Including Worldview Diversity in Global Learning

• Renee L. Bowling, The Ohio State University
• Dr. R. Anderson Sutton, University of Hawaiʻi at Mānoa
• Prof. Adrian Little, The University of Melbourne
• Dr. Daryl Smith, University of the Fraser Valley
• Dr. Shannon N. Davis, George Mason University
Agenda

Introduction
The SIO role and engagement with indigenous knowledge systems:
• Within the University of Hawai‘i
• Refugees and asylum seekers at the University of Melbourne
• A multi-institutional approach to education abroad
• Faculty at an IBC
What do we Mean by Worldview Diversity?
Renee L. Bowling

- Religious, Secular, and Spiritual (RSS) inclusion
- Connections to our work: holistic student development, religious cultures and belonging, local and indigenous knowledges, intercultural and global learning, power and privilege, epistemic justice

**Worldview diversity education** = the intentional educational efforts by campuses to foster students’ growth in awareness, skills, and/or attitudes that will help them to constructively navigate religious difference in society and the world
Resources

• Worldview Diversity Education at Global Liberal Arts Colleges & Universities
• CRSHE Critical Religious Studies in Higher Education network
• Critical Internationalization Studies network
• US: IDEALS, INSPIRES Index
• UK: IDEALS U.K.

Takeaways

• Consider where worldview diversity fits in your institution’s framing of diversity, global learning, global citizenship, and/or decolonizing HE
• Identify practices you may wish to introduce
Linking Global Focus and Indigenous Knowledge
R. Anderson Sutton

Global Citizenship: Broadening; better understanding of the wider world, via:

-- Study Abroad/Overseas Experiences
-- Coursework with International Focus
-- Engagement with Indigenous Ways of Knowing

Challenges:
-- How to encourage International Engagement for indigenous students
  (Fiscal & cultural barriers – scholarships?)
-- How to incentivize Indigenous Knowledge Holders to teach others
  (Practical limitations, and cultural restrictions)
From University of Hawai‘i at Mānoa‘s Strategic Plan: An Emphasis on the Indigenous

1st of 4 goals: To Become a Native Hawaiian Place of Learning

“Our goal of becoming a Native Hawaiian place of learning and an Indigenous-serving institution grounded in aloha ‘āina [love/care for the land] directs our attention to the ways in which Native Hawaiian peoples and their knowledge systems can deepen and guide our campus’s efforts when we reciprocate the aloha necessary to sustain them.”

“At UH Mānoa, we...are committed to bringing the best educators and researchers from Hawai‘i and across the world who come from a variety of cultural, geographical, and academic genealogies to nourish our...students in a variety of undergraduate and graduate programs...and experiential learning opportunities.”
Linking Global Focus and Indigenous Knowledge: 3 Approaches at University of Hawai‘i at Mānoa

• UHM participation in the APRU workshop/task force on Indigenous Knowledges:
  Webinar series that began in fall 2021, complemented by an in-person workshop held in Chiapas, Mexico, organized by APRU-member institutions University of Melbourne and by country host Tecnológico Monterrey.

• UHM participation in partnership with Canadian Indigenous Global Learning Collective (IGLC):
  Host for 2-week program late spring 2023, bringing to Hawai‘i first nations elders and students from 3 indigenous-serving institutions in Canada: Douglas College, Langara College, and University of the Fraser Valley.

• UHM Strategic partnership with University of Auckland—initiated in July 2020:
  Collaborative research participation in multiple subject areas, e.g.
  - Public Health (Native Hawaiian and Native Maori Health),
  - Sustainability & the Environment, emphasis on Indigenous Knowledge & Culture,
  - Bilateral Student Exchange,
  - Virtual Language Exchange (Maori and Hawaiian)
Towards a Global and Transformational Social Mission: Relating Indigenous Knowledges to Programs for Refugee and Asylum Seeker Inclusion
Prof. Adrian Little

• Background: Advancing Melbourne 2020–2030, UoM Global Strategy and the move towards the concept of a Global Social Mission
• UoM Indigenous Internationalisation Plan 2020–2024
• Six key pillars including the development of the APRU Indigenous Knowledges Network
• Building towards a new Indigenous Strategy for 2023–2027 (and beyond)
• UoM Indigenous history, IKI, Museums and Collections, partnerships, MA.
• APRU Indigenous Knowledges Meeting hosted by Tec de Monterrey in Chiapas in 2022
Towards a Global and Transformational Social Mission: Relating Indigenous Knowledges to Programs for Refugee & Asylum Seeker Inclusion

