scale will be the only viable solution to avert the climate crunch within the narrow time window that is left.



There are those who are calling assertions like this a Cassandra prediction; others who deride the idea of global citizenship as a pie in the sky. Our experience with the GCA program is different. During the past two decades we have met more than 4,500 participants of our seminars between the ages of seventeen and seventy who for the most part felt encouraged and galvanized by the call to adopt an aspirational vision for our common humanity. They want to be part of a politics of engagement by diverse actors to meet the challenges that demand a common response. The detractors, skeptics, or even cynics may have the bigger loudspeakers, but this does not mean that they have the stronger arguments.

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*During the past two decades we have met more than 4,500 participants of our seminars between the ages of seventeen and seventy who for the most part felt encouraged and galvanized by the call to adopt an aspirational vision for our common humanity.*

We are using the notion of global citizenship quite unapologetically as a regulative idea in the sense in which the German philosopher Kant introduced this term—as a necessary heuristic tool to guide and embolden insight, judgments and action. Its purpose is to engender self-determination and self-empowerment in the face of mounting struggles and uncertainties. It conveys agency and resolution, and defies apathy or indifference towards the demands of our common future.





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# ONE MISSION, MANY VOICES

## MAKING AN IMPACT—THE CASE FOR GLOBAL CITIZENSHIP<sup>10</sup>

### The Very Act of Not Being Political, Is, In Itself, a Political Act

*Anabelle Le Jeune, Miami Dade College (2014), GCA Intern (2017). Writer and Storyteller*

I sat next to some of the most academically competitive and scholastic students Miami Dade Honors College had to offer when the then-GCA facilitator, David Goldman, asked us to freehand draw a world map from memory.

We were told to compare our maps with our table and I was embarrassed because art was not my strong suit. When David pulled up a photo of a map, I realized that I shouldn't have felt embarrassed because of my lack of art skills, but my lack of global mindfulness. Not only was the United States obviously centered on my map, but the surrounding geographies were distorted or completely left out—including countries my own lineage hails from. Then, when he introduced the “upside down” map, I just about lost my mind.

The way we share maps is a reflection of what we have and have not been exposed to. This lesson put into perspective not just the ethnocentric educational system that the United States prides itself on, but the identity displacement it bestows on those of multicultural backgrounds, those who do not see themselves in a certain type of map or in a single place on a map. The reality is, the majority of people cannot pinpoint themselves to a single point on the map—and one of those is me.

Born and raised in Miami, my concept of a map was relative to the coastal nation peoples and islanders who journeyed from the nearby lands shaped by oceans and populated the surrounding enclaves that influenced the way I eat, speak and live today.

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<sup>10</sup> Following each essay title, we list the contributors' names and the institution and the year at the time of their participation in a GCA seminar.



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Growing up a mere two percent Asian population in a primarily Hispanic metropolitan city, I constantly had to defend my different-looking features and identity, so much so that I gave up explaining and saw myself less and less in the classic textbook version of a map.

As a multicultural child to a Chinese, Indonesian-born mother, and Caucasian, American-born father, David's cartography lesson did not sit well with me. My very existence challenged the American education system in all its errors and it was shamefully mirrored in my very own freehand drawing of a map.

I turned 20 years old during my time at the Global Citizenship Alliance. While this trip notched many "firsts" for me like going to Europe or shell-shocking my tropical blood with the introduction of snow atop Untersberg mountain, it marked the beginning of a decade where my healing journey into reclaiming self and my interest in storytelling.



At that point, Schloss Leopoldskron was the most beautiful and historical place I had ever been. We sat by the fireplace when Jochen and Astrid shared the very complex relationships they had with their nation and their own families during WWII. The Nazi party, who once occupied the very castle I was sitting in, blasted propaganda and politics that influenced their families in ways they

could not yet fully comprehend. These were their parents, aunts and uncles, and childhood neighbors who raised them. Yet, after the war, the only story told was of genocide. Inhumane as this war was, the soldiers were people too, they were survivors and protectors of their families who were fed lies and stories to believe their leader.

My history textbooks never shared that story, the story of the Astrids and Jochens, the stories of the in-betweens and families who were torn apart under false pretenses. As a writer, I questioned our storytellers and realized that there are more than two sides to every story—there could be hundreds—and if we're not careful, the power of the pen could construe our own, or even an entire nation's identity.

My interest in storytelling began when I was 11 years old—I inherited National Geographic magazines dating all the way back to 1923. I scanned through articles that

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documented the travels of Amelia Earhart, I stared at photos of Jane Goodall as her breakthroughs occurred, I scanned through years of advertisements of the U.S. annexing Hawai'i. As I flipped through these magazines, I thought about how unpolitical the livelihood of these journalists seemed—to be able to adventure and share the art of adventure, nature and people without governmental interference—and that's what naively first motivated me to pursue storytelling.

"The very act of not being political, is in itself a political act," said Maghan Keita, professor at Villanova University. I clammed up as an intern during a Global Citizenship Alliance seminar when Keita spoke; I sat and understood that it is a privilege to be unpolitical, uninvolved, take a seat back. It was a privilege for me to move to Hawai'i in the middle of the Pacific Ocean, away from continental politics, so much so in a different time zone that when the news did hit, it really didn't matter anymore. Keita's words unveiled the evolutionary narrative of the Hawai'i advertisements and the way they portrayed the not-yet annexed 50<sup>th</sup> state with its possibilities of coconut bras and the benefits of militant occupation with promises of warm weather and a good time on Indigenous lands.

While the reason I first decided to pursue journalism has since shattered, I realized that journalism is far from unpolitical, and National Geographic can be, and has over time proven to be, wrong. This fear that my ethnocentric education curved my perspective empowered me to pursue storytelling to, despite these truths, hinder others from also falling victim and instead, continue the systemic change that first ignited my interest.

During our formal evening at the Schloss's dining hall, I sat at a table where our discussion ventured into what we thought reverse osmosis water is and the true speed that a fly is flying while in a moving car, is it flying as fast as the car or just relevant to its space within the car? I couldn't contribute more than laughter when I heard the ridiculous philosophy theories, the pre-med student's logic, the engineer's mathematics. I understood that this is what global citizenship is, sharing the multitudes of our backgrounds, finding our common grounds, laughing, and challenging each other to further our own lenses.

*I understood that this is what global citizenship is, sharing the multitudes of our backgrounds, finding our common grounds, laughing, and challenging each other to further our own lenses.*

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After the GCA seminar in 2014, I left Miami and jetted off to Hawai'i, a community heavily populated with Asians that paralleled the makeup of my own household. For once it felt nice not to have to explain "what" I am, and that helped me define "who" I am. I trekked to over 20 countries in the last decade and backed my education as a global citizen in pursuit of self and sharpened my skills in storytelling to bridge the gap for marginalized voices to equally obtain access to resources, rights and representation. Nearly 10 years later I call Hawai'i home, but as a third culture kid whose land is nowhere and everywhere, I have learned to appreciate, reconnect and reclaim, and etch myself into my own version of a Miami I can see in a map.

### For the First Time in My Life, I Saw Myself as a Global Citizen

*Adam Beeson. Brevard College (2006); GCA Advisor, Enrollment and Strategy for Latin America and Alumni Relations*

There is a moment in my undergraduate career that burns brighter in my memory than any other. It is January 2006, and I am a participant in GCA Seminar 10 in Salzburg. Nearing the end of my week at Schloss Leopoldskron, I am sitting at a desk in the Max Reinhardt Library that looks out to the lake below and, beyond that, to the Untersberg silhouetted by moonlight. I know my fellow students are gathering in the bierstube to close the day's work, but I have a stack of books on Kosovo at my side and a computer in front of me, and I can't seem to pull myself away from either.

Four days earlier, I had never heard of Kosovo. The land, the people, the history: I was ignorant of it all. I certainly couldn't place it on a map. Yet here I was, pouring over details of a war that took place 5,000 miles from my home in western North Carolina just a few years prior. It wasn't just that I was preparing to represent the Open Society



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Foundation in a Kosovo Conflict simulation that would take place the following morning, the culminating activity of our GCA Seminar - although that was certainly part of it - but there was something more that kept me reading and writing in the library so late into the evening.

The more time I spent under that window in the Schloss library, the more I reflected on my learnings from the week: understanding what it means to be a global citizen from Jochen Friend and David Goldman; challenging my narrow perspective of the United States' position in the world from Reinhold Wagnleitner; seeing multiculturalism and diversity as normality from Bernd Baumgartl; and understanding the complex challenges of diplomacy and civilian support in times of conflict from Michael Daxner and Tom Koenigs.

I was burning the midnight oil in the library that evening, but not only because I wanted to be a good student. I was there because I suddenly saw my position in the world inextricably linked to the Kosovo conflict. My words and actions mattered, and the simulation the next day would be a debut of sorts to prove to myself that this was indeed the case.

I carried this realization back with me to Brevard College, where the benefits of a liberal arts education finally became clear, and I increased my course load for my final two semesters to dive into subject areas well outside of my English major. When presented with new material in these courses I repeated the same questions to myself: what are the global implications of this content? How does it manifest locally? What is my role in all of this?

It is no exaggeration to say that my experience as a student in the GCA opened a world of possibility for me and paved the path for my future. A first generation college student who had never carried a passport before the GCA, I boarded a plane to Austria ten days after graduation for an internship at the Salzburg Global Seminar, which turned into various roles with both Salzburg Global and the GCA, and eventually led to a career in international education during which, for nearly two decades, I have lived, worked and studied in Europe and Latin America, gaining proficiency in another language, finding joy in the complexities of cultural immersion, and acting within my sphere of influence to make positive change in my community as a global citizen.

*It is no exaggeration to say that my experience as a student in the GCA opened a world of possibility for me and paved the path for my future.*



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I am eternally grateful for my time as a student and collaborator with the GCA, and I send a heartfelt congratulations on the organization's twentieth anniversary. I look forward to the next twenty years, during which the GCA will undoubtedly continue to change the lives of people like me.

