

WEBVTT

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Sally Crimmins Villela: Present Don Whitehead from the Association of American colleges and universities for joining us here today for our Global Learning for All educating for a sustainable future presentation and

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00:00:15.750 --> 00:00:38.700

Sally Crimmins Villela: Back in the day when we used to see each other in person, we got together for two in person gatherings dawn and we would spend about five or six hours together and we would pack a whole lot of things in and we would get insufficient time to cover all of the great

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00:00:39.840 --> 00:00:44.520

Sally Crimmins Villela: Opportunities and ideas that so many of our colleagues were bringing to the table.

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Sally Crimmins Villela: And one I think silver lining that we have now with an extended timeline for our work and the fact that we're working virtually, it means that we don't need to pack everything into one jam packed day. And so, Don, had we

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Sally Crimmins Villela: Adhere to the original schedule. She was our featured speaker for April 14 which would have been our third and final face to face meeting.

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Sally Crimmins Villela: Um, but I think it's really nice actually done that we get to have. We have 90 minutes on your calendar today. If you can stay with us. We will be very grateful. And if you can't, we will certainly understand but

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Sally Crimmins Villela: We're really grateful for the opportunity to have this time with you here today and I really want everyone to know that Don has

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00:01:30.900 --> 00:01:42.690

Sally Crimmins Villela: Been doing a lot of work behind the scenes as well. It started with the work that we've done together under Dawn's guidance with the Association of Public and land grant universities and ACLU

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Sally Crimmins Villela: leading the way with a group of large public institutions and our project after we had called ours Global Learning for All.

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00:01:52.710 --> 00:02:05.880

Sally Crimmins Villela: The project also became known as Global Learning for All, but as I always I always give you credit done. And as I always say that is fair because AC and you've coined that term and

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00:02:06.750 --> 00:02:18.960

Sally Crimmins Villela: Have been out in the lead on this convergence of the equity imperatives and Global Learning and in helping us all think about how we

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00:02:19.710 --> 00:02:27.390

Sally Crimmins Villela: And I speak a lot about our responsibility as a public institution, but I think all of higher ed how we need to think about

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Sally Crimmins Villela: Creator creating greater equity in each and everything that all of us do. And so we're grateful to a senior for leading the way with that and and also

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00:02:39.000 --> 00:02:49.890

Sally Crimmins Villela: Done. We've, we've talked a lot with our group, our diversity or Inclusive Excellence committee for our Global Learning for All team here today and

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00:02:51.270 --> 00:02:57.690

Sally Crimmins Villela: Particularly with our co chairs Jenny Marie Duran who's with us today. Didn't Jenny.

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00:02:59.970 --> 00:03:11.130

Sally Crimmins Villela: And our co chair hope windle cowpoke. There you are. I it's hard for me to see on my Hollywood Squares and I'm Cheryl Hamilton. I hope Cheryl's here with us today.

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00:03:11.790 --> 00:03:22.890

Sally Crimmins Villela: And our other co chair and if she's not. I do expect her to join soon so I'm Dan has had a lot of conversations with our co chairs and with our

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Sally Crimmins Villela: Inclusive Excellence Committee, which also includes the CO Chair of our entire working group.

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00:03:28.800 --> 00:03:35.160

Sally Crimmins Villela: President Kristen so Uber and we're really grateful to you, Don, for the time that you've invested in us and in

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Sally Crimmins Villela: Helping to guide us so that at the end of this process by January. We're really coming up with the sorts of recommendations that we need to in order to make Global Learning more inclusive and in order to

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00:03:50.820 --> 00:04:02.370

Sally Crimmins Villela: Use Global Learning and it's it's methodologies and its content to shine a light on some of the things that we need to understand better about ourselves in our own country.

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Sally Crimmins Villela: And really, I'm talking about the racial equity message. And that's something that

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Sally Crimmins Villela: Provost Larson and President Esther Berg and Provost Neiman our leaders have really made clear to us that that's something that they really want us to take very seriously and pay attention to it in our work here. So,

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Sally Crimmins Villela: Done, without further ado, I'd really like to invite you to share your thoughts with us here today.

