Resources Related to the Global/Leadership Strategic Plan

EXAMPLES FROM OTHER SCHOOLS

Global Programs

Global Liberal Arts Alliance
http://www.liberalartsalliance.org/

Kalamazoo College - The K Plan
http://www.kzoo.edu/college/?p=kplan

Smith College -- Preparing women for leadership in a dynamic world
http://www.smith.edu/academics.php

Global Mount Holyoke (GMH): Global competence is a prerequisite for citizenship and successful careers in the twenty-first century. Students need to be able to communicate across different cultural frames of references and understand the challenges of globalization from a comparative perspective. While other institutions talk of going global, Mount Holyoke has long set the standard. MHC students experience the world in countless ways, both inside and outside the classroom. Our rich curricular offerings on global issues, the exceptional international diversity of our community, and broad possibilities for study, internships and research abroad provide plentiful opportunities for students to become globally competent.
https://www.mtholyoke.edu/about/global_mount_holyoke

Macalester College - Institute for Global Citizenship
http://www.macalester.edu/igc/

Spelman College - Going Global

Carleton - Global Engagement Initiative
https://apps.carleton.edu/collab/gei/

Hope College-- A destination and a launchpad, World Citizens
http://www.hope.edu/admissions/student-life/world-citizens

DukeEngage -- This is an immersive global & domestic service program. While it is different from anything we are contemplating, it is interesting insofar as it was conceived and implemented as a project that needed to be scaled up quickly in order to be a gamechanger at the university:
http://dukeengage.duke.edu/

University of Richmond Global Studio -- The Global Studio exists to help members of the University of Richmond community use technology to enhance language learning and effectively communicate across cultures.
Leadership Programs

University of Richmond Jepson School of Leadership Studies
http://jepson.richmond.edu/

Bryn Mawr: Leadership Innovation and Liberal Arts Center (cornerstones are internships/career and civic engagement)
http://brynmawr.edu/lilac/

Mt. Holyoke: The Lynk (encompasses internships/career, leadership, civic engagement) in the Center for Leadership and Liberal Arts
https://www.mtholyoke.edu/acad/lynk

Advising Programs

St. Mary’s College -- First Year Advising Cohorts
https://www.stmarys-ca.edu/undergraduate-business/student-experience/first-year-advising-cohort

Other (experiential learning, interdisciplinary learning, etc.)

The Hendrix Odyssey
http://www.hendrix.edu/odyssey/

Elon Experiences -- This is an interesting page about the Elon Experiences program:
http://www.elon.edu/docs/e-web/students/elon_experiences/ElonExperiencesReport.pdf

Focus Program @ Duke -- these are the interdisciplinary course clusters I mentioned to several of you after yesterday's meeting -- I think this could provide some helpful ideas/models for us. (I directed one of these clusters when I was at Duke):
http://focus.duke.edu/
ADDITIONAL RESOURCES (Definitions, Pedagogy, Teaching Resources, Justification, etc.)

Global

An overview of literature on global leadership competencies:

A model/summary of global competencies: for adaptation, wording can be borrowed/adapted?

7 Revolutions: An ongoing research effort to identify and analyze the most important trends shaping our world out to the year 2035. (Might be useful for the Global Seminar)
http://csis.org/program/seven-revolutions

Syllabus organized around the content on the 7 Revolutions website:
http://www.westga.edu/~history/FacultyUpdated/AMacKinnon/XIDS%202301Fall08.pdf

A one-page collection of ideas from the book Educating Global Citizens in Colleges and Universities by Peter Stearns. For further discussion of this file see the global discussion forum.
http://courses2.agnesscott.edu/pluginfile.php/91291/mod_resource/content/1/GlobalInternational.pdf

An education for the 21st century
http://courses2.agnesscott.edu/pluginfile.php/91284/mod_resource/content/3/Edu%20for%2021st%20C.pdf

Embracing the new Globalism: A Challenge to Rethink Study Abroad

http://www.aacu.org/meetings/global/MaterialsandResources.cfm

Putting the World in our Classrooms: A New Vision for Education in the 21st century

AAU&C Shared Future Initiative
Shared Futures: Global Learning and Social Responsibility is a multi-project, national initiative of AAC&U.
The initiative was built on the assumption that we live in an interdependent but unequal world and that higher education can prepare students to not only thrive in such a world, but to creatively and responsibly
remedy its inequities and problems. A quality liberal education in the 21st century provides students with opportunities to work collaboratively, to examine the world’s human and natural systems from multiple perspectives, and to integrate learning across the curriculum by following the threads in an increasingly complex reality. Such an education—often referred to as global learning—intentionally wrestles with questions of diversity, identity, citizenship, democracy, power, privilege, sustainability, and ethical action. By building a network of educators dedicated to this integrative work, Shared Futures facilitates curricular change and faculty development on campuses nationwide. It is the goal of the Shared Futures initiative that these networks of educators lead to collaboration on course design and pedagogy, shared strategies for curricular renewal and globalization of general education, and a fluid, decentralized exchange of resources that opens new opportunities for partnership and learning.

AAC&U's latest Shared Futures project, General Education for a Global Century, is funded with a generous grant from the Henry Luce Foundation.

