



Leaders in International Higher Education

2023 Annual Conference

Including Worldview Diversity in Global Learning

- Renee L. Bowling,
The Ohio State University
- Dr. R. Anderson Sutton,
University of Hawai'i 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 w/ 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

Funded by the
Government
of Canada

 Canada


DOUGLAS COLLEGE


UNIVERSITY
OF THE
FRASER VALLEY

snəwəyət leləm.
THE COLLEGE OF HIGHER LEARNING.

Langara.
THE COLLEGE OF HIGHER LEARNING.

ATTA

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

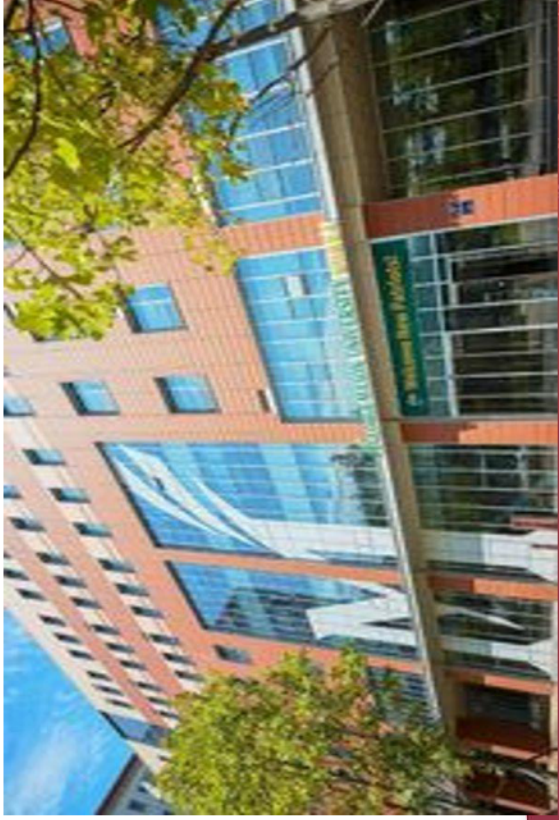
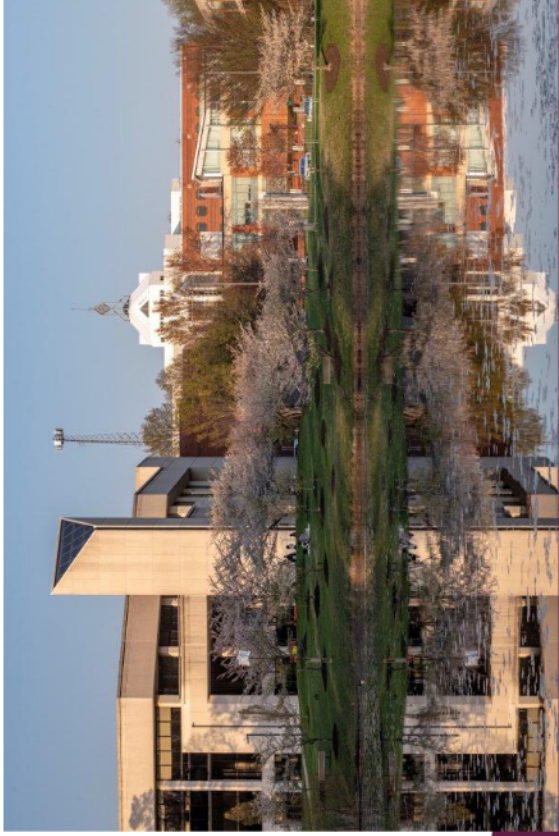
Infusing Local Knowledges into Curricular Innovations on an International Branch Campus

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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

The screenshot shows the 'Diversity, Equity, and Inclusion' page on the George Mason University website. The page features a navigation bar with links for 'Learn about the ARIE Goals', 'Meet Our Community', and 'Read News About Our Efforts'. Below the navigation bar, there is a section titled 'News' with a sub-section for 'ARIE Conference' and 'Task Force Documents'. The main content area contains a paragraph about the ARIE Taskforce's creation in July 2020 and its goals. To the right, there is a graphic with five numbered circles (1-5) and arrows, each representing a goal: 1. Access and Success, 2. Campus Climate, 3. Education and Scholarship, 4. Community Engagement, and 5. Infrastructure and Accountability.

Learn about the ARIE Goals

Meet Our Community

Read News About Our Efforts

News

ARIE Conference

Task Force Documents

President Washington created the ARIE Taskforce in July 2020 to ensure George Mason creates an inclusive and equitable campus environment in which every member of our community, without exception, is valued, supported, and experiences a sense of belonging. The outcomes of the ARIE Taskforce have led to the implementation of a larger institutional effort, aligned with our Inclusive Excellence Framework.

1 Access and Success

2 Campus Climate

3 Education and Scholarship

4 Community Engagement

5 Infrastructure and Accountability

The screenshot shows the 'MASON KOREA' website for George Mason University. The page features a navigation bar with links for 'About', 'Degrees', 'Courses', 'People', 'Research', 'News', 'Events', 'Health and Safety', 'How to Apply', 'Contact Us', and 'Give'. Below the navigation bar, there is a section titled 'Our Commitment' with a sub-section for 'Supporting Diversity'. The main content area contains a paragraph about the university's commitment to diversity and equity, and a graphic with the text 'Diversity, Equity, and Inclusion' over a photo of a diverse group of students.

