At Home in the World: Enhancing collaboration between international and diversity offices

Ingrid Schmidt, North Carolina State University
Gwendolyn Bookman, Bennett College
Heidi Hobbs, North Carolina State University
Session Outline

1. **Context:**
   ACE’s initiative

2. **Bennett’s project:**
   handling difficult dialogues

3. **NC State’s project:**
   curricular and co-curricular components,
   lessons learned from Faculty Fellows

4. **Applying the model at your institution**
Session Objectives

Understand goals of ACE’s At Home in the World Initiative

Gain awareness of benefits and challenges of collaboration between international and diversity offices on U.S. university campuses

Gain tools for handling difficult dialogues on sensitive issues

Apply lessons learned from Faculty Fellows and other curricular and co-curricular projects
ACE Context

• 2003 “Global Learning for All”

• 2006 Two-day roundtable at ACE

• 2011-13 Luce Foundation Grant, 8 universities selected for “At Home in the World”

• Explore benefits and challenges to collaboration between multicultural/diversity and international education units on U.S. university campuses

• Share best practices
Benefits/Challenges

• Shared
  – Goals for intercultural competence
  – Interdisciplinarity
  – Transformational learning, often experiential
  – Marginal status in many universities

• Different
  – History and development
  – Degree of commitment to social justice
  – Administrative structures and access to resources
AIEA Conference
February 16, 2015

BENNETT COLLEGE  GREENSBORO, N.C.
Facilitating Difficult Dialogues
Ten Guidelines

• Create a Safe Space
• Be Aware of Participants’ Stereotypes
• Help Participants Accept Being Vulnerable
• Manage the Dialogue
• Avoid Attempting Agreement
• Seek Help if Needed
• Avoid Taking Sides
• Be Sensitive to Psychological Dynamics
• Utilize a Variety of Means for Discussion
• Arrange Experiential Opportunities
BENNETT ACTION ITEMS
FILM SCREENINGS AND DIALOGUE
ALL-CAMPUS PRESENTATIONS
INTERFAITH TOURS
THE FAITH CLUB
A Muslim, A Christian, A Jew—
Three Women Search for Understanding
Ranya Idliby, Suzanne Oliver, and Priscilla Warner
UNEXPECTED OUTCOMES
• The aversion of some campus participants to dialogue with people of different briefs with an open mind; a complete unwillingness for some to have an open mind to even hear about certain practices (ex., atheism or voudou)

• Difficulty finding time within the campus schedule to program

• Difficulty finding time with other work priorities to program
GREATER
SUCCESSES
ARABIC LANGUAGE & CULTURE CLASSES
BENNETT COLLEGE
Educating and Celebrating Women Since 1873

MOVING FORWARD
NC State: 2 primary goals

1. Develop courses enhancing cultural competence.

2. Leverage current programs for collaboration, growth, and increased participation.
1. Develop courses enhancing cultural competence

A. New courses, entirely focused on cultural competence (fulfill general education co-requisites)
   - COM 392: International & Cross-Cultural Communication adapted, and now being approved to fulfill US Diversity requirement.
   - USD 295: Leadership and Coalition Building in Diverse Communities
   - Online module for study abroad participants, focusing on intercultural competence.
1. Develop courses enhancing cultural competence

B. Faculty Fellows Program: courses in the disciplines

10 faculty selected and given funding to develop new or to significantly revise courses/modules to meet AHITW learning outcomes

C. Curriculum Integration for study abroad courses

Discipline-specific global learning outcomes identified through partnerships with academic units
2. Leverage current programs for collaboration and growth.

A. **On-line inventory** of programs
   
   Invite monthly presentations to brainstorm enhancements and resources for further collaboration

B. **Student Organization Grants**

   International and U.S. Diversity student organizations collaborating to provide co-curricular programming
2. Leverage current programs for collaboration and growth

C. **Scholarships**
   For study, research, or service-learning abroad

D. **Partner with Diversity Abroad Network**
   Provide resources to students, advisors, and administrators

E. **Marketing:** “People Like Me...” posters
   Explicitly encouraging students from underrepresented groups to study or co-op abroad
People like me...study abroad.