Bennett’s Developmental Model of Intercultural Sensitivity and the six stages going from ethnocentric to ethnorelativistic moving:

1. From Denial to Defense: the person acquires an awareness of difference between cultures
2. From Defense to Minimization: negative judgments are depolarized, and the person is introduced to similarities between cultures.
3. From Minimization to Acceptance: the subject grasps the importance of intercultural difference.
4. From Acceptance to Adaptation: exploration and research into the other culture begins
5. From Adaptation to Integration: subject develops empathy towards the other culture,
(from Jennifer Lund)

Free webinar on the opportunities and challenges raised by the globalization of higher education: https://events-na3.adobeconnect.com/content/connect/c1/1002564123/en/events/event/shared/default_template/event_landing.html?sco-id=1329971411&_charset_=utf-8

Leadership

NPR piece on leadership (from Rosemary Cunningham)

Critique of emphasis on leadership (from Cathy Scott)

Study Abroad

A program that Alan Koch participated in as a middle school student -- http://paradiseprojectvt.com/introduction.htm
Capstones
AAU&C “Peer Review” edition on Capstones and Integrative Learning
http://www.aacu.org/peerreview/

Interdisciplinarity
Article in the Lancet (arguably the most traditionally scientific and prestigious of Public Health journals) about the intersections between Art and Health --

Collaborative and Problem-Based Learning
The Maker Movement and the Rebirth of Constructionism
http://www.hybridpedagogy.com/journal/constructionism-reborn/

Reflective Learning
"Highly productive and creative individuals think about their own thinking while they are thinking. That process, called metacognition, allows people to engage in a valuable conversation with themselves, exploring their background, questioning and correcting their thinking in process, and pursuing the dynamic power of their own minds."


"We all construct reality and then use the paradigms we have fashioned to understand new sensory input. Otherwise, we couldn’t move from place to place very easily. We often can’t question our own models, let alone build completely new ones, because we have such strong (and usually successful) habits of fitting new ideas into old boxes. Then we find ourselves locked inside with all the windows darkened."


Competencies

Competency-Based Education
An overview of literature on global leadership competencies:

A model/ summary of global competencies: for adaptation, wording can be borrowed/ adapted?


Competency clusters, a list to build on:

Liberal Learning

http://www.pbk.org/home/newsview.aspx?id=1012

Institute on Integrative Learning and the Departments

Faculty Leadership for the 21st Century
July 9-13, 2014
California State University, Fullerton
Fullerton, California
Apply through March 14, 2014
The Institute on Integrative Learning and the Departments is intended for colleges and universities interested in building faculty and departmental leadership for advancement of Essential Learning Outcomes—breadth and depth of knowledge, inquiry and critical thinking, personal and social responsibility, civic learning, global knowledge and skills, and particularly, integrative and applied learning. Today, college graduates must be able to integrate and apply disciplinary and cross-disciplinary learning in new contexts as they seek better and more responsible solutions to problems encountered in work and in society.
Teams applying to the Institute each propose an educational change project specific to their individual institutions, and commit to develop and support faculty leadership for student learning. Teams will leave the Institute having developed action plans for achieving their specific goals. Expert faculty and other teams will provide initial feedback on the plans at the Institute.
Learn more about the Institute on Integrative Learning and the Departments at www.aacu.org/summerinstitutes/ild.
Digital Literacy/E-portfolio

http://www.library.illinois.edu/diglit/definition.html
http://digitalliteracy.cornell.edu/welcome/dpl0000.html
http://digitalliteracy.us/

No More Digitally Challenged Liberal Arts Majors

Domain of One’s Own (University of Mary Washington)
http://docs.umwdomains.com/meta/home

The Maker Movement and the Rebirth of Constructionism
http://www.hybridpedagogy.com/journal/constructionism-reborn/

Makerspaces
http://boingboing.net/2014/01/28/makerspaces-and-libraries-two.html

https://medium.com/the-magazine/d2a360c7ac7b

ASC Libguide on On-line Tools for Teaching
http://libguides.agnesscott.edu/Teachingtools

Teaching Digital Identity
http://www.insidehighered.com/views/2014/02/10/essay-need-colleges-engage-students-their-digital-identities#sthash.1h1Yy9R0.dpbs

5 Reasons you should be teaching digital literacy
http://www.teachthought.com/technology/5-reasons-you-should-be-teaching-digital-citizenship/

Structure
A potential model is at Carleton College. They undertook a global engagement initiative with an administrative staff member, co-directors, and a faculty steering committee. Their eventual goal was to recommend a model for a permanent non-departmental structure to administer, direct, and assess the global engagement initiative in the future. (from Gayatri)
More information: https://apps.carleton.edu/collab/gei/
FYS
Hope College FYS (global and leadership offerings)

"Improving student performance is the basis of many learning community models, but there is added value in incorporating a first-year seminar as an anchor course. In this role, first-year seminars may add the active learning environment that assists students in transferring learning strategies to other content-based classes in the learning community. In addition, first-year seminars may also be the most appropriate vehicle for introducing peer instruction to the classroom, fostering student-to-student relationships that translate into study groups and social interaction, and enhancing academic collaboration among disciplines (Levine, 1999).

The benefits of stand-alone first-year seminars have been extensively documented. These courses have been shown to increase retention and graduation rates, academic performance, and student satisfaction (Barefoot, Warnock, Dickinson, Richardson, & Roberts, 1998; Tobolowsky, Cox, & Wagner, 2005). Coupling a first-year seminar with one or more courses as part of a learning community has the potential to further enhance these benefits. For learning communities in general, research has demonstrated that students in these programs are more likely to be active learners and academic risk takers." (Source: Journal of The First-Year Experience & Students in Transition, 2007, Vol. 19, No. 1, pp. 63-74)

First Year Study Abroad
http://www.insidehighered.com/news/2013/10/10/louisiana-college-plans-send-all-freshmen-paris-first-days-class#lxzz2vEiGrtEj
Inside Higher Ed