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Dawn Whitehead: Thank you so much for that warm welcome. Sally and it's nice to see some friendly faces of folks from the committee folks that I've worked with in other capacities and. First, I just want to thank you for inviting me to join you.

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Dawn Whitehead: I know that time is limited, I know that people are tired and exhausted and it's important that we maximize time when we're together so

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Dawn Whitehead: I took Sally's good advice I you know I wrote to her and I said, can we do breakouts and poles and all. And she said, I think a conversation that's fine.

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Dawn Whitehead: So without bells and whistles. I think I want to just raise a few points with you some of you who are NPR listeners may be familiar with the show that came out of Boston

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Dawn Whitehead: Who had a show called only a game.

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Dawn Whitehead: And it was one of my favorite shows. It was a sports show, but it was a different type of sports show it didn't involve yelling at each other or anything like that.

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Dawn Whitehead: And they're often make connections between societal issues in sports, and so they over the years. They added a segment called three stories, you should know

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Dawn Whitehead: And so I wanted to kind of structure my brief remarks around three stories that I think you do know. But I'll say that you should know

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Dawn Whitehead: I think you're already aware of these stories, but I want to frame them a little bit differently. And so the first story is why Global Learning is indeed critical right now.

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Dawn Whitehead: I think that there are some in the field who have been a little bit afraid that with the halt and mobility that we all experienced

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Dawn Whitehead: Or faculty or staff or students that the future of Global Learning had been written. And it was over, but we know that is not the case.

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Dawn Whitehead: And we know that often. This comes from a misunderstanding of what Global Learning is

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Dawn Whitehead: Now at SUNY you all are very fortunate in that you don't have that problem with people thinking Global Learning is over because we cannot travel or we can only travel the six countries.

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Dawn Whitehead: Because you have a great definition of Global Learning and I just want to highlight a couple of the elements of your definition that I think really stand out.

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Dawn Whitehead: In terms of why Global Learning is critical. Now in it. And that has not changed. So what is your point that Global Learning is an understanding of oneself and one's own society.

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Dawn Whitehead: And cultural influences to that it's an understanding of the world beyond our borders, especially the challenges that the world faces.

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Dawn Whitehead: And three, the ability to work across differences to forge mutual understanding and devise solutions to those challenges.

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Dawn Whitehead: I think that definition clearly states why Global Learning is more important now than ever. It goes without saying, but I'll say it. We are living in the midst of a global health pandemic.

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Dawn Whitehead: However, we are seeing levels of cooperation across countries through researchers through labs through universities that we haven't seen in many years.

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Dawn Whitehead: All to address the questions and challenges of this pandemic and your definition puts this front and center when it talks about addressing issues beyond borders.

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Dawn Whitehead: And the challenges that the world faces. So in in my lifetime, there hasn't been a more critical challenge and a time that we need to come together to solve a health crisis.

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Dawn Whitehead: I believe it was in December, or it was early January that the genetic sequence of the corona virus that causes Copra

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Dawn Whitehead: Was shared in a publication. Now, when the sequence was shared it allowed researchers from all different parts of the world to start working on diagnostic tests.

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Dawn Whitehead: To start working on options for treatment, and it truly became something that we could solve from a global perspective.

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Dawn Whitehead: We knew Kobe 19 was a shared threat, even though that the impact has been disproportionate.

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Dawn Whitehead: But it became very clear that we had to come together to solve the problems, even if governments weren't doing that we have seen scholars who have come together, researchers who have come together to do this.

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Dawn Whitehead: Now secondly the other reason that I think it's also crystal clear that Global Learning is absolutely critical, especially in the way that Sally framed it for this conversation is that the issue of racial justice is not a local issue.

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Dawn Whitehead: The response to the killing of George floor Floyd wasn't an issue that was only addressed in the US context.

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Dawn Whitehead: And in fact, I think it's good to take just a quick minute to look at the long history of civil rights being a global movement.

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Dawn Whitehead: There's a wonderful piece by keyshia Blaine, who's a historian at the University of Pittsburgh in the last issue of foreign affairs, where she looks at this long history.