## A Professional Life-Changer

*Chris Migliaccio (2006-2019); Lead Faculty Advisor*

Participating in the GCA Seminar in Salzburg has been a transformative experience in my academic and professional journey. Over the span of six seminars, from 2006 to 2019, my role as Lead Faculty Advisor has not only shaped my career but has also profoundly influenced my personal growth and teaching methodologies. Reflecting on these experiences, I realize that the Seminar holds an important place in my 32-year tenure at Miami Dade College (MDC), tied as the most meaningful experience alongside a few other significant milestones. To label the impact as "professional life-changing" would be an understatement.

*The Seminar holds an important place in my 32-year tenure at Miami Dade College... To label the impact as "professional life-changing" would be an understatement.*

From a young age, I was always a history buff, but my interactions with Visiting Faculty from diverse backgrounds ignited a deeper passion for global historical contexts. This newfound enthusiasm led me to delve deeper into historical studies, enriching my understanding and teaching. Incorporating these global perspectives into my Environmental Science courses, particularly the Environmental Ethics

unit, became a new focus. My students responded positively, challenging their



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preconceived notions and broadening their worldviews. One of the most significant pedagogical shifts I adopted from the seminar was the integration of “mapology” concepts and innovative group project structures into my curriculum. The Seminar’s project assessment tools became a staple in my Honors Environmental Science course, enhancing the effectiveness of group projects. I learned valuable lessons about when to intervene in student conflicts and how to facilitate consensus-based decision-making, which became crucial elements of my teaching strategy.

The Seminar also emphasized the importance of teaching students to ask focused and relevant questions. This approach was incorporated into all the First Year Honors Leadership Seminars at our campus, introducing “yellow, green, and red questions” into our educational lexicon. These strategies not only improved classroom engagement but also fostered a culture of critical thinking and inquiry among students. Discussions on populism, nationalism, and patriotism during the seminars provided me with a deeper understanding of these concepts and their manifestations in contemporary society. As Lead Faculty Advisor, I was responsible for preparing both students and faculty for the Seminar, collaborating with on-site staff to adjust activities, and compiling final reports for the college. Over time, I mastered the art of connecting Seminar principles to MDC’s Learning Outcomes and Honor College Program Outcomes, seamlessly integrating them into my coursework.

Preparing students for the Seminar experience was a crucial aspect of my role. We aimed to equip our students with a critical analysis of interdependent global systems and their implications for humanity and sustainability. Recognizing the diverse backgrounds of our students, many of whom were either foreign-born or first-generation U.S. citizens, we focused on fostering global understanding and effective group collaboration. We utilized various group and team-building exercises to lay the foundation for their work in Salzburg, emphasizing the importance of managing conflict productively and developing evocative, material-related questions.

The GCA seminar not only impacted my professional life but also brought significant changes to my personal outlook. After my first seminar, I began identifying myself as a “Citizen of Earth,” shedding the limiting label of nationality. This shift in perspective broadened my understanding of global interconnectedness and inspired a deeper appreciation for world music, which I integrated into my interdisciplinary Environmental Science classes. Even after retiring in 2019 and relocating to Richmond, VA in 2021, the idea of global citizenship continues to resonate with me. Although I

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carefully balance my consumption of news to maintain hope and sanity, I find solace and inspiration in nature photography. This hobby reinforces my belief in the interconnectedness of all life and the necessity of global cooperation for our mutual survival. I remain hopeful that humanity will eventually embrace this paradigm shift, although it may require a global crisis to catalyze such change.

*I began identifying myself as a “Citizen of the Earth,” shedding the limiting cable of nationality.*

My most cherished memories of the GCA seminar are the enduring personal and professional connections I made with Seminar faculty and staff, such as Astrid, Jochen, David, and Reinhold. Their openness and willingness to help me translate Seminar learnings into my courses at MDC were invaluable. I fondly recall long nights discussing current events, emotionally charged debriefs at Dachau, and the camaraderie of gathering in the Bierstube with students and faculty.

On a personal note, visiting the cemetery at the Salzburg Cathedral was particularly poignant. My father, a U.S. Army veteran who helped liberate Salzburg in 1945, had walked those grounds, creating a profound connection to my own history.



As a Faculty Advisor, I have witnessed the profound impact of the GCA Seminar on my students. Many former participants remain in contact through social media, frequently citing the Seminar as the most meaningful experience of their time in the Honors College. They particularly valued the group learning

experiences, the rigorous workload, and the intellectually stimulating interactions with Visiting Faculty. The egalitarian treatment by Seminar faculty left a lasting impression,

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fostering a sense of respect and mutual learning. To colleagues, I describe the GCA seminars as transformative experiences that leave participants changed, equipped with new knowledge, and inspired to innovate in their teaching. The Seminars provided fresh insights into world affairs, practical lessons in innovative teaching methods, and reinvigorated my enthusiasm for learning.

Introducing students to the concept of global citizenship is more crucial now than ever before. In an era marked by increasing military conflicts and global climate change, understanding our interconnectedness is essential. The GCA Seminar reinforced the importance of recognizing that our actions affect others globally and that cooperation is vital for addressing the challenges we face. Without this understanding, society risks further fragmentation into tribalism, where there are no winners, only losers.

In conclusion, the GCA seminar in Salzburg has had an indelible impact on my academic, professional, and personal life. It has enriched my teaching, broadened my global perspective, and fostered enduring connections. Most importantly, it has reinforced the critical importance of global citizenship, a concept that I continue to advocate for in hopes of a more cooperative and sustainable future.

## GCA Has Been Instrumental In My Professional Growth

*Dulce Gray, West Valley College (2011-2020), Faculty Advisor*

Congratulations on celebrating 20 years of impactful work with faculty members, administrators, and students! The GCA has been instrumental in my professional growth and in the life of the institution where I teach. I want to tell you about some of the consequent effects of having been part of GCA.

Two of us professors at West Valley College attended the Salzburg Global Seminar in 2011. We were already invested in attempting to “internationalize” our small overwhelmingly white campus community and curricula—but it was at the seminar that we began to gather tools and motivation to spearhead what turned out to be an almost decade-long journey of personal and professional enriching changes. It was at the seminar, particularly in conversations with Dr. Jochen Fried, that we started making concrete plans for helping to transform our college’s culture into a more interconnected, equitable, and inclusive community centered on global citizenship education.



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Over the following eight years (with Jochen’s consistent guidance), we built a cadre of 17 faculty members and administrators who also attended the GCA’s Global Citizenship seminar. Together as the WVC Global Citizenship Committee, we secured a space for a Global Citizenship Center, and funding to send faculty members and groups of students to the seminar. We took turns advising and mentoring the GC Student Club. We organized seven GC annual conferences that were well attended by hundreds of people in and out of our college community. We hosted over one hundred scholars, activists, and speakers who discussed global citizenship-related topics. We created photo and art exhibits, film festivals, fora and symposia on environmental and gender global concerns. And we created a Study Abroad Program that (in the first year alone) offered 45 generous scholarships that allowed students to participate in short-term study in Europe, Asia, and Latin America. We worked with our Academic Senate and curriculum committee to add a GC area of emphasis in Global Studies and to articulate it with San José State University, so that students could seamlessly transfer and complete their undergraduate degrees; 50 students met the requirements and were recognized during graduation ceremonies.

All of those activities impacted faculty, administrators, and students—some of whom had never heard of “global citizenship.” The majority of the students that we mentored as global citizens went on to complete their degrees in global studies, and entered a variety of professional fields (e.g., law, urban studies, engineering, nursing). All of us on campus were inspired to be conscientious global citizens. Quite a few of my colleagues found new scholarly interests; one earned a doctorate and wrote her dissertation on global citizenship. I personally was invigorated and published an article and presented papers on GC at many conferences. Several of my colleagues became passionate about civic engagement (for instance, by volunteering at the local food bank, and at shelters for the unhoused). The college culture did indeed change for the better. But then COVID and the murder of George Floyd happened, and our global citizenship work shifted to serve as the



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foundation for an iteration of global citizenship that is now focused on anti-racism, equity, and social justice.

*The majority of the students that we mentored as global citizens went on to complete their degrees in global studies and entered a variety of professional fields.*

GCA continues to partner with WVC; this coming June 18 students will participate in the GCA seminar. Hopefully, that relationship will strengthen, so that many more lives can continue to be influenced by the precepts inherent in global citizenship. For me, the most salient lesson from the GCA seminar (and the resulting years of intense work) is the affirmation that collaboration provides meaning and direction both professionally and personally; through collaboration we can indeed BE the change we imagine. I thank the GCA for engaging so many of us at WVC to help make our world a better place for all of us.

## Where Your Stand Determines What You See

*Walter Gmelch, University of San Francisco (2004-2024), Faculty Emeritus*

The Salzburg Seminar, since its inception in 1947, has created a synergistic center where people from all countries, political convictions, and disciplines can meet and reestablish dialogue as a means of healing and advancing the world. Over the decades hundreds of intellectual programs have addressed critical global issues bringing together to top intellectual, political, policy, scientists and philosophical names from around the world.

Early in my career I was fortunate to be invited to a “Universities Project” Salzburg Program as a participant and consultant (2000 & 2003) to bring East and West thinking together regarding issues in higher education. In 2003, Jochen Fried (then the director of this Project) asked me to join him and a small team to conduct a program review at the University of Niš in Serbia. Over a “reflective coffee time” together in Niš, Jochen suggested we offer programs to help widen the global perspectives of university and college students from the United States. What a brilliant idea! From my perspective, over the past few decades the Salzburg programs targeted senior professionals and experts in their respective fields. Not to be disrespectful, but the programs up through the 1990’s targeted professionals in their mid to late careers. Why not offer programs for students again, as the original three Harvard students had done

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in 1947? Students have a life-time ahead of them to make a difference and advance global thinking.

