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Table Discussion Final Summary - Harmonizing Education for Local Concerns with Global Issues

Portland State University

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2016 Winter Symposium
Table Discussions/ Input on
Global and Local Concerns

Scope of the Discussion:
The scope of discussion included curriculum, pedagogy, extracurricular opportunities for students, and faculty development. After exploring the varied connections between local and global, the majority of comments focused on ensuring a global/ international perspective in the curriculum, recognizing the value of language learning for a broad spectrum of life and career pathways, and supporting faculty development of pedagogical techniques that foster intercultural/ global competencies. Participants highlighted the rich cultural diversity on campus, and proposed that we find more ways to foster multicultural interactions outside of as well as inside the classroom. Finally, participants recognized the need to hire and retain faculty from diverse cultures and backgrounds.

Faculty Senate Action:
- The Faculty Senate held a discussion about liberal education (February 1, 2016 Senate meeting).
- The Faculty Senate Steering Committee will create a Senate Task Force on Liberal Education to explore these issues curricular and pedagogical issues further (vote May 2, 2016 Senate meeting). Their charge will be to suggest proposals for improving curriculum and pedagogy. As incoming Presiding Officer, Brad Hansen will sit on the task force as an ex officio member.
- The Faculty Senate Steering Committee will forward these summaries and notes to (1) the Office of International Affairs, (2) the Diversity Action Council, and (3) the provost, so that she can share with other groups whose work on Strategic Plan Initiatives aligns with these topics.

Intersections with the Strategic Plan:
The themes and suggestions that emerged from the discussion intersect, either directly or indirectly, with initiatives in Goal 1, Elevate Student Success; Goal 2, Advance excellence in teaching and research; Goal 3, Extend our leadership in community engagement; and Goal 4, Expand our commitment to equity. Most discussion focused on improving student global awareness and competence, and their appreciation of the diversity of global-local connections, through curriculum, language and culture learning, pedagogical practice, international experiences and internships. As indicated below, the themes addressed different aspects of these four strategic goals.

Themes:
First we list the themes or groupings that emerged from the discussion, with an APPROXIMATE number of comments that were submitted about that theme and a brief summary of the discussion when it was particularly long or complex. Following this summary, all comments made

about each theme are listed. Note that these were table notes, and sometimes the intent of the note is obscure.

1. Connections between local and global (15)

A number of comments highlighted the connections between local and global from different perspectives: many domestic companies are in fact global, many local businesses have to interact with other nations, global issues (such as sustainability, nuclear power) can be linked to local concerns, etc.

Curricular (56), divided into general curriculum and student outcomes (25); language and culture (17); work/study abroad (14).

2. Curriculum and Student Learning Outcomes (25)

Multiple symposium participants spoke to the importance of integrating a global perspective into both general education and the majors, in both course content and scholarly approaches. One participant proposed including international experience on degree maps for seamless understanding of outcomes. It was suggested that the university help departments understand what global competency means through both an institutional statement of support and resource allocation. (Goal 1, 1.3, 4.1, 4.3, 5.5, 7.1, 7.2; Goal 2, 1.5, 2.3; 3, 3.1, 3.2; Goal 4, 1.1, 3.1, 3.2)

3. Language and Culture

Comments focused on the primary role of language and culture in global competence, noting that they are important not only for the humanities, but also for business, engineering, and other specialties. Several pointed out the benefit of bundling a major with a minor in foreign languages. Participants highlighted the value of bilingualism and fostering the home/heritage language of our many multilingual students. (Goal 1, 1.3, 4.3, 7.1, 7.2, 7.3, 7.5; Goal 4, 1.4)

4. Study Abroad (14)

The benefits of international experiences (study, internships or work abroad) were frequently mentioned, along with calls for a paradigm shift so that study/work abroad would not be a privilege but an option for everyone. (Goal 1, 7.1, 7.3)

5. Pedagogical Practice (32)

Participants created a rich list of classroom techniques and instructional models to foster international/ global competencies. Suggestions included: value the potential contributions of our international and immigrant students; educate students in listening skills and the suspension of judgment; be explicit about what's at stake for students if they don't master group work across differences; include presentations on how the same issue is handled on other continents; and

incorporate global/ intercultural/ equity issues across a broad range of classes in meaningful ways to enhance student engagement with subjects. (Goal 1, 1.3, 4.3, 7.2; Goal 2, 1.5, 2.3; Goal 3, 3.2; Goal 4, 1.1, 3.2)

