



Global Citizenship Program 64

Education for Global Citizenship: What, Why, and How? **July 6 – 13, 2014**

Program Description

Summary

From **July 6-13, 2014**, the Salzburg Global Seminar will conduct its 64th Global Citizenship Program (GCP). Entitled *Colleges and Universities as Sites of Global Citizenship* this GCP session will be held at Schloss Leopoldskron in Salzburg, Austria. Approximately fifty participants from colleges and universities throughout the United States will gather to explore the factors that either support or restrain a comprehensive approach to global education within higher education institutions and to jointly develop strategies for those teaching and learning within those institutions on how they can incorporate a more comprehensive approach to global education.

Session Format

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

Plenary Lectures and Discussions.

Lectures will be delivered by an international Session Faculty who will speak about both the broad issues of globalization (such as sustainable development, global security issues, the image and role of the US, etc.) as well as specific perspectives, strategies and examples of global citizenship education at colleges and universities. Drawing upon case studies and experiences from both the US and abroad, the lectures will illustrate trends in education for global citizenship and the need for such education. The combination of looking at the “big issues” of globalization and some of the practical strategies and ways that these issues are affecting and addressed in US higher education will allow participating institutions and individuals to reflect upon and discuss how their institutional and individual work does, can, or should fit into this context. Some lectures will be followed immediately by a Plenary Discussion period in which participants are encouraged to ask specific questions that relate to their own interests, experience and work.

The Plenary Discussion for some of the lectures will be held a few days after the initial lecture. This will allow participants to discuss the information presented in the lectures in formal settings such as the Thematic Group Meetings and Institutional Meetings as well

as informally. Thus the Plenary Discussions in these cases can be more focused on the topics that are of particular interest and relevance to session participants.

Thematic Group Meetings

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

The groups will be self-selected in Salzburg around themes related to global citizenship education. Themes may include, for example, global commons and sustainable futures, the US as a global player, the importance of global civics, higher education at the juncture of the local and global, or others. Participants are encouraged think about themes that they are interested in discussing in Salzburg. More detailed information on the Thematic Group Meetings will be provided at the beginning of the session in Salzburg.

Institutional Meetings

The Seminar recognizes that many of the participants attending this program are coming from institutions that have sent students and/or faculty to the GCP in the past or have been involved in the Seminar’s Mellon Fellow Community Initiative. Participants should be aware of the initiatives and endeavors of past GCP participants at their institutions prior to participating in the program in Salzburg. The Seminar also recognizes that even though participants might be working at the same institution, they may not always have the chance to interact with their colleagues in the way that a week at the Salzburg Global Seminar affords them. Therefore, on several occasions throughout the week, time has been allotted for institutional meetings.

Participants are encouraged to set their own institutional agenda for the week and to use this time in whatever way they feel is most useful and effective for their institution. In the past, participants have been encouraged to develop institutional initiatives or projects and action plans for how to implement them on their campuses. Some institutional groups may want to engage in this type of exercise. For others it may be more useful to discuss and plan ways in which they can further contribute to and enhance the institutional initiatives focusing on education for global citizenship that are already underway. And still others who may have specific expectations or assignments from their institutions can use this time to address those.

Networking Opportunities

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

Session Faculty

Jochen Fried, Director of Education, Salzburg Global Seminar, Vienna, Austria

Charles Hopkins, United Nations Educational, Scientific, and Cultural Organization
Chair at York University in Toronto

Maghan Keita, Professor of History and Director, Institute for Global Interdisciplinary
Studies, College of Liberal Arts and Sciences, Villanova University; Chair of the Board
of Trustees, The College Board

Yolanda Moses, Professor of Anthropology; Associate Vice Chancellor for Diversity, Equity
and Excellence; and Executive Director for Conflict Resolution, University of California -
Riverside

William J. Reckmeyer, Professor of Leadership and Systems, San Jose State University

Reinhold Wagnleitner, Associate Professor of History, University of Salzburg

Plenary Lecture Topics

Plenary lecture topics as well as a detailed schedule are being finalized and will be
available soon.