As a former Salzburg participant, it was now my duty to *pay it forward* and offer my students the life-changing opportunity to engage in a Salzburg Global experience. Over the next 20 years, since 2004, Jochen Fried, Astrid Schröder, and David Goldman have created, refined and advanced the “Becoming a Global Citizen” seminar. Their vision aligned with our mission at the University of San Francisco to fashion a more humane and just world through leadership, connecting the local with the global, and developing social justice through global citizenship. Over the past two decades USF has sponsored almost 300 students to help them develop professionally and personally from the Global Citizenship Alliance. We selected top students to attend the seminars who would make a difference and advance global thinking and action. The students were equally both graduate and undergraduate and represented almost every discipline of study – majors from anthropology, nursing, politics, teaching, management . . . The majority have been students of color and 60% had never traveled outside of the Americas. Our intention has been to “plant the global seed” and enable it grow in their profession and personal world view.



Has the seminar made a difference? Through student evaluations, interviews, and personal interactions, we have been amazed at how this “short-term immersion” program has made a significant impact. One of the dominant themes students valued was the way “seminar faculty were approachable between sessions, over coffee breaks, and having meals together.” This opportunity seldom is part of the student-faculty experience back on our home campuses. They also believed the seminar “started a process of continual education, reflection, and understanding of interconnectedness, shared knowledge, and values.” In summary, they articulated a robust set of benefits: an appreciation for global issues; the development of sophisticated cognitive skills; a

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stronger and more mature sense of personal identity; and positively affecting their professional practices/competencies at home.

*We have been amazed at how this “short-term immersion” program has made a significant impact.*

Are students more interested in developing their understanding of global citizenship through *academic rigor* or gaining a first-hand understanding of the topic through exposure to *experiential education* within an international setting? Before and after the seminar we asked students to rank six skills from most important to least important. Our data revealed *global awareness* was consistently the highest desired and developed skill among participants. *Academic rigor* was consistently ranked lower in the skill set. This confirmed our intended program design to provide a 70/30 ratio between experiential to academic program emphasis.

As academic advisors, we coached our USF students to spend more time in teamwork and dialogue and to keep a daily reflective journal—and less time behind books and periodicals in the Schloss libraries. They learned more about being a global citizenship through experiences rather than static literature and didactic lectures. As a final assignment, after they returned and reflected on the sessions and experience, we asked our students to write a fluid a five-to-seven-page paper and action plan: What is a global citizen? What forces facilitate global citizenship? What counterforces work against becoming a global citizen? And realizing becoming a global citizen is a journey and not a destination, what four to five actions will you take to advance your global citizenship?

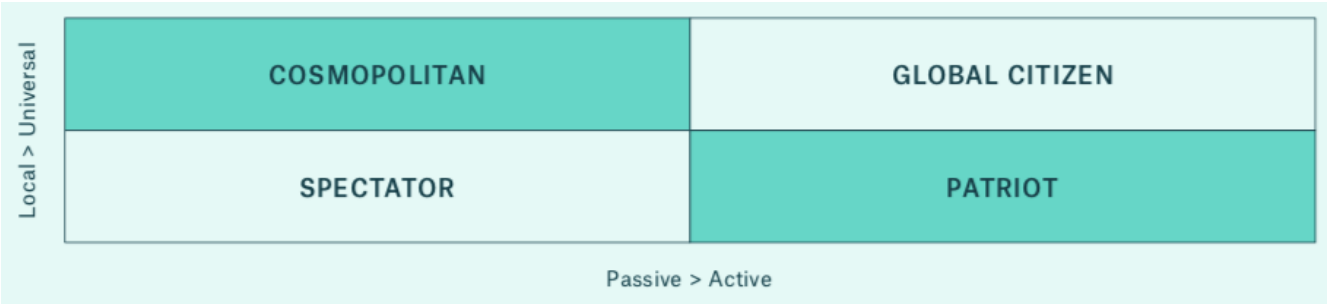
While academic rigor was not the cornerstone of the program, academic theories and models enhance learning and application. As an aid in conceptualizing global citizenship, we proposed a framework to underpin our program’s mission and goal. Our metaphorical model, adapted from William Hitt, views global citizenship as an inner disposition, comprised of two dimensions: (1) **Orientation** depicted by a local-universal continuum – representing self-interest to common good and human justice. **Realization** depicted by a passive-active continuum – the degree to which individuals actively participate in community affairs.

By connecting these two dimensions in mutually perpendicular fashion the 2X2 matrix framework portrays four types of citizens: (1) the **spectator** (local-passive) who



merely looks out at the world without a sense of involvement, just watching the news or reading local papers; (2) the **patriot** (local-active) whose passion is love for country but myopic with respect to the rest of the world; (3) the **cosmopolitan** (universal-passive) belongs to the as world passively informed but does little to bring about a better world; and (4) the **global citizen** (universal-active) belongs to all the world and is actively trying to bring about a more humane and just society. The intention of the Becoming a Global Citizen is to help students move to a more active, just world – from spectator, patriot, or cosmopolitan to a global citizen.

TYPES OF CITIZENS



As the *Educating Leaders for a Global Society* report testifies: “For students preparing for leadership in today’s world, knowledge about the rest of the world is no longer a luxury; it is a necessity.” To become a true global citizen, it is not enough to be a passive and well-informed “cosmopolitan” but we must take action.

Research corroborates the plethora of what experiential learning offers that cannot be replicated within a classroom setting. From our perspective, the seminar on Becoming a Global Citizen could not be taught on a campus in the United States. Our faculty and students need to leave our comfort zones at home—and reflect, journal, and experience the world globally. *Where you stand determines what you see . . . and how you learn and lead.* This has become our mantra for our Global Citizen program.

20 Years: An Impressive Milestone

*William J. Reckmeyer, Ph.D., Leadership & Cybernetic Director Emeritus, SJSU Salzburg Program at San Jose State University (2005-2015)*

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Congratulations to the GCA for two decades of pioneering global citizenship education! It is definitely worth celebrating this impressive milestone, and I appreciate the invitation to share some reflections about my involvement during its early years with the Salzburg Global Seminar. I had originally been introduced to the Seminar during the mid-1990s, when the W. K. Kellogg Foundation invited me to become a Salzburg Fellow at several sessions as part of Kellogg's efforts to substantially expand its financial and programmatic support of the Seminar. Kellogg had become a significant partner at the time and was particularly interested in helping the Seminar globalize its programs and its participants as part of its 50<sup>th</sup> anniversary festivities in 1997.

I found the initial sessions that I attended to be eye-opening, much more enlightening and energizing than the usual professional activities I had experienced during most of my career, so I was intrigued when I heard the Seminar was launching a new International Study Program in Global Citizenship (ISP) in 2004. Supported by additional funding from Kellogg and the College Board, the ISP's mission was to enhance the ability of US higher educational institutions to prepare global citizens – people who know how to thrive in an increasingly interdependent world and can build a more sustainable planet. The ISP was markedly different than previous Seminar programs; however, because it was a partnership between the Seminar and participating higher education institutions that sent cohorts of their own students and faculty to attend sessions which targeted their respective institutional interests (rather than individuals who were selected by the Seminar and attended as participants for their own interests). I was invited by Olin Robison [Salzburg Seminar President] and Jochen Fried [ISP Director] to become part of the ISP team in 2004, initially as a Core Faculty Member and subsequently as Faculty Chair two years later. I worked closely with Jochen and his colleague David Goldman over the following 12 years as the ISP evolved into the GCP (Global Citizenship Program) in 2013. We collaboratively developed the curricula for the related-but-different student and faculty sessions, invited faculty to teach at those sessions, and recruited a half dozen higher educational institutions in California as ISP-GCP partners. The latter included my own campus (San José State University) and several community colleges (Evergreen Valley College, San José City College, Santa Monica College, West Valley College) that interacted with each other and collectively sent 400+ faculty members and students to attend week-long sessions each summer during the Salzburg-based years before the GCP became Global Citizenship Alliance (2016).

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One of the most robust results of our collaboration was the SJSU Salzburg Program at San José State University, which is the leading public institution of higher education in Silicon Valley and was my academic home for 45 years. The purpose of that Program, which I co-founded and directed from 2005-2017, was to develop a critical mass of change agents from across our campus to help globalize the university and educate globally competent citizens. Each year we selected 10-15 SJSU Salzburg Fellows [faculty, staff, and administrators] and 10-15 SJSU Salzburg Scholars [students] to participate in an intensive 18-month program, funded them to attend an ISP-GCP session, and then worked with them intensively in the following academic year on a mix of self-organized projects. We also arranged for a dozen ISP-GCP Faculty and other Salzburg Fellows to serve as SJSU Distinguished Visiting Scholars during those years; sent several SJSU professors to serve as ISP-GCP faculty members in Salzburg; and hosted Dr. Fried in residence as a Fulbright Visiting Scholar at SJSU for the Fall 2007 semester, in coordination with his similar appointment at Bronx Community College during the following Spring 2008 semester. Other notable activities included the co-organization and hosting of a major Salzburg Global Fellows Seminar on “The Rule of Law in the International Community” with leading Salzburg officials and alumni from the United States, Europe, and Africa; the creation of an annual SJSU Peter Lee Memorial Lecture on global citizenship; the sponsoring of several semester-long SJSU Provost’s Honors Seminars on global citizenship and US national security policy in a global world; and a variety of other under-takings. These efforts led to the Program being honored as a *Top 10 Program in Global Citizen Diplomacy* by NAFSA, the United States Center for Citizen Diplomacy, and the United States Department of State in 2010.