6. Intercultural competence/ Cultural humility (17)

Participants pointed out that intercultural competence does not have to be international, but includes considering other cultural perspectives. Cultural humility, respect for differences, and recognition of a diversity of values, were deemed pertinent competencies for students and faculty alike. Several people mentioned that Institutional funding is needed to develop this goal, which aligns with the strategic plan. (Goal 1, 1.3, 3.2, 7.2; Goal 2, 3.2; Goal 4, 1.1, 3.2)

7. Student body and Alums: diverse/ international (11)

Much discussion centered on ways to foster cultural awareness and intercultural interactions among our diverse student body, both local and international. (Goal 1, 7.4, 7.5; Goal 3, 1.1; Goal 4, 1.1, 1.4)

8. Extracurricular (11)

Discussion of extracurricular activities to increase global and cultural competence explored both fostering opportunities for increased multicultural social interactions and bringing international speakers and conferences to campus. (Goal 1, 3.2, 7.1, 7.2, 7.4, 7.5)

9. Faculty (5)

Participants noted the importance of hiring more diverse faculty and then providing the support needed to retain those persons. (Goal 4, 2.1)

10. Collective Conscious/ Social Justice (5)

Participants noted the importance of centering social justice in the conversation about global and cultural competencies, including exploring global power differences, colonial history, and the imbalance of natural resource consumption across the globe. (Goal 3, 2.2)

11. Challenges (12)

Participants mentioned a range of challenges that we face: students lack time for extracurricular activities and money for study abroad; cultural awareness can fall into tokenism; these topics can be difficult to explore and require safe places; recruiting diverse faculty to Portland is difficult; there are many more obstacles than incentives for collaboration across disciplines in curriculum design; inadequate financial support. (Goal 1, 7.3; Goal 2, 2.3; Goal 4, 1.1, 2.1, 3.2)

12. Miscellaneous (12)

LIST OF ALL COMMENTS

1. Connections between local and global

- Most local concerns are connected to global issues
- What are the local effects of global problems?
- Develop empathy with local context issues in other regions domestic and Global companies - most domestic companies are in fact global
- <u>Let knowledge serve the city</u> - balance between local and international
- even <u>local businesses</u> have to interact with other nations
- Local businesses (Nike and Adidas) with huge global reach and market
- Position as urban west coast: We can (ought!) to be a LEADER on this issue our (PDX!) local is the (global!)
- Look at common needs between international and American (local) students
- Keywords:
    - Sustainability
    - global change
    - connection local - global
- Connect global issues to local concerns
    - Example: energy sustainability, nuclear power etc.
    - (some) students may be caught in their own compartments… relates back to panel #1 about breathe of knowledge
    - students discovery of their own culture … what do they know about their own identities background?
- How to harmonize the global and the local

Curricular (54), divided into general curriculum and student outcomes (23); language and culture (17); work/study abroad (14).

2. Curriculum and Student Learning Outcomes

- Provide examples of different places and cultures. see ourselves through others.
- Build it into curriculum - require students to learn about other cultures
- learning how to apply knowledge to other cultures is important
- How do we learn to reach out to different cultural groups even in our own community
- Have international students participate in the education of our domestic students finding ways to interact: we should build this into classes because our students may not have time
- Current overhaul of first-hand experience is an opportunity to revise curriculum

- Add International components to existing majors
- study interaction between cultures
- Data versus Naive data use
- Curriculum: Language requirements?
- Competencies Include international experience on degree maps for seamless understanding of outcomes
- Integrate with curriculum so students understand affordability, integration with major
- Help depts understand what global competency means, institutional statement of support and resource allocation
- Create internship program with local NGO's
- better understand the origin of stereotypes what and whose purpose is being served by stereotypes
- Ensure students are exposed to diverse scholarly perspectives
  - Promote the work being done
  - bring other perspectives into the classroom
- Increase opportunities for students to study abroad or do international work here in Portland
- Accountability: Leveraging the International experience of what is already here on campus
- "Culturalize" the curriculum
  - Group work across difference
  - Tension on class across difference
- Do we do enough in the in the liberal arts to encourage students to appreciate the contribution of cultures outside the western/European?
  - UCC is doing this
  - History
  - Art
- Complexity of thought
  - Students entering with set of expectations
- Students outcomes
  - Finding voice
  - Finding a career
  - Developing resilience
  - Finding a place
- expose students to diverse values
- Foster interactions - internships, study abroad, sharing cultural perspectives
- Incorporate global/intercultural/equity issue, across a broad range of classes in meaningful ways recognizing that relevance will enhance student engagement with subjects (this is not a burden it can be a plus-plus if done thoughtfully)

- Remove obstacles, create incentives and opportunities for collaboration across disciplines in curriculum design.