- Welcoming Universities and refugee/asylum seeker/migrant communities
- Developing the ‘Welcoming Universities Standard’
- Scholarships, access programs, student support mechanisms, language training, accommodation, etc.
- Key example: women in Afghanistan seeking new opportunities
- Sector wide – partnering with other organisations in Australia and globally
- Complementing support for Displaced and At-Risk Scholars
- Important work, but why is it transformational?
Towards a Global and Transformational Social Mission: Relating Indigenous Knowledges to Programs for Refugee and Asylum Seeker Inclusion

• Conclusion: our social mission encompasses a relational approach to our place in the world
• UoM cannot be relational or welcoming if it cannot embrace/be honest about its relations with Aboriginal and Torres Strait Islander peoples
• Rebuilding trust and relationships – a new structure with Wurundjeri and other parts of the Kulin Nation at the heart of what we are trying to do
• Not our welcome to give – demands close work between International, Indigenous, Partnerships and Engagement portfolios as well as research/T&L
• Transformation comes in relating our place in Australia to our conception of our place in the world and using our power to bring peoples together.
Collaboration for Indigenous-focused Education Abroad

Daryl Smith

- Indigenous Global Learning Collective
- Global Skills Opportunity from Government of Canada
- Collaboration between University of the Fraser Valley, Douglas College and Langara College
Collaboration for Indigenous-focused Education Abroad

- Initial research and report on Mobility Pilot Program
- Recommendations for program design
  - Faculty-led
  - For-credit
  - Indigenous student cohort
  - Indigenous leader or Elder support
  - Short-term
  - Early Spring
  - Indigenous focus
Collaboration for Indigenous-focused Education Abroad

• **Spring/Summer 2022**
  Native American Cultural Centre at Northern Arizona University (NAU)
  Community Building Trip

• **Spring 2023**
  2 Courses and 2 Field Schools
  - Indigenous Culture Resurgence - NAU
  - Case studies in Indigenous Language Revitalization - University of Hawai‘i Manoa

• **Summer 2023**
  NAU Field School to the Un
Infusing Local Knowledges into Curricular Innovations on an International Branch Campus

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University Context

George Mason University (Fairfax, VA)    George Mason University Korea
Anti-Racism at George Mason University

George Mason University (Fairfax, VA)  George Mason University Korea
Faculty Perceptions of Diversity, Equity, and Inclusion

**SUPERVISOR**
- Evaluate fairly regardless of any individ characteristic: Agree 7.7%, Neutral 53.8%, Disagree 30.8%
- Treat differently bc of an individ characteristic: Agree 7.7%, Neutral 61.5%, Disagree 30.8%
- Dedication on diversity, equity, awareness, and related training: Agree 69.2%, Neutral 38.5%, Disagree 30.8%
- Clear plan for enhancing inclusion, equity, and diversity: Agree 61.5%, Neutral 30.8%, Disagree 7.7%

**University**
- Evaluate fairly regardless of any individ characteristic: Agree 15.4%, Neutral 46.2%, Disagree 7.7%
- Treat differently bc of an individ characteristic: Agree 15.4%, Neutral 30.8%, Disagree 7.7%
- Dedication on diversity, equity, awareness, and related training: Agree 53.8%, Neutral 30.8%, Disagree 7.7%
- Clear plan for enhancing inclusion, equity, and diversity: Agree 53.8%, Neutral 30.8%, Disagree 7.7%
Mason Innovation @ Mason Korea

Relationship with Office of Community Engagement & Civic Learning (CECiL)

• “By embedding community and civic engagement into academic and co-curricular experiences, we will equip students with the knowledge, skills, and attitudes to:
  Understand themselves as agents of change.
  Identify and disrupt racist practices.
  Work collaboratively towards positive social change.”

• Introduction of Service Learning Course to connect students to local community
  • Challenges in implementation regarding anti-racist narrative
  • What does anti-racism mean in Korea?
  • Faculty views on race and racism different than at US campus, making initiatives more complex to implement
  • Next steps: additional data collection on local needs; modification of initiative to infuse local norms; capacity building among faculty on (anti-)racism in Korea
Discussion

Evaluations:
Open the Conference Mobile App.
Go to the Agenda, find the session name and select Surveys.
Complete the survey and click submit (top right corner).

Session name:
Seven-Minute Motivator: Including Worldview Diversity in Global Learning
Thank you for attending.

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