Looking back, I realize – now even more than I did at the time – that my involvement with the ISP-GCP was one of the most productive and most gratifying experiences of my career. Some of that was undoubtedly due to the nature of *what* we were doing – our shared commitment to global citizenship and the importance of



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helping humanity learn how to build a more equitable and sustainable future while there is still the time and opportunity to do so. But it was also due to *who* was involved and *how* well we were able to collaborate on common concerns – working together with good friends and like-minded colleagues at the ISP-GCP (Jochen and David, as well as faculty colleagues like Reinhold Wagnleitner and Chuck Hopkins) and peers at San José State (especially Dennis Jaehne and Mark Novak) and other colleges in California was special because it was so different than what I’d found to be usual with the typical silos of academic life. For now, let me close by wishing the GCA (starting with Jochen and Astrid, but including the current GCA team) another successful 20 years moving forward. And also by hoping that Planet Earth is in substantially better shape than it is now.

## A Two-Decade-Long Journey

*Peter Rose, Professor Emeritus, Smith College (2004-2024)*

Nearly two decades ago, Dr. Jochen Fried proposed to bring American undergraduates to Austria, mostly, but not exclusively, from community colleges and Historically Black Colleges and University (HBCUs) to address issues such as the dilemmas of diversity in our society, problems relating to climate change and other environmental issues, and matters of class, status, power and politics, and also to compare and contrast what we do in the United States with what goes on in other countries. It was an enormous challenge. Undaunted, Jochen and his colleagues, Astrid Schröder and David Goldman, put their shoulders to the wheel and gave ample credence to the expression “Where There’s a Will, There’s a Way.” They had the will, and, with written proposals, oral presentations, and the peaked-curiosity of presidents and deans, they paid visits to a number of institutions of higher education such as Miami-Dade in Florida, the City University of New York and its array of four-year and community colleges, and San José State University in California, and found receptive audiences and support for the program. Within a year or two a growing consortium of institutions began facilitating the travel of selected students to Salzburg where they would work, study and interact at the Rococo palace known as Schloss Leopoldskron. Not long after, the first groups of “fellows” (as all who attend the program are called) were joined by those from many other schools from the same states and also from Texas, Kentucky, Illinois and other places in the mid-West.



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*It is not an exaggeration to say that being part of this enterprise is one of the most rewarding and exciting experiences in our long careers as educators.*

Being there at the laying of the keel of what came to be known as the Global Citizenship Alliance (GCA) and as regular members of its core faculty nearly every year since its launching, my wife, Hedy, and I have witnessed the development of this program up close, and it is not an exaggeration to say that being part of this enterprise is one of the most rewarding and exciting experiences in our long careers as educators.



For us, both seasoned professors who have taught and lectured in some of the best known American colleges and universities and, in my case, many others abroad, the GCA and its students offered us a most intense and unmatched opportunity to get to know, interact and work with very special cohorts of students, most of whom are good matches themselves for such choice institutions. In fact, not a few who have come to Salzburg for the program, often as a result of their “life-changing experience in the GCA” (their words), managed to do precisely that. We have personally welcomed several to Smith College in Massachusetts and to Stanford University in California, the two campuses where we now spend most of our time, and have followed the academic careers of many others, almost all of whom have gone on to get their BAs and more than a few to obtain higher degrees.

What impressed us from the start was that the student fellows from different schools and different cities tended to reflect the very diversity mentioned above, giving visible – and often audible! – evidence of the plural character of American society and culture and the varieties of life experiences they would often share. They were frequently the ones to put concrete meat on the bones of what we sought to convey.

Through faculty lectures, organized discussion sessions, gatherings under the supervision of faculty advisers, work on final projects, and many informal meetings in

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rooms in the Schloss and the Meierhof, the other building on the estate, over meals in the Marble Hall and get together in the Bierstube, they and we all learned from each other and, together, reflected on many new ways of thinking about things and, as importantly, came to understand a good deal that we didn't know or think about before.

Over the years, as we returned every spring to meet new groups of students, we were also impressed by the fact that, in contrast to the idea that “the more things change, the more they stay the same,” the GCA continued to evolve. Programs were tweaked to meet the needs of students, such as those occasions when the majority came to us from the Graduate School of Education at the University of San Francisco or, owing to requests by institutions wanting to send a large group for special reasons. As importantly, sudden changes in world events result in last-minute adjustments made in the week-long schedule and curriculum. What did stay on course was the mission of the GCA itself, to understand the individual's role in making their home environments, our country, and the world a better place, to truly become “global citizens.”

*What did stay on course was the mission of the GCA itself, to understand the individual's role in making their home environments, our country, and the world a better place, to truly become “global citizens.”*



All this – along with many other educational enterprises --seemed to come to a screeching halt in the early spring of 2020. We on the faculty and those in the administration of the program were not the only ones, not even the main ones, affected by the outbreak of COVID-19. Those most devastated were the many students back in the States who had been selected to participate in one of the sessions scheduled for 2020 and 2021. But, again, their collective will found a way to maintain the spirit of the GCA as Jochen, Astrid and David are holding out the promise to many prospective new

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fellows and their home institutions that despite the challenges they would keep the program and the dream alive.

For now, Hedy joins me in sending our greetings to all who have been touched by the magic and realism of time spent in the grand fairy-tale Schloss, in sight of park-like gardens, the lake, the majestic Untersberg and near to the colorful downtown of historic Salzburg, offset by serious consideration of the tough topics and healthy debates which often sharply clash with those tranquil surrounds.

## An Organization Ahead of Its Time

*Yolanda Moses, Professor of Anthropology, Vice Chancellor, for Diversity, Excellence and Equity, University of California (2007-2024), Vice-Chair of GCA Board*

It is hard for me to believe that the GCA is 20 years old! I remember back in the late 1990s when I first met Jochen Fried at the Salzburg Seminar's Universities Project (when I was President of CCNY/CUNY) that I had met a soulmate whose vision for global citizenship education for students matched my own. So, over the years we have worked on several major projects including the Mellon-funded Project that brought together 35 HBCU's and Appalachian colleges and universities to explore global citizenship issues writ large. But, just as importantly, we provided an environment for dialogue among groups of young people who would have never seen the concept of global citizenship through a lens of race, ethnicity, diversity, and inclusion. They bonded and grew to respect each other in ways we could not have imagined.

The GCA is important to me because we believe that all students, regardless of what institution they attend, should be exposed to the concepts of globalization and global citizenship. The fact that I have been faculty in this program since its beginning means that I have presented to both faculty and administrators and student cohorts over the years. Having been a product of public higher education in California, I can tell you that there has been nothing more important toward making me the person that I am today, than my community college experience. I had professors in both the humanities and the social sciences who gave me a perspective about the world that my working-class background had not prepared me for. It was at San Bernardino Valley College in a general humanities course that I first heard the Anthropologist Margaret Mead talk (in person) about a discipline that I before then I was completely unaware of. She had just written a book with James Baldwin called *A Rap on Race* in which they



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exchanged views about the state of race in the U.S. and in the world. It was a game changer for me. I ultimately became a cultural anthropologist, and eventually President of the American Anthropology Association and launched a national and international project called *Race: Are We So Different?* (see [www.understandingrace.org](http://www.understandingrace.org)). I am mentioning all that to say that I am even more committed to GCA for its insistence that community college students are exposed to the idea and the reality of global citizenship—even if they cannot go on yearlong study abroad trips like their peers at universities that offer these programs to those who come from families that can afford to pay for them. Our GCA Program offers students, faculty, and administrators the place, space, and tools to create global citizenship programs and initiatives on their own home campuses. The week that they spend with us can often be the catalysts for institutional change in environments with few resources.

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The concept of globalization has been one that has waxed and waned here in the United States since its inception. The idea of American exceptionalism is a belief that sometimes gets in the way of Americans understanding that they/we are part of a larger global enterprise. Never before in history, in an age that we anthropologists are calling the Anthropocene, have humans had the ability to shape the kind of world that we want to live in. We can learn to live together, and sustain our global societies and our planet, or we can descend into chaos, authoritarianism, totalitarianism, dictatorships and forever wars. We are already seeing the threats to democracies all over the world, and in our own country in this regard. My generation has helped to create this chaos, and I hope that through the education of our students, they will have the understanding and the foresight to see that they can be the agents of change for the good of the world in their generation. Globalization is a reality, and it has been for centuries. Our goal as educators is to make sure that our students understand the complexity of the interactions of governments, policies, global conflicts, wars and their aftermaths (for instance, migrations, immigrations, why refugees leave their home countries), and the looming global issues surrounding climate change. The list could go on, but you get my point. We need global citizenship education now more than ever. And our students need to understand that they and their local experiences are part of this process.

The good thing is that the GCA has been delivering this kind of globalization education and globalization insights for institutional change and excellence for the past 20 years. This organization was definitely ahead of its time. But our time has come to expand our scope of work to be even more influential and effective in U.S. and international higher education arenas. I am doubling my commitment as one of the founding members of the GCA faculty, and a member of its board to help to make that happen.

## PERSONAL EXPERIENCES OF PARTICIPANTS

***Keshia Abraham, Florida Memorial University (2010-2024):***

From my vantage point as an HBCU international educator, looking back to the state of the world we were living in when the Global Citizenship Alliance began, there are three major world events that shape my reflection on this anniversary year. In February 2004,

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the president of Haiti, the first free Black republic in the world, which also happens to be the first independent state in the Caribbean, was ousted by a coup d'état instigated by France and the United States. A few months later Hurricane Ivan devastated many parts of the Caribbean and the US South and at the end of 2004 a giant tsunami ravaged numerous nations in Southeast Asia. All of this had global impacts that are still felt, and still impact the ways in which people of the African diaspora see themselves.

Thus, in the midst of this, the HBCU faculty and administrators participating in the GCA programs were busy working to complicate and deepen the ways in which our institutions holistically engage in global learning. For some of the participating institutions, this was the first time as faculty and administrators, global citizenship education was unpacked and interrogated within the context of institutional mission, vision and values. The results of this work were to make global learning, and global citizenship top of mind for all of the scholars who participated in shaping and or influencing the implementation of international education domestically (through study away), internationally (through study abroad and exchanges), and systematically by forming new partnerships and enriching their campus and curriculum internationalization efforts.