Judy
Sciences Chemistry Major
PAMS
Class of 2014
Hangzhou, China
&
Bangkok, Thailand

“If you have a chance to study abroad, Just DO IT!”

For information on how to study abroad, graduate on time, AND on budget, visit studyabroad.ncsu.edu or call 919-515-2087
People like me... study abroad.

Alexandria
Mathematics and Math Education Double Major
PAMS + College of Education
Class of 2014
Ghana, West Africa

“This was an amazing and life-changing experience... Not a day goes by when I don’t think about my time in Ghana.”

For information on how to study abroad, graduate on time, AND on budget, visit studyabroad.ncsu.edu or call 919-515-2087
“I can now say that before I graduated college I worked for the most successful automotive brand in the world... and am also now fluent in German.”

People like me...co-op abroad.

Stephen
Mechanical Engineering Major
College of Engineering
Class of 2013
Leipzig, Germany

For information on how to study abroad, graduate on time, AND on budget, visit studyabroad.ncsu.edu or call 919-515-2087
Advertising for “People like me. . .” campaign
Engaging Faculty: their Critical Role

• Intercultural competence can be integrated into the curriculum

• Sustained impact— concepts become part of the institutional and curricular structure

• Broad impact— faculty reach thousands of students over their teaching career

• Disciplinary diversity— concepts applied in a variety of fields, no longer tangential or “extra”
Faculty Fellows: Program

Incorporate learning goals for cross-cultural competence into new and existing courses or modules.

- Faculty Fellows received $4,000 for course development (materials, travel, hiring graduate assistant, etc.)
- Activities included: Modifying existing courses, creating new courses, and developing modules to be embedded in multiple courses.
- Faculty Fellows partnered across colleges and disciplines
- Wide buy in from across the university, aligned with institutional strategic goals, resulting in 26 proposals received and 10 Fellows selected.
**Faculty Fellows: Communication**

**Moodle site**
Facilitate communication among Fellows, and with AHITW team

**3 Workshops**
- **Shortly after awards announced**
  - Review goals and objectives for AHITW
  - Introduce Fellows and their projects to each other
  - Identify synergies and encourage collaboration

- **After course development phase**
  - Share status/progress, challenges
  - Strategize course promotion to maximize enrollment
  - Collect feedback on the process (online survey)

- **After courses have been taught**
  - Final reports from Fellows
  - Ensure courses are on track for full approval
At Home in the World
2013 Faculty Fellows
Faculty Fellows: Feedback

What interested you most about applying to be a Faculty Fellow? “The opportunity to...

...rework an experimental course so that it reflected both international and diversity issues.

...teach a course on American food history that encouraged a global perspective.

...build a resource to better inform people about the complexities of volunteering abroad.

...provide funding to support a graduate student while finalizing a much needed course in the department.
Lessons Learned

• Do not underestimate the potential for success!
• Align your project with university and unit strategic goals
• Provide adequate incentives
• Request funding as early as possible
• Remain flexible to integrate feedback from key stakeholders
• Establish criteria that will support sustainability
• Create solid communication structures
• Assess your project, and use the data collected to launch future initiatives
Group Discussion: What can you do to facilitate diversity and internationalization at your institution?

• **Goals**: What are some realistic goals you could pursue at your institution for bridging the gap between diversity and internationalization?

• **Identification**: Who are the stakeholders in diversity at your institution? What are the structures for internationalization?

• **Conflict and cooperation**: Are there natural synergies between diversity and internationalization advocates? Are there significant points of divergence – funding, space, etc. between the various interests?

• **Programming**: Are there programs already in place that
  - bring underrepresented groups together with international students?
  - support underrepresented group participation in study abroad, etc?

**What type of programs would you like to see developed at your institution?**

• **Support**: What type of funds, if any, are available for these activities?

• **Evaluation**: What assessment tools can be used for evaluation?
At Home in the World:
Enhancing collaboration between international and diversity offices

Thanks for attending this session! Please feel free to contact us.
Ingrid Schmidt - irschmid@ncsu.edu
Gwendolyn Bookman - gbookman@bennett.edu
Heidi Hobbs – hhobbs@ncsu.edu