MASON KOREA
GEORGE MASON UNIVERSITY

Supporting Diversity

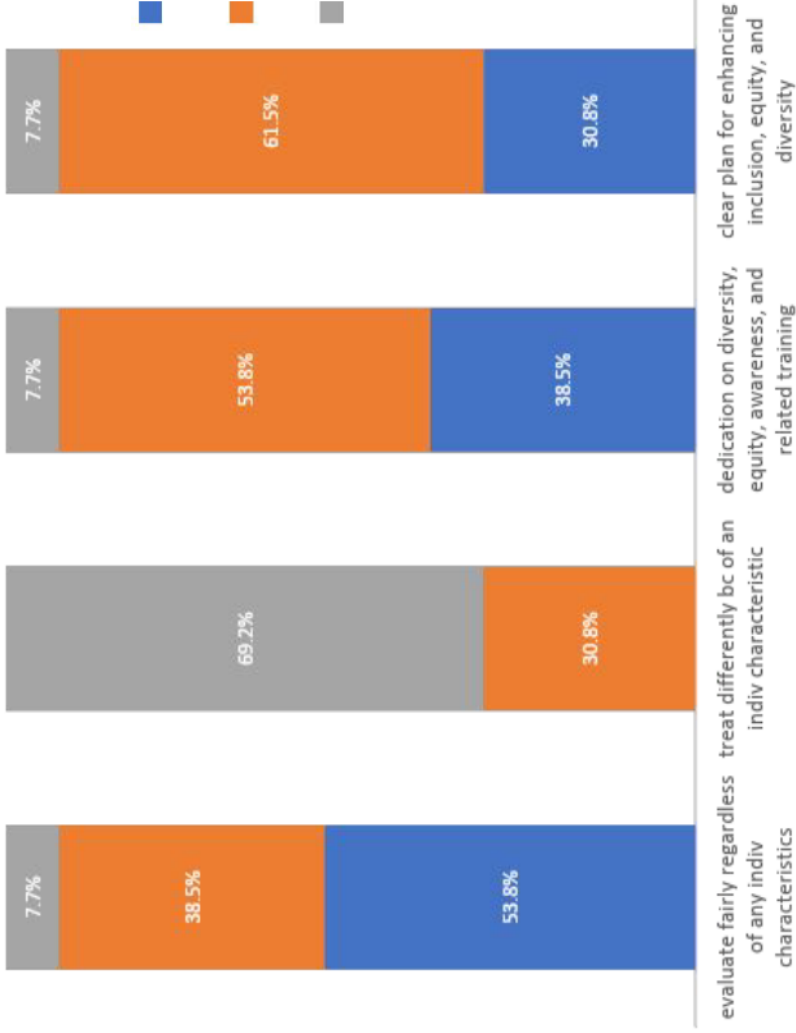
Our Commitment

Task Force
Recommendation
Implementation
Programs & Initiative
Courses
Resources
Demographics

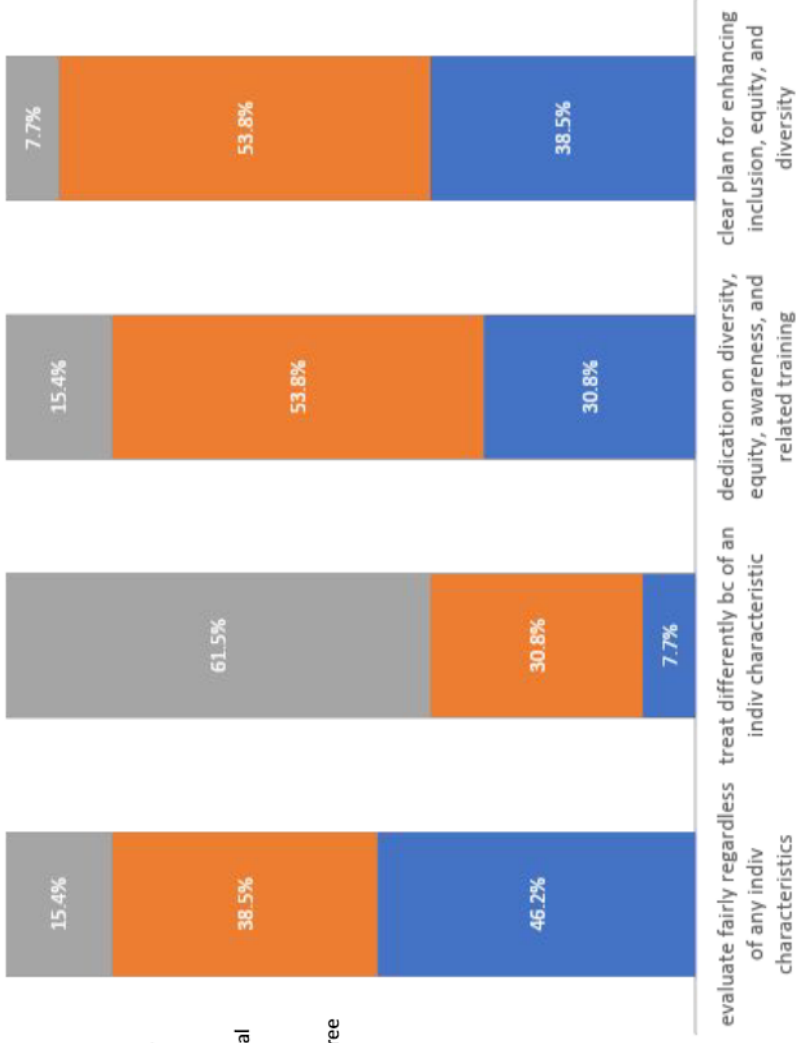
Diversity, Equity, and Inclusion

Faculty Perceptions of Diversity, Equity, and Inclusion

SUPERVISOR



University



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



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2023 Annual Conference

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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