For some of our Historically Black Colleges and Universities, their involvement with the Global Citizenship Alliance placed international education and global citizenship at the center of institutional growth and advancement. For all of the HBCUs who participated, new partnerships were formed alongside meaningful strategic priorities which in some cases resulted in more study away programs, in others more enrichment in the general curriculum and for others, it provided the context for going back in time to reimagine the future of the institution based on their own unique histories the GCA helped make visible.

***Xenia Avezov, Borough of Manhattan Community College/Salzburg Global Intern/GCA Teaching Faculty (2007-2018):***

I had the great luck of being chosen to participate in a GCA program as a student in 2008. I later came back as an intern and several times as a faculty member. The GCA had an enormous impact on my life, both professionally and personally. But here is one example. In one of our program lectures, we spoke about the term "glocal"; how global events and circumstances impact us locally and vice versa. For me, as a person who grew up impacted by wars that had and have a tremendous impact both globally and

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locally to this day, it was a profound realization. Not only did the spirit and understanding of global citizenship help me see how humans are connected across these dimensions and made me feel less isolated, but it also fostered a lifelong intellectual curiosity on understanding human challenges more deeply, looking beyond and across local, short-term, siloed perspectives. It is the gift of the question and the practice of expanding the scope of information to gain insight.

***Gwendolyn Bookman, Bennett College (2008-2017):***

I am pleased to reflect on my experiences with the Salzburg Global Citizenship programs, beginning in 2007. My first engagement was when I attended Salzburg Seminar Session 447 "Breaking the Glass Ceiling," through a Mellon Fellowship. The following year, Bennett College became a participant in the Mellon Fellow Community Initiative (MFCI), which focused on Historically Black Colleges and Universities (HBCUs) and Appalachian College Association Institutions (ACAs) and assisted us to create "sites of global citizenship." Initiatives took place in the US and in Salzburg. Through each Global Citizenship Alliance engagement, we were able to implement innovative activities to expand our global education programs.

Congratulations on 20 years of excellence providing financial support, expert advice, and other resources for our faculty, staff, and students in the global arena.

***Olivia Bullio Mattos, St. Francis College (2019/2023):***

As a former fellow of the Global Citizenship Alliance Faculty Seminar and more recently a faculty advisor for the students' session, I can attest to its transformative power for all who attend it. After an immersive week in a wonderful place in Salzburg for the faculty seminar, I came back home to the US with fresh ideas on global citizenship across the curriculum. The seminar provided me with the necessary foundation to understand why global citizenship matters



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for higher education institutions and the imperative that our students graduate as better informed global citizens who understand global issues and their implications for local economies and societies. The discussions both in the classroom and with other higher education peers were the perfect setup for meaningful collaboration and sharing of our challenges and opportunities in implementing global learning in our colleges and universities.

In the students session, I was a first-hand witness of how much my students grew academically and personally in just one week. They were at first impressed by the location of the Salzburg Global Seminar and its complicated history. During the discussions with faculty, they were able to comprehend that global citizens are individuals who see themselves as part of a global society whose actions affect the collective. They delved into global issues that affect us all and thought of practical solutions in groups. At the end of the week, I could see that they were better informed, more engaged, at the same time more understanding and appreciative of our globalized society.

***Christopher Cervini, Vice Chancellor, Community and Public Affairs, Austin Community College (2023):***

Global Citizenship Alliance/Salzburg Global Seminar program is a critical thought partner in helping faculty and their institutions better understand the necessity of globalizing their curricula. As the world has become more interconnected, higher education must be at the forefront of broadening the horizons of our students by exposing them to the richness and diversity of the planet. These experiences not only make them more marketable in the workforce, it also helps them to become engaged and informed about the world around them.

***Katie Coulter Trent, Kent University/Salzburg Global Intern (2006):***

The experiences I was afforded as a student and intern with the Salzburg Global Seminar have served to guide my life tremendously. As both a business owner and fundraising professional, the ability to embrace SGS's encouragement that "anyone can serve" continues to shape my worldview. To say I am thankful for my time in Salzburg would be a vast understatement. Through its programming, I learned that what we do



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for others, we do for all of us, that our human connectedness is a strength, and that an open dialogue is the cornerstone for tackling society's most urgent challenges.

***Michael Daxner, President Emeritus of Oldenburg University (2006-2019):***

Students from North America and from the US, when they arrived at Leopoldskron, many of them became aware of the very special place and the very special environment during the unique week in Salzburg, in Austria, in Europe, on the bridge between past and present. We have learned a lot from them; especially from their reactions to what was new for them, unexpected, complicated, and sometimes frightening—but also hilarious, refreshing and motivating. The “Schloss” and its social and cultural novelty, and, on the other side, Dachau, wrapped in the story and history of National Socialism. Well, this is the core of their, the students', experience. But what was my experience, ours, if you will? For so many years we have met so many students, most of them young, all of them interested and able to learn what they were interested in, and, at the same time, teaching us that we should also learn from them, from their way of thinking, asking, and questioning. And my experience is that it has worked well, and the hours beside the lessons and meetings and discussions have become valuable lessons and meetings and discussions, enriching all sides.

***Jessy Goodman, San Jose State University (2013/2015):***

I was fortunate enough to attend the Salzburg Global Seminar twice: once as a graduate student in 2013, and again two years later as a professor. When someone asks me to identify a major turning point in my life, my experience in Salzburg comes to mind first. My first week at Schloss Leopoldskron truly changed the trajectory of my life. I'd always been passionate about travel, cultural knowledge, and human rights, but it wasn't until my time with the GCA that I realized how central these ideas could and should be to my future.

*When someone asks me to identify a major turning point in my life, my experience in Salzburg comes to mind first.*

I remember the Schloss with extreme clarity, sitting at a window seat on a landing of the massive staircase, writing my future self a postcard about what and who

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I wanted to be after this experience. I remember spending evenings in the Bierstube downstairs, connecting with other students from across the US and realizing what an incredible opportunity this was, and I will never forget the delicious snacks every three hours on the dot and the dining hall out of a fantasy story or listening to live piano music in the hall on our last night, with the doors thrown open to the lake and a gorgeous breeze. Even writing this, I am getting emotional for those days! It's a time I can never return to, but it has definitely shaped where I am today.

Everything I learned during the panels, all the faculty who inspired me, and the impact of visiting Dachau on a disconcertingly beautiful summer day—I wouldn't be doing what I'm doing now if it weren't for all of that. When I returned to my home university in San Jose, California, I was about to teach my very first freshman English class. As my projects for the GCA, I decided to theme the course around global



citizenship and social justice, and I never looked back. By taking what I learned in Salzburg, tending that knowledge and growing into a more fully realized global citizen myself, I was able to pass that on to my students and see them engage in the world and what they had to read and write about it. The chair of the Global Studies program at SJSU invited me to teach their upper-division writing class, which has been one of the best experiences of my teaching career to date. I never would have gotten to do that if I hadn't been to Salzburg. Two summers after attending as a student, I returned to Salzburg as a newly minted faculty member (and, I was told, I was the first to do so as both student and professor!). It's been almost a decade since then, which I can't quite

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believe, but those experiences have continued to snowball to where I am now. I currently teach English and run the Writing Center at the University of Alaska Southeast in Juneau, and I am very honored to get to work with a large Alaska Native student population who have a generational history of cultural disenfranchisement and human rights violations. I am invested in learning about these students as people and about their culture, history, and present, and I don't think I would have been able to approach this position in the same way or be as effective as I hope to be without that first seed of being a part of the Global Citizenship Alliance. I can see very distinctly how my life got from there to here, and I am indescribably grateful.

***Bill Holmes, Campbellsville University, Eastern Kentucky University, Central Michigan University (2010-2016):***

Professionally, as the lead agent of internationalization on my campus I engage with faculty across various disciplines. Each comes with individual personal interests and academic or professional experience that can make it difficult to create a united focus on internationalization. I found participation in the seminars key to bringing faculty together on serious global topics, away from campus distractions, and developing a highly engaged internationalization team. The level and variety of speakers that the seminars bring together would be impossible for a single institution to copy. The opportunity for participants to get to know the presenters, as well as each other, on a personal level through the seminars cannot be replicated at home.

Personally, of the vast intercultural learning opportunities that I have been fortunate to have over the past 20 years, engagement with SGS, and now the GCA are the experiences I feel the strongest about. By simply engaging with like-minded people away from the day-to-day, my time with Jochen, Astrid, and David has left an indelible impression that cannot be overstated.

*My time with Jochen, Astrid, and David has left an indelible impression that cannot be overstated.*

***Stephen Johnson, Miami Dade College (2014-2024):***

Dear GCA Family: Congratulations! It's so exciting to celebrate this milestone with you. Since 2014, I have had the opportunity to be part of five Global Citizenship Alliance

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sessions. As I reflect on my own 20 plus years in higher education, the GCA seminar stands out as one of the most transformative student experiences that I have seen. The discussions, lectures, exchange of ideas, and project-based group work of the seminar challenge students to be more critical, reflective thinkers and compassionate actors in



our world. Of the hundreds of students whom I have seen pass through the seminar sessions, the impact is clear. Upon completion of the GCA sessions, they return to our campuses invigorated to be change-makers. They find a sense of confidence to affect change within our college and in our communities of South

Florida. Many of the GCA alumni go on to earn degrees from the top universities in the U.S. and later have careers which enable them to lead and change the lives of others. I send you all my sincere congratulations and encourage you to continue this great work for many years to come.

*The GCA seminar stands out as one of the most transformative student experiences that I have seen.*

***Maghan Keita, Villanova University, Teaching Faculty and GCA Board Member:***

In some ways, I feel like one of the “new kids on the block” when I reflect on my decade with the Global Citizenship Alliance. Yes, I was there when it was still the “Global Citizenship Project,” but it was the hard work and dedication of so many friends-colleagues that has brought us to this 20-year milestone.