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Dawn Whitehead: Of civil rights being a global issue and and being a, an issue that people around the world are a part of and see

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Dawn Whitehead: And again, I think your definition of Global Learning show students shows colleagues. Why it is indeed important

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Dawn Whitehead: So one is the long history of global awareness and engagement of the fight for racial injustice in America.

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Dawn Whitehead: And to is when we have these transatlantic these international alliances that are centered on dismantling racial injustice and fighting against

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Dawn Whitehead: De colonizing and making sure that we're able to come together across the world. So first, I just want to say a quick piece when you look back at this long history.

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Dawn Whitehead: Of black Americans finding international allies. You can go back further. But I'm going to start with Frederick Douglass in the 1940s, Frederick

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Dawn Whitehead: Douglass spent time in Britain and Ireland to talk to people about the abolitionist movement. Now, of course, sometimes we don't think about slavery, being a global issue, but it was a global issue.

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Dawn Whitehead: The International slave trade was going on. It wasn't something that was unique to the US but Frederick Douglass knew he could find allies in Britain and allies in Ireland.

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Dawn Whitehead: Same thing, go to the 1890s, you have Ida B. Wells, the anti lynching Crusader and journalist, she spent parts of 1893 and 1894 in Britain.

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Dawn Whitehead: campaigning against lynching. It had largely been ignored by American journalists, but that attention and pressure that came from the British also helped her generate momentum for her campaign.

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Dawn Whitehead: One last example sadly didn't share this but I'm from Indiana and I know some people may not know about the great state of Indiana. But as Hoosiers we're proud of many things.

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Dawn Whitehead: But one person we claim that she also has connections to New York is Madam CJ Walker, arguably, the first self made female millionaire in the United States.

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Dawn Whitehead: And she was an Indian and resonant for many of those years. Well, she created what was called the International League of darker people's with Marcus Garvey

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Dawn Whitehead: A Phillip Randolph Adam Clayton Powell and others, and they fought for dignity and rights of marginalized people of color around the world.

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Dawn Whitehead: And in 1919 she and her group had a historic meeting with a journalist from Japan. And he argued and agreed that he would raise the issue of racial injustice at the Paris Peace Conference in in in 1990

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Dawn Whitehead: We'll talk about how or why that didn't happen. But the point is these conversations were happening across the globe. So, this situation is not new.

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Dawn Whitehead: I could go on and on. When we look at sneak we look at JOHN LEWIS who look at Martin Luther King, who was in Ghana. Many of them are in the newly

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Dawn Whitehead: Independent African nations, but there were clearly transnational alliances and global off audiences to put pressure

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Dawn Whitehead: On the US to confront racism but also to act in their own context. Most recently, many of you like me have seen the issues and in different countries.

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Dawn Whitehead: I can't breathe science in Italian in Milan I can't respond on candles in Australia large crowds chanting No justice, no peace in Dublin.

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Dawn Whitehead: All over the world to the beautiful mural of George Floyd in Syria. So all over the world. We're hearing the crimes against racial injustice in the US, but there are also protests about what's happening locally.

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Dawn Whitehead: One quick example I'll share, of course, many of seeing the statues come down some would say, this goes back to the South African movement.

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Dawn Whitehead: About roads must fall, but this was, you know, of course, energized by this effort in Bristol, England. A statue came down

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Dawn Whitehead: In New Zealand, there were calls for recognition of the vulnerabilities that indigenous folks experienced to the racial profiling.

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Dawn Whitehead: And finally there's been a small but but but mighty group in Kenya that's been fighting back on police brutality and those roots go back to

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Dawn Whitehead: colonization and then of course we could talk about Nigerian in SARS, which all of us are reading and seeing, but I think the most important thing is that we see that racial justice and global issues go together.

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Dawn Whitehead: It is not an issue that only affects one person in one place and we have to prepare our students to engage in the type of thinking that allows them to see beyond their local community beyond the state beyond the region and into the world.

