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UNIVERSALIZING GLOBAL LEARNING IN THE 21ST-CENTURY ACADEMY

Challenges and Opportunities in Advancing Global Learning

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Goals of Presentation

- Share the components of successful global living-learning programs
- Explain the collaborative effort involved in ensuring success
- Evaluate the challenges that such programs face in implementation
- Discuss how these models might be applied at other institutions



VCU Globe:

A global education living-learning community



- Success in any career in a 21st-century global environment
- Equips students to become culture brokers and to mediate across difference
- Fosters intercultural learning through sustained engagement
- Provides students with a conceptual grasp of and first-hand experience with the impact of globalization



VCU Globe: Program components

- 12 hours of courses
- General curriculum and disciplinary coursework
- Experiential learning (education abroad, servicelearning, on campus and off)
- Co-curricular programs/professional development
- 40 hours of engagement
- Global education certificate





VCU Globe: Programmatic areas

Global Engagement

 Links to international students, faculty/staff, and visitors—on campus and internationally

Community Outreach

 Links to immigrants and refugee populations in Richmond area and internationally

Co-Curricular Activities and Career Preparation

Residence hall programming





VCU Globe: Collaboration



Development stage

- · Campus-wide task force
- Global Education Office and Division of Student Affairs

During implementation

- On-Campus
 - Partner with and learn from other campus units
 - Involve faculty from across campus (Faculty Fellows)
 - Capitalize on existing programming
 - Identify areas of need
- Off-Campus
 - Work with Richmond-area partners and professionals



VCU Globe: Challenges

Student-related

- Competing commitments and opportunities
- One-on-one engagement
 - Motivation and Personality

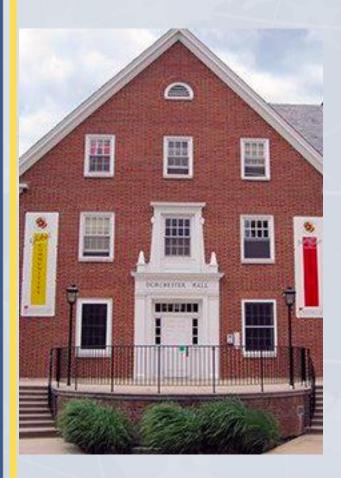
Non-student-related

- Changes in VCU tuition and fees
- Campus awareness of new program
- Development of sustainable assessment methods





UMD Global Communities

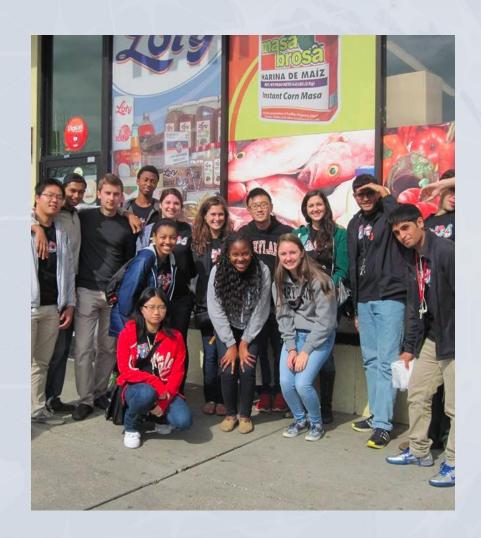


- GC combines academic coursework, relevant programming and experiences, and participation in a residential community to help students:
 - understand globalization and global issues through scholarship and experience
 - develop the ability to work cooperatively with people of diverse backgrounds
 - prepare for life and work in an interconnected world



The Global Communities Program

- Freshmen invitation twoyear program in residence hall
- 10 credit hours= transcript notation
 - 6 credits academic courses first year
 - 1 credit introductory course first semester
 - 3 credits global experience second year
- Co-curricular program on campus, in Maryland, in Washington





The Need



- Lack of globally oriented curriculum
- Strategic Plan identified need
- RFP for Global Minors and Global Learning Communities as part of larger effort
- College of Behavioral and Social Sciences proposal for a living-learning program



The Plan

- Restructure existing program
- Collaboration among Provost, Undergraduate Studies, BSOS and Resident Life
- Expanded and changed recruitment—freshmen invitation, 75 per year
- Strengthened/ changed academics—interdisciplinary, rooted in social sciences
- Added "Global Experience" requirement
- Appointed academic director
- Provided more resources





Implementation Challenges 2011-2014



- Develop required academic courses and get them approved for General Education
- Develop global experience alternatives and the courses to go with them
- Develop recruitment process and marketing
- Switch from capstone to preparatory course
- Develop co-curricular programming
- Hire appropriate staff
- Work with College of BSOS and University



Future Challenges

- Recruitment
 - International students
 - Gender balance
 - Competing programs on campus
- Global experience
 - Funds to send students abroad
 - Developing new service-learning options
- Resources
 - Staffing and retention
 - Flat budget
- Strengthening links to other programs on campus





Discussion/Q & A

1.

What are the costs and benefits of implementing these types of global learning models on your campus?



Discussion/Q & A

2.

What challenges and opportunities present themselves on your campus in implementing global learning activities?



Discussion/Q & A

3.

What other global learning models are being considered through your campus' internationalization efforts?



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