For the past decade or so, I have shared a comradery with an amazing group of intellectuals—many of whom I regard as friends and family. We have been linked not only by their intellect, but also by their commitments to justice and equity on a global scale; linked by their dedication to problem-solving on a global level. The relationships



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discovered and cultivated in the GCA over these decades include those in their eighties to those in their teens in an incredible process of collective learning. The energies of these interactions—interactions that span generations—give me great hope for the future; and for at least another 20 years of Global Citizenship Alliance insight and activity. Our world is clearly in need of it. The GCA seminar stands out as one of the most transformative student experiences that I have seen.

*We have been linked not only by their intellect, but also by their commitments to justice and equity on a global scale.*

All the best to the Global Citizenship Alliance, its students, its faculty, and its administration as we undertake the work of the world before us.

***Strahinja Kiselcic, St. Francis College (2023):***

My favorite college experience was taking part in the Global Citizenship Alliance program in May 2023. It made it easier for me to deal with the identity ambiguity I frequently had. I had a hard time figuring out where I belonged in a world full of different cultures and viewpoints before the program. However, the program made me see that nationality-based, or conventional definitions of citizenship fall short of encapsulating the complexity of human existence. Our relationships with people from all around the world help to form who we are as people—we're not simply citizens of one nation.

Global Citizenship Alliance made me rethink the concept of citizenship. This often difficult task entails abandoning categories and classifications in favor of the common beliefs and commitments that bind us together as world citizens. It's about realizing that our identities are dynamic and always changing because of the relationships we have with other people.

***Derrick Manns, Louisiana Community and Technical College System:***

As a former faculty/staff advisor for the Louisiana Community and Technical College System, I led groups of students to the Global Seminar for 4 years. Each trip was amazing and an educational journey for all. Many of the students that went on the trips had never left the state. Several have never flown on a plane. Some that have been on

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planes were on small planes. So, this was a great adventure for them. Once we arrived in Salzburg, students were exposed to new sights. New surroundings. Many have never been in a place that did not speak the same majority language. So, for once they were the cultural minority. This presented a great opportunity for students to learn a few words and phrases in German, so it was good for them.

*Many of the students that went on the trips had never left the state. Several had never flown on a plane.*

The seminar itself was amazing with the faculty from across the world and the exposure to the topics from world-renowned experts was great. The in-depth conversations, personal experiences from staff like Astrid who experienced some pretty life changing events like the wall coming down, and being able to share that was impactful.

Overall, the seminar was a life changing event for all students. I am glad I was able to assist with leading these efforts on behalf of the students.

***Kevin Mersol-Barg, Salzburg Global Intern (2014):***

In 2014, I interned with the Global Citizenship Alliance's predecessor, the Global Citizenship Program at the Salzburg Global Seminar. It was an incredible opportunity for me to learn more about the world while helping community college students do the same. I was then a recent college graduate, and it was my first time going abroad. As I helped facilitate two seminars over my three-month internship, I loved learning from the experts who taught various aspects of global citizenship. It was rewarding to learn from the students as well. Even though the participants came from the United States like I did, it felt like we were worlds apart in our lived experience. My experience interning with the Global Citizenship Program continues to inform how I communicate across difference to this day. It also impressed upon me the importance of thinking globally and acting locally.

Following my time in Salzburg, I spent a year in Germany as part of a cultural exchange fellowship, exploring similar themes of global citizenship. After traveling the world — from China to Ecuador — I settled in Washington, DC, where I earned a Master of Public Policy and work for the U.S. federal government. I spent the last five

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years conducting research at the U.S. Postal Service, learning about how critical infrastructure keeps us all connected. Much of that work involved engaging people from other country's national postal operators, identifying best practices and lessons learned that could help the U.S. government provide better service. I recently began conducting similar evaluations at the U.S. Department of Housing and Urban Development. In my free time, I serve on the board of directors for an educational non-profit organization that hosts Model United Nations conferences for high school students in my home state of Michigan. As I facilitate these simulations, I help students pursue peace through understanding, drawing on my experience in Salzburg.

***Alex Seago, Professor Emeritus of Cultural Studies, Richmond American University London (2009-2024):***

I first became involved with the GCA programme in 2009 as a direct result of my participation in the Salzburg Seminar American Studies Association seminars. My particular professional background is in American Studies and Cultural Studies with specialized interest in art, design and popular culture. With a trans-Atlantic educational background (undergraduate in the UK, Masters in the USA and Ph.D. in the UK) and



having taught for decades in the American Liberal Arts system in London to students from all over the world I immediately felt a home in GCA seminars. Since my first involvement in the GCA events they have become one of the high points of my academic year – what could be better than teaching bright, sparky, engaged honours students – typically from a wide variety of ethnic backgrounds – about the nuances of contemporary cultural globalization which they experience and navigate on a daily basis? I've thoroughly enjoyed all the interactions I've had with GCA faculty and alumni over the past 15 years or so – for me the experience of a GCA seminar represents

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the absolute essence of teaching in higher education – a participatory experience in which lecturers learn from students and students learn from lecturers.

***Eric Okyerefo, Salzburg Global Intern (2019):***

Interning with the GCA Program in the spring of 2019 was one of the highlights of my experience at the Salzburg Global Seminar. It was a truly transformative learning opportunity that helped me understand my role in an increasingly globalized world and how I could contribute positively. Professionally, working with the team during the event provided invaluable insights and skills that have greatly benefited my career development. The hands-on experience and the opportunity to collaborate with dedicated professionals like Astrid, Jochen, Jana, and the rest of the faculty are memories I cherish deeply. The experience has left an indelible mark on me, equipping me with the tools and confidence to navigate and impact the global stage.

***Betty Overton, University of Michigan (2007-2017):***

Congratulations to the Global Citizens Alliance on twenty years of outstanding work helping so many of us enlarge our concept of what global citizenship means for us personally and in our professional lives. For me, this project was not just another academic experience. It challenged me to ask how I was acting on what I taught others about being a global citizen. The design of the program modeled how people come together through conversations and shared learning to create ways to move beyond the confines of their narrow spheres of engagement. Historically Black Colleges and Universities and Appalachian Colleges might by happenstance overlap at some professional meetings or through accreditation agendas, but even though they share many of the same goals, issues and concerns, most of them had not been intentional partners, allies, or associates until this project. Bringing these institutions together around this topic was innovative and strategic to having them, especially the students, expand their view of their place in the world. Once together, the students and faculty embraced the opportunity to learn with each other and from each other. And, of course, Salzburg and the Global Seminar setting were the perfect environments to incubate this conversation. This twenty-year celebration is testimony that the Global Citizenship Alliance was needed, and it created a unique and important conversation and relationship that has been sustained. The program has been true to its intent of



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“empowering individuals to become agents of positive change in an interconnected world.”



***Howard Ponzer, Director Honors Program, Professor and Chair of the Philosophy, Molloy University (2015-2024):***

The Molloy University Honors Program has brought students to the Global Citizenship seminar at GCA since 2015 as an extracurricular extension of our programmatic focus on global citizenship and social justice. Our goal in the honors program is to successfully educate and graduate students as informed global citizens who constructively shape the future by taking action to advance social justice locally and globally. The GCA seminar has been and will continue to be an integral part of the education of our honors students. As a testament to the impact that the GCA has had on our

program, we have modelled our own honors program senior project after their seminar model. Like the GCA, we team up small groups of students to work on projects related to global citizenship. Each member of the honors faculty is assigned a group as their facilitator, who monitors the independent work of the students. The groups meet regularly throughout the semester, at the end of which they present their projects to the honors program faculty and community. We, at Molloy University, are indebted to the GCA and its members for their collaboration and friendship. Congratulations on 20 years of success!

***Shewanda Riley, Tarrant County College (2003-2024):***

Attending the Salzburg Global Citizenship seminar was transformative not only for myself but also for the students we brought from my college. It was remarkable

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watching how the students' perspectives on the world and their place in it transformed as they experienced the beautiful location of the Schloss Leopoldskron and lovely Salzburg, Austria. They were exposed to ideas that diversified their perspectives and challenged them in ways that made them grow into better students and global citizens.

It was rewarding seeing how the conversations that took place before, during and after the sessions impacted the students. They came back to our college with a passion to share what they learned with others and with a desire to be global citizen ambassadors. As a result of the visit of one cohort, we established an international student wall that featured the stories of international students as well as held an International Student lunch roundtable where students shared customs and desserts from their countries of origin with the campus community.

***Andrew Rowan, Bronx Community College (2004-2024):***

For the last 20 years, the Bronx Community College's twice-a-year participation in the Program (student and faculty/administrator seminars) has been the inspiration and fulcrum for our global activities. With support from our former president, Dr. Carolyn Williams, a Global Initiative Steering Committee was convened for well over a decade comprised mainly of colleagues who had attended the summer sessions.

Globalizing the curriculum across the disciplines was a major goal abetted by the creation of a *Global Perspectives* program of co-curricular events—lectures, film series, and founding of the Center for Tolerance and Understanding after colleagues from Maricopa Community College made an informal presentation that first summer. Faculty development workshops were held to discuss ways in which courses across the disciplines could increase their global content. Fruitful on-campus programs with the Museum of Tolerance New York/Simon Wiesenthal Center, Facing History & Ourselves, and the Anti-Defamation League (*A Campus of Difference*) caused us to look both inward and outward.

Vitally important are the relationships forged over the years: Dr. Jochen Fried, GCA founding President/CEO and current Senior Advisor, was our first Fulbright Scholar in Residence (in conjunction with San José State University); UNESCO Chair Chuck Hopkins (York University, Toronto, Canada) and a panel of BCC faculty with Salzburg credentials presented a standing-room-only event, *The Human Dimensions of Climate Change* (the day after a major snowstorm); Drs. Peter and Hedy Rose visited our

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campus when Peter gave pre- and post-2016 election lectures. Dr. Reinhold Wagnleitner has not made a formal presentation at BCC, but his entire family has visited us for coffee and a wide-ranging discussion on global affairs with faculty, staff, and student GCA alums. GCA CFO Astrid Schröder and Program Manager Jana Schröder assure that our comings and goings are seamless and that we are welcomed with open arms. We hope to see them at BCC in the future. The Bronx Community College community has amassed ongoing benefits from our 20-year relationship with the Global Citizenship Alliance.