Expanded Description

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

However, globalization poses new educational challenges. We no longer live
"unavoidably side by side", as Immanuel Kant wrote over two hundred years ago because
in many ways the world of discrete national communities is dissolving. "Since Kant, our
mutual interconnectedness and vulnerability have grown in ways he could not have
imagined. We (...) live in a world of what I like to call "overlapping communities of fate"
where the trajectories of all countries are deeply enmeshed with each other. In our world,
(...) the very nature of everyday living – of wars and money and beliefs, as well as of
trade, communication and finance, not to speak of the earth's environment, connects us
all in multiple ways with increasing intensity. The word for this story is "globalization"."
(David Held, Globalization: the dangers and the answers, in: Open Democracy,
www.opendemocracy.net)

Assuming that this is an accurate description, what is the role of colleges and universities
in preparing their students to live in these overlapping communities of fate, and in what
ways do they incorporate an awareness of globalization into their curricula? Do we
understand which knowledge, skills, and values are needed to enable students to deal with
the complex realities of a world that is becoming more porous, more transnational, more
tuned to the same economic, social, and informational frequency? – which in many
respects means more Americanized?

There is a growing consensus, both within the academic community and outside, that the current (political, economic) approaches to meeting human needs are unsustainable. Issues like global warming, the depletion of natural resources, access to clean water, the decline of biodiversity, or HIV/AIDS are threatening the very core of survival on this planet. Institutions of higher education, obliged by their missions to prepare people for life in the twenty-first century, cannot overlook these issues. They must address the question of how to foster a society that allows all people, today and in the future, to be healthy, to have their basic needs met, and to have fair and equitable access to the world's resources. Universities and colleges that educate most of the people who develop and manage society's public and corporate institutions have a profound responsibility to use their accumulated (intellectual, technological) expertise in order to achieve a sustainable future.

In 1996, the American Council on International Intercultural Education (ACIIE) and The Stanley Foundation published the first of three reports on community college global education ("The Airlie Reports"). This first report, entitled "Education for the Global Community: A Framework for Community Colleges", defines the term "global competency" as follows: "Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate this richness and diversity" (<http://reports.stanleyfoundation.org/CC2.pdf>)

The goal of this ISP meeting is to explore the factors that may either support or restrain a comprehensive approach to global education within American higher education institutions and to jointly develop strategies for those teaching within those institutions on how they can incorporate a more comprehensive approach to global education.

Institutional policies and practices:

- Is global education part of the institution's mission statement?
- Are the college presidents/chancellors and the trustees committed to global education as a priority goal, and are they publicly communicating and propagating this goal?
- Is the issue addressed in a coordinated effort (a strategic plan or an institution-wide committee) and are resources (money, staff time, etc.) allocated to implement activities that will raise global awareness on campus?
- Has the college established partnerships with other educational institutions, as well as community groups, civil society organizations, and business, to share experience in global education, learn from them, listen to needs etc?
- Is the commitment to issues of globalization by individual faculty being encouraged and rewarded by the college's leadership and made a criterion for hiring new staff?
- Does the college practice what it preaches by adhering to a policy that engages faculty, staff, administration, and students proactively in embracing values of multicultural understanding and sustainability?

Curriculum enhancement:

- How do we make students see the interconnectedness between their consumption and career choices and the effect on others around the world?
- How do we effectively engage our students to be active citizens in the global, national, regional, and local arenas? How do we help students sculpt their life-

long self-concept to include being an engaged global citizen – and what learning activities will be best suited for addressing these questions?

- Is global education an additive, or is it a pervasive element throughout the entire academic program?
- How can existing programs be recalibrated to include global awareness?
- Where does one find educational materials, tool-kits, etc. for different academic subjects to integrate global awareness into the curriculum? Apart from content, do we need a new didactical approach to teach global citizenship?
- How can global competency be made a measurable outcome of students' learning experience?
- How can colleges make use of their increasingly international and diverse student population to increase awareness of other cultures and world outlooks?
- What roles can students generally play to bring about transformative change on their campuses?

Faculty development:

- Is the faculty prepared to change and to reorient its teaching and research around issues of globalization and the immediate and future impact of globalization? How can faculty members who are willing to be involved be identified?
- Are faculty development opportunities being provided by the college that could be a basis for common and coordinated action (faculty seminars, sabbaticals, opportunities for exchange, etc)?
- Within the given institutional framework, would it be possible to reallocate faculty work load assignments to provide for development of global competency and involvement in international activities?
- Do job descriptions and tenure and promotion requirements have to be adjusted in order to reward work towards integrating a global agenda into the college's study program?
- What is needed most to initiate and sustain the commitment of faculty to global education?