3. Language and Culture

- JOB: 2 candidates with same qualification
    - candidate with additional language getting job
- Language shows aptitude
- Focus on <u>minor</u> program on languages
    - Becoming more and more important
- Global Issues - other languages and cultures
- Value of bilingualism and fostering home/heritage language
- Value of bundling a major with a <u>minor </u>in <u>foreign languages</u>
- Employees are looking for <u>multilingual</u> employees
- <u>Language and culture</u> is not only important for humanities. <u>Business relies</u> on that, engineering etc.
- Address American monolingual arrogance
- (some) languages have privilege? esp. English becomes an issue of Justice etc. as global citizenship
- How to make the case: These competencies (e.s. language) will work for you
- What are the barriers? Failure of public education
- Languages have to be highlighted from freshman year
- Multilingualism
    - language education
    - Language dominance (English)
    - Cultural awareness
- Intercultural skills set: linguistics, social skills, knowledge awareness - the stuff you need to do this is an Intercultural mindset
- Intercultural Mindset: Being aware of own culture; willingness to engage with other cultures, curious and willing to be uncomfortable
- What do we mean when we say "globally competent"
    - You can know French but know very little about French culture
    - 1 year language and 1 term overseas?

4. Study Abroad

- Value of <u>Study abroad</u>
- work abroad trumps study abroad

- Need paradigm shift that study/work abroad shouldn't be privileged but an expectation, option for everyone
- Need to push for more study abroad awareness
- Faculty role model - advising and supporting going abroad - need to address the $ barriers/concerns, financing
- Opportunities to travel and learn
- Increase opportunities for students to study abroad or do international work here in Portland
- Students can use financial aid to support travel but students with other obligations and constraints cannot do this. It's elitist (lots of affordable options)
- study abroad experiences can provide a broader understanding of social/economic issues.
- More faculty led study abroad
- Going abroad
  - Working
  - studying
  - Experience for everyone
- Everything abroad valuable
- How do we cultivate global interactions? Interactions with people from other countries.
- We don't offer enough study abroad opportunities!!
  - Integrated barrier - more funding. Fit into major.

5. Pedagogical Practice

- According to cognitive neuroscience research: Negotiation [Something has to be at stake]: Argues for experience vs education. How do we scaffold classroom experiences to get at that?
- service learning and make it practical
- cultural informants - classroom technique
- Look for/develop innovative instructional models to foster relationships and engaging
  - Idea of students as partners (local and international)
- Teachers need to play constructive role in developing good group experiences
- Be real and explicit about what's at stake for students if they don't do/try/figure out group work across differences
- beyond certification in class team assignments tensions in class between different ethnic groups - teacher's job to break tension - lifelong friendships
- Cultural sophistication of our students: Focus on this in the classroom, students report they don't think we do well on designing a curriculum to include, to welcome, to learn how to

elevate the conversation in the classroom. We need help mentorship from those who do well in this
- Faculty need to get informed about student's psychological background in extreme situations
- International Competence
  - ability to work with international teams
  - sensitive to diverse customs and more
  - awareness and knowledge and innovations around the world
  - appreciation for technologies and understandings of non-industrial contexts and problems
  - aware of international career opportunities and how to prepare for it
  - Willingness to take advantage of international experience opportunities
  - Willingness to seek out interaction with international experience/opportunities available in Portland
- How to achieve with examples from PSU
  - Bring international conferences to Portland with student volunteers ex. PICMET
  - Short term international student projects (ex. Engineers without Borders)
  - Connect with international universities
- It's part of our mission and vision at PSU. Where do you put the emphasis?
- What is learning/teaching about?
  - Dialogue
  - Deliberative Democracy
  - Giving Voice/Enabling Participation (eg. People with disabilities)
  - University honoring experience, discovery, room to fail
  - Faculty need to know how to engage
- changing institution
- Occasional presentation how same issue is handled on other continents
- How do professors model behavior that demonstrates awareness appreciate and celebrate local differences reflected globally
- As faculty we have to critically examine the limitations of our own perspective
- In designing our pedagogy we need to
  - value the potential contributions of our international and immigrant students
  - enable contributions by recognizing the obstacles these students face in fully participating
  - provide avenues of contributions that allow online and or structured discussions
  - educate students in listening skills, suspension of judgment recognition of cultural dominance. Decolonizing

- Incorporate global/intercultural/equity issue, across a broad range of classes in meaningful ways recognizing that relevance will enhance student engagement with subjects (this is not a burden it can be a plus-plus if done thoughtfully)
    - Remove obstacles, create incentives and opportunities for collaboration across disciplines in curriculum design.
- Teach between discourse and actual practice (discussion and publication)
    - Example: Academics require sources to be cited, but politicians, business people, etc. make it look like your original idea.