There is more to report but, perhaps, that can be done in person in July over coffee. It needs to be said, however, that I met Dr. Reza Fakhari, the current GCA President/CEO, at that first session. We look forward to working with him as BCC's future with the GCA is strong.

***Lavar Thomas, Kingsborough Community College (2010), GCA Faculty (2017-2019):***

It was through the GCA program that I learned the term “Global Citizen.” Little did I know this term would embody the person I would evolve into 14 years later. The opportunity to gain international experience as a community college student while deepening my understanding of global issues, governance, and sustainability planted a seed within me that continues to germinate to this very day. It has influenced my



decision to pursue a career in public service and my commitment to developing the next generation of global citizens. Since completing the program, I have served in the Peace Corps in Rwanda, graduated with my Bachelor's and master's Degrees, cofounded a non-profit that engages young Black men through cross-cultural and leadership development experiences, and so much more. I credit the GCA program for sparking my curiosity as a young college student to think globally and act locally. It is an

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experience I carry in my heart, and I am grateful for the relationships, mentors, and lessons it has afforded me over the years.

*It was through the GCA program that I learned the term “Global Citizen.” Little did I know this term would embody the person I would evolve into 14 years later.*

***Reinhold Wagnleitner, Professor Emeritus, Paris Lodron Universität Salzburg (2004-2024):***

The shock of 9/11, the beginning of the wars in Afghanistan and Iraq on the one end, and Covid-19, the end of the war in Afghanistan, the Russian war against Ukraine, the Hamas terror attacks of October 7, 2023, and the war in Gaza on the other – these are just a few of the temporal bookends of the last two decades in which US-students convened at the Global Citizenship Alliance / Salzburg Global Seminar to deliberate a multitude of global problems and the necessity of global cooperation.

Wherever the Fellows (students, faculty advisors, administrators) hailed from – from San Francisco to Miami, from San José to Minneapolis, from San Diego to Chicago, from Dallas to New York, from Houston to Santa Monica, from Louisiana to the Silicon Valley, from Historically Black Colleges and Universities to the Appalachian College Association – their colorful backgrounds, boundless aspirations and passions proved one phenomenon quite visibly: this young cohort of US-Americans beautifully demonstrated the fact that one does not have to leave the territory of the United States of America to be surrounded by the potential of global citizenship. It became quite clear, on the other hand, that one has to leave the territory of American exceptionalism (or any other kind of exceptionalism) to achieve that universal potential. During these last twenty years, I had the privilege of serving as faculty member of most sessions of the program, and I can only hope that our students learned as much from us as we gained from them in intense weeks of contemplation and debate.



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# OUR TEAM, OUR PEOPLE, OUR PARTNERS

## OUR TEAM

### **President / CEO: Reza Fakhari**

Prior to assuming this position, Reza served as the Secretary of the Board of Directors of the Global Citizenship Alliance for 8 years. He was elected to the Amnesty International USA Board of Directors in 2014 and served as Vice Chair and then Chair of the Board. He served as Chair of the Board of Student World Assembly which aimed to engage students



from all over the world in critical reflection and new thinking about pressing global issues. He served as Vice President for Internationalization and a professor of international politics at St. Francis College in New York City where he led the comprehensive internationalization of the College and continues as a member of the teaching faculty. Prior to St. Francis, he served for 30 years in progressively responsible roles at LaGuardia Community College and Kingsborough Community College of the City University of New York (CUNY) as professor, director, dean, associate provost, and vice president. He has also taught at Fordham University, Vassar College, and International Pacific College in New Zealand. He has served on the Editorial Advisory Board of the *Liberal Education* Journal of the American Association of Colleges & Universities (AAC&U), on the Advisory Council of the Aspen Institute Wye Seminars, and on the International Advisory Board of GlobalMindEd. He holds a Ph.D., with Honors, in International Relations from the New School for Social Research in New York City. He frequently speaks and

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writes about the imperative of global, intercultural, and interreligious understanding and engagement in our rapidly globalizing and highly interdependent world.

### **Co-Founder/Senior Advisor: Jochen Fried**

Jochen was the founding President/CEO of the Global Citizenship Alliance. Prior to assuming this position, he was Director of Education at Salzburg Global Seminar, where he was responsible for developing and maintaining programs that highlight the pivotal role of education in building resilient and equitable societies, including the Global Citizenship Program and the Salzburg



Academy on Media and Global Change. He also held the positions of Head of Programs at the Institute for Human Sciences in Vienna, and of senior officer at the secretariat of the German Higher Education and Science Council (*Wissenschaftsrat*). After earning a doctorate in German literature at Düsseldorf University, Germany, he was a lecturer at Cambridge University and Ljubljana University, and a visiting scholar at various universities and colleges in the United States, including Smith College in Northampton, San José State University, Bronx Community College, and Morehouse College in Atlanta. He has worked in more than twenty countries on behalf of national and international organizations and has published widely on various topics related to higher education policy and global civil society.

### **Co-Founder/CFO: Astrid Schröder**

Astrid was the COO 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 Global Citizenship Program's student sessions, program development, and relationship building. Before joining Salzburg Global in 1997, Astrid was administrator for the department of MultiMediaArt at the Salzburg

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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, and American and African-American literature and theater. Originally from Germany, she holds an M.A. in North American studies, modern history, and theater arts from the Free University of Berlin's John F. Kennedy Institute.



### **Program Manager: Jana Schröder**

Jana was born and raised in Salzburg and works as Program Manager for the Global Citizenship Alliance. She obtained an honors degree in liberal arts and sciences at University College Maastricht, the Netherlands. Her focus lies on migration studies, politics, international relations, and peace and conflict resolution. She is pursuing an M.Phil in *Race, Ethnicity & Conflict* at Trinity College Dublin, Ireland, where she was recently chosen for the European Excellence Award. This fall, Jana will obtain a MA in Middle Eastern Politics at Trinity College Dublin.



Prior to her current position, she was an intern and then a research assistant for the GCA. In addition, she worked as an applied research intern for the United Nations University MERIT in the migration office during her studies in the Netherlands, and held a position as a researcher for the Salzburg Global Seminar. Other interests of hers include animal welfare, higher education, and race and gender issues.

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## BOARD MEMBERS

### Chair: Joe May

Dr. May is Chancellor Emeritus of Dallas College, where he served as the seventh chancellor. He is known both nationally and internationally as a result of his relentless advocacy for the role of community colleges in solving today's most challenging social issues. During his seven years as president of the Louisiana Community and Technical College System, enrollment increased from



71,000 to more than 160,000 students. As a community leader and educator, Dr. May strongly believes in achieving academic excellence and has worked closely with public school districts, sponsored charter schools, career academies and early college programs. A hallmark of his approach to leading community colleges is the creation of public-private partnerships. By forming these partnerships, Dr. May has helped jump-start new economic investment and job creation. Respected throughout the world, he has delivered consulting services to new community college initiatives in Japan, the United Kingdom, Russia, and Saudi Arabia.

### Vice Chair: Yolanda Moses

Dr. Moses served as president of the American Anthropological Association, chair of the board of the American Association of Colleges and Universities, past president of City University of New York/The City College (1993-1999), president of the American Association for Higher Education (2000-2003), and Associate Vice Chancellor of





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Diversity and Inclusion at the University of California, Riverside. She currently serves as professor of anthropology at the University of California, Riverside. Dr. Moses' research focuses on the broad question of the origins of social inequality in complex societies through the use of comparative ethnographic and survey methods. She has explored gender and class disparities in the Caribbean, East Africa, and in the United States. More recently, her research has focused on issues of diversity and change in universities and colleges in the United States, India, Europe, South Africa, and Australia.

### **Treasurer: Santwana Dasgupta**

The late Santwana Dasgupta served as the director of Partnership for the Education of Children in Afghanistan (P.E.C.A). She visited Afghanistan for the first time in 2006 and was moved both by the devastation caused by decades of war and by the valiant efforts of the Afghans to rebuild their country. She started as a volunteer with P.E.C.A., became a board member in 2007

and now serves P.E.C.A. as the volunteer executive director. She took a position with the Higher Education Project, a USAID funded program, and teaches leadership and management classes to the education faculty of 22 universities and institutes of higher learning across Afghanistan.



### **Secretary: Maghan Keita**

Maghan is 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. He was the chair of the Board of Trustees of the College Board, and has spent the majority of his professional life concentrating on issues of education in



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various venues with a particular focus on excellence, access, and equity in the educational process. Maghan holds a B.A. in Chinese language and East Asian studies from Oberlin College; an M.A. in American history from Cleveland State University; and a Ph.D. in African studies from Howard University. He joined the GCA Teaching Faculty in 2013.

## Augie Gallego

Mr. Gallego is the chancellor emeritus of the San Diego Community College District (SDCCD), a position he held from 1990 until 2004. While chief executive officer of one of the nation's largest community college districts, over 100,000 students enrolled in the three colleges, six centers, and in the First Responders Regional Public Safety Institute. Earlier in



his career, Mr. Gallego served as associate dean of student affairs and associate director of admissions at the University of California-Davis. He also served as dean of the SDCCD Cesar Chavez, West City Centers, provost Educational Cultural Complex and later as the SDCCD director of Instructional and Student Services. During his tenure, Mr. Gallego earned a reputation as a national leader, and was named by *Change Magazine* as one of the 21 most influential senior leaders in higher education. In 2004, he was awarded the Harry Buttimer Distinguished Administrator Award by the Association of Community College Administrators. In 1998, Mr. Gallego served as chair of the American Association of Community Colleges and he was the second community college chief executive to serve as board chair of the American Council on Education. Mr. Gallego was the Founding Chair of the GCA Board, 2015-2024.

## Regina S. Peruggi

As President of Kingsborough Community College/CUNY from 2004-2013, Dr. Peruggi was a strong supporter of the GCA by attending one of its seminars and funded a cohort of students each year to participate in the Global Citizenship seminars. As a highly student-centered leader, she secured recognition of Kingsborough as a Finalist with Distinction for the

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2023 Aspen Prize for Community College Excellence. She also served as President of Central Park Conservancy, President of Marymount Manhattan College, and as a dean at the Central Office of CUNY. Dr. Peruggi has served on the boards of numerous organizations, including as Board Chair at The Havens Relief Fund Society and Co-President of the Board of the Carroll and Milton Petrie Foundation.



### **Reza Fakhari, GCA President (*ex officio*)**

Reza Fakhari, GCA President (*ex officio*)

## **INDEPENDENT CONTRACTORS**

### **Director of Partnership Advancement: Keshia Abraham**

Keshia is an International Education practitioner and African diaspora scholar advancing global learning through justice and equity with dignity and intention. Prior to starting Abraham Consulting Agency, she was the Senior Director for Diversity and Inclusion at CIEE (Council for Independent Education Exchange) where she was responsible for developing, directing, and co-facilitating the Frederick Douglass Global Scholars program, managing Project Passport which supported the internationalization of select MSI institutions, and providing leadership and direction for creating an inclusive global learning environment. She has been involved in numerous programs to advance internationalization and global citizenship including as a participant and presenter in multiple sessions of the Mellon Global Citizenship Program (under the auspices of the Salzburg Global Seminar) and the Global Citizenship Alliance. A recipient of multiple academic awards including two Fulbright fellowships, Keshia has studied, taught, facilitated workshops, and conducted research in over 40 countries cultivating access, belonging, and understanding in global learning. A lifelong advocate for HBCUs specifically and for minority-serving institutions (MSIs) generally, Keshia has helped grow international programs within a wide variety of institution types. As

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an academic leader, Keshia has most recently served as associate professor, department chair, academic Dean, and Director of International Education at Florida Memorial University.

### **General Counsel: Alice Seeger**

Alice is an attorney who focuses her practice on representing small businesses and nonprofit organizations on a wide variety of issues, and businesses and individuals on succession and estate planning issues. She earned her B.B.A. (with honors) from the University of Wisconsin – Madison in 1984. After graduation, she worked for IBM for a few years before heading to the University of Texas, School of Law in Austin. Alice was awarded her Juris Doctorate (with honors) in 1989, and inducted into the *Order of the Coif*. She has been a member of the Board of Directors of the Community Transitional School (CTS) since 2010. CTS is a nonprofit private school in Portland for children pre-kindergarten through 8<sup>th</sup> grade whose families are either homeless or in transitional housing. Since 2012, Alice has held the office of Secretary of the CTS Board of Directors and has been an active member of its Executive Committee.

### **Community and Outreach Coordinator: Adam Beeson**

Based in Costa Rica, Adam is responsible for connecting GCA alumni across the global network while supporting program activities and development. He is an alumnus of the Global Citizenship Alliance and previously served in a number of roles for the Salzburg Global Seminar. Adam has more than a decade of international school teaching and leadership experience in Europe and the Americas. He is currently DEIB Coordinator and a language and literature teacher at Pan-American School, Costa Rica's first International Baccalaureate (IB) continuum school. Adam is actively involved in the wider field of international school education, adding his insight as a presenter at the IB Global Conference of the Americas, serving as a member of the International School Anti-Discrimination Taskforce and contributing to various publications, including the International Schools Network, School Management Plus and the Wellbeing in International Schools Magazine. He received his M.A. in International Education from the University of Bath (United Kingdom), a B.A. in English from Brevard College (USA) and an International Teacher Certificate from the European Council of International Schools.



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## Teaching Faculty

**Santwana Dasgupta:** Santwana has held various roles in the education sector, including Director of Education and Chief of Party at The Asia Foundation, Manager at USAID Higher Education Project in Afghanistan, and Executive Director at Partnership for the Education of Children in Afghanistan.

**Birsen Erdogan:** Birsen is a full-time lecturer at Maastricht University, Maastricht, the Netherlands. She coordinates and teaches courses like International Relations Theory, Middle Eastern Politics, Peace and Conflict Studies, and Contemporary Security Studies.

**Farid Hafez:** Farid is currently Visiting Professor of International Studies at Williams College. Before, he was a lecturer and researcher at the University of Salzburg, Department of Political Science and Sociology. He is also a faculty member at Georgetown University's Edmund A. Walsh School of Foreign Service where he researches and writes about Islamophobia as a Senior Fellow for The Bridge Initiative.

**Charles Hopkins:** Chuck is the UNESCO Chair in Reorienting Education Towards Sustainability at York University in Toronto, Canada where he teaches in the Graduate School. His UNESCO work focuses on the development and coordination of an international network of teacher education institutions from over 50 countries working on the reorientation of teacher education to address sustainable development.

**Maghan Keita:** Maghan is 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:** Yolanda serves as professor of anthropology, associate vice chancellor for diversity, equity and excellence, and executive director for conflict resolution at the University of California, Riverside.

**Champa Patel:** Champa is the Executive Director for Governments and Policy at the Climate Group dedicated to the goal of driving climate action for a world of net zero

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carbon emission by 2050. Prior employments include senior-level positions at the International Crisis Group, Chatham House and Amnesty International.

**Hedy C. Rose:** Hedy has taught at every level, from pre-school to university. She was born in Amsterdam and has lived in the United States since 1947 where she has served on the faculties of Smith College; the University of Massachusetts, Hampshire College and Wesleyan University.

**Peter Rose:** Peter (Ph.D. Cornell, 1959) is Senior Fellow of the Kahn Liberal Arts Institute, Sophia Smith Professor Emeritus of Sociology and Anthropology, and former director of the American Studies Diploma Program for foreign graduate students at Smith College in Massachusetts.

**Alex Seago:** Alex is Emeritus Professor of Cultural Studies at Richmond The American University in London, England with an interdisciplinary academic background in American studies, cultural history and cultural studies. His research interests focus upon the area of cultural globalization – with particular reference to music, art, and design.

**Tazalika te Reh:** Tazalika is an architect and cultural studies scholar who holds a PhD in Cultural Studies from TU Dortmund University, Germany, and is researching the intersections of architecture, space and racialization, specifically in the context of decolonization, and decarbonization.

**Reinhold Wagnleitner:** Reinhold was associate professor of modern history at the University of Salzburg and visiting professor of US history at the University of Minnesota, Minneapolis, Franklin and Marshall College, Lancaster, Pennsylvania, and the University of New Orleans, Louisiana. His research focuses on global US cultural influences and the Cold War.

## PARTNER INSTITUTIONS

The list beginning on the following page includes all of the institutions of higher education that have sent students to participate in a seminar on global citizenship under either the Salzburg Global Seminary or the Global Citizenship Alliance.

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Alderson-Broadus College, WV  
Austin Community College, TX  
Bennett College for Women, NC  
Berea College, KY  
Bethune-Cookman University, FL  
Bluefield College, VA  
Borough of Manhattan Community  
College (CUNY), NY  
Brevard College, NC  
Bronx Community College (CUNY), NY  
Campbellsville University, KY  
Carson-Newman College, TN  
Casper College, WY  
Central Michigan University, MI  
City Colleges of Chicago, IL  
- Harold Washington College,  
- Harry S. Truman College,  
- Kennedy-King College,  
- Malcom X College,  
- Olive-Harvey College,  
- Richard J. Darley College,  
- Wilbur Wright College  
Clark Atlanta University, GA  
CUNY College Discovery & SEEK  
Program, NY  
Dallas College/Dallas County Community  
College District, TX  
Davis & Elkins College, WV  
Dillard University, LA  
Duke University, NC  
Eastern Kentucky University, KY  
El Paso Community College, TX  
Emory & Henry College, VA  
Evergreen Valley College, CA  
Ferrum College, VA  
Fisk University, TN  
Florida Memorial University, FL

Hampton University, VA  
Hostos Community College (CUNY), NY  
Houston Community College District, TX  
Howard University, DC  
Iowa State University, IA  
John Jay College of Criminal Justice (CUNY),  
NY  
King University, TN  
Kingsborough Community College (CUNY),  
NY  
LaGuardia Community College (CUNY), NY  
Lee University, TN  
Lees-McRae College, NC  
Leigh High School, CA  
Lincoln Memorial University, TN  
Lindsey Wilson College, KY  
Louisiana Community and Technical College  
System, LA  
Maricopa Community Colleges, AZ  
Mars Hill University, NC  
Miami Dade College, FL  
Molloy University, NY  
Morehouse College, GA  
Murray State University, KY  
North Carolina Central University, NC  
Oakland Community College, MI  
Prince Georges Community College, MD  
Queensborough Community College (CUNY),  
NY  
Saint Augustine's College, NC  
San Diego Community College  
District, CA  
- San Diego City College  
- San Diego Mesa College  
- San Diego Miramar College  
San Jose City College, CA  
San Jose State University, CA

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Santa Monica College, CA  
Seminole State College, FL  
Spelman College, GA  
St. Francis College, NY  
St. Mark's School, MA  
Tarrant County College District, TX  
Trident Technical College, NC  
Tusculum College, TN  
University of Calgary, Canada  
University of Charleston, WV  
University of Guelph-Humber, Canada

University of Pikeville, KY  
University of the District of Columbia,  
DC  
Virginia Union University, VA  
Warren Wilson College, NC  
West Valley College, CA  
West Virginia Wesleyan College, NC  
Western Michigan University, MI  
Wheaton College, IL  
Wheeling Jesuit University, WV





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<https://globalcitizenshipalliance.org/>



<https://www.salzburgglobal.org/>

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