6. Intercultural competence/ Cultural humility

- Does anyone ever say "I am globally competent?" Not finite.
- Use "cultural" instead of "global"
- Intercultural competence doesn't have to be international but considering other cultural perspectives Cultural Humility: Respect differences, recognize values and attitudes, overcome fears, local vs regional
- Instructors take where student come from? - "Cultural humility"
- Cultural competency
    - faculty
    - student
    - faculty to student(s)
    - student(s) to student(s)
- Cultural Awareness and Humility
- Hold ourselves accountable
    - Get a better understanding of our competencies
    - call out the experts and hold accountable
- Intercultural competence…
    - Climate surveys helpful, but don't get to level we need. Change course evals to be more inclusive
- What does intercultural competence look like?
    - We prefer the term cultural humility
    - "competency" means knowing we don't know
    - draw on the conversations elevated recently by students for a previous symposium by Tia (Student from ASPSU)
- Intercultural "humility" competency
    - How do we get there?
        - FUNDING! Lack of Institutional support
    - When do we become "competent"

- ○ Ambiguity, translation to international contexts
    - ■ back up strategic goals with $
- ○ Addressing problems with multicultural lens
- ○ How actions impact other communities (Self awareness)
- ○ Understanding privilege
- ○ Acknowledge own bias, impact on culture

7. Student body and Alums: diverse/ international

- Bring <u>international alumni</u> to talk about experience in class
- Value of bilingualism and fostering home/heritage language
- Reach into resources of diverse population of students
- International students prefer to stay in their groups - not confident enough
- Note: It's not just about having more international students Need more
    - ○ Platforms for interaction
    - ○ support for both domestic and international students to push past comfort zones to truly interact (+ feel safe)
- Deliberately tapping the rich diversity here already
- Have international students participate in the education of our domestic students finding ways to interact.
- Socializing opportunities can help reduce prejudice and discrimination we should prove more opportunities for social interaction
- Fostering social interactions with international students
- we need an international dorm! Programming

8. Extracurricular

- "coffees" and other voluntary opportunities depend on student initiative
- Have international students participate in the education of our domestic students finding ways to interact: Socializing opportunities can help reduce prejudice and discrimination; we should prove more opportunities for social interaction
- we need an international dorm! Programming
- Combine curriculum with extra-curriculum opportunities
- Fostering social interactions with international students
    - ○ Student to student
    - ○ faculty to student
- do we require this? structure it in as a goal?

- How to structure it in?
    - Has to happen in the classroom, for most to take advantage of it
    - "requiring" other kinds of social connections most likely won't work
- GET AN INTERNATIONAL PUBLIC SCHOLAR TO SPEAK AT LEAST 1X PER YEAR.
- Bring international conferences to Portland with student volunteers ex. PICMET
- Connect with international universities

9. Faculty

- quality education requires a relationship between instructor and students. Having more international faculty offers more opportunity for that
- bring/hire more diverse faculty. Then retain those good hires
- Bring more diverse scholars to university. Challenge = Portland is not very diverse. Difficult to recruit. And they don't stay. Build the community. Connect faculty to community.
- Celebrate International scholars, engage in classroom
- PDX scholar

10. Collective Conscious/ Social Justice

- Building classroom collective consciousness
- centering social justice
- Globalization social justice power differences
- Social Justice, colonial history, the consumption we do and the impacts on their societies
- (some) languages have privilege? esp. English becomes an issue of Justice etc. as global citizenship

11. Challenges

- Students schedules are so full
- Students can use financial aid to support travel but students with other obligations and constraints cannot do this. It's elitist (lots of affordable options)
- beware of tokenism but still need to have "cultural awareness"
- Barriers: Language; **Policies;** inflexible structures; systems
- Bring more diverse scholars to university. Challenge = Portland is not very diverse. Difficult to recruit. And they don't stay. Build the community. Connect faculty to community.

- Difficult topics to discuss. How can we talk about issues without offending people? Create safe space?
- Universities **should** be a place to cultivate open discourse. We're at a crossroad
- Data versus Naive data use
- How do we get there? FUNDING! Lack of Institutional support
- Remove obstacles, create incentives and opportunities for collaboration across disciplines in curriculum design.
- Institution funding for this work
- "Ethnics" is culturally based
  - sometimes irreconcilable differences

12. Miscellaneous

- Online module Awareness of diversity and Ethics
- Global Training goes both ways
- Definitional issues and understanding of values + ethnic related to globalization are needed
- Nationwide language barriers back up strategic goals with $
- Support the international film festival!!!
  - Find different ways to provide thought.
  - Build class around festival?
- is Portland really so global?
- Need for a job
- Celebrating what has been accomplished
- core skill
- Latino and faculty over future
- dive into unfamiliar culture at home