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Dawn Whitehead: I think one last thing we're all in this first story is finally when we look at the skills that students need to be part of today's solutions. They are indeed global skills.

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Dawn Whitehead: The employer surveys that we've done an AC and you have said repeatedly employers value students who come to work.

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Dawn Whitehead: Ready to work with people from backgrounds that are different from their own and from disciplines that are different from their own

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Dawn Whitehead: So whether a student is going to work in Albany, or in Accra, they need to be able to communicate with people who are different from themselves and Global Learning prepares our students for that.

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Dawn Whitehead: So the second story that you should know and you do know is about the equity imperative of Global Learning and this means that all students should have equitable opportunities to participate in a global learning experience and I will

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Dawn Whitehead: Just take about 30 seconds to talk about our history AC and you and when we started doing this work geared toward Global Learning for All.

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Dawn Whitehead: One of the things that was found immediately with the shared futures initiatives, was that it was important that you had interdisciplinary teams.

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Dawn Whitehead: But it wasn't enough to start with the majors. It wasn't enough to do this in general education. It had to be something that connected along the way.

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Dawn Whitehead: So it had to connect across the curriculum, it had to connect across majors and had to connect across campus.

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Dawn Whitehead: And the institutions that found the most success were able to make connections to co curricular experiences as well and connections to workforce development.

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Dawn Whitehead: So it's absolutely critical that when we think about the equity imperative, we think about the ways in which we can provide opportunities for students to engage and experience Global Learning

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Dawn Whitehead: Now, as a result, many institutions have looked at revising their practices resuming their global learning opportunities to say

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Dawn Whitehead: Why is it that we only have X number of students who participate in a particular global activity.

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Dawn Whitehead: And some have stopped to say, ah, we're only providing opportunities when students have an opt in option to opt in. We're not making it so students can't say I don't want to participate in this experience.

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Dawn Whitehead: So when we talk about democratizing access and participation. This also pushes us to do something that you're doing it Sunni, which is finding a number of ways for students to engage in Global Learning

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Dawn Whitehead: Now, Bruce Bruce may try to tell on me when we have our forum on education abroad conference next week when I say this, or nick in February, but

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Dawn Whitehead: Education Abroad has been the most high profile Global Learning practice and it continues to be a very powerful practice. But when we know that only 10% of our students participate

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Dawn Whitehead: We can continue to strive to raise those numbers and there are some of your, your campuses where you may say we've got 80% we've got 90% and that is great, but we also have to look at other opportunities for engagement. So again,

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Dawn Whitehead: When you look at your definition of Global Learning that can help you make these connections between different types of curricular and CO curricular activities.

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Dawn Whitehead: Beyond education abroad and including education abroad. So again, you can look at opportunities for education away.

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Dawn Whitehead: I've worked with a number of institutions and actually did this long ago when I was an undergraduate. I spent a semester on the Navajo Nation.

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Dawn Whitehead: And it was an intercultural and an international experience because the Navajo Nation is of course a nation within

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Dawn Whitehead: A nation. And so that's another opportunity. However, many people are looking closely at something a resource that you have at SUNY that many don't have is

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Dawn Whitehead: Have which is your collaborative online international learning and many people are coming back to this because they are realizing one

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Dawn Whitehead: Without the opportunity to travel. What are ways that we can do this, but others are saying, wait a minute. Students can have multiple global experiences and coil can be one of many

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Dawn Whitehead: And so I think it's important that you realize what a wonderful resource you have here to engage students in Global Learning

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Dawn Whitehead: Now another element. I want to mention, and I'm sure some of you have heard this and some may say, I've heard this. I've heard this. I've heard this are high impact practices.

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Dawn Whitehead: Some people associate AC and you only with hips.

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Dawn Whitehead: And high impact practices are those practices that have been shown to benefit new majority students at very high levels in terms of success in terms of retention at a number of institutions.

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Dawn Whitehead: Global Learning is one of those, but it can also be paired with others, such as globally focused internships globally focused undergraduate research.

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Dawn Whitehead: globally focused field experiences community based learning. So those are all things that you can do locally.

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Dawn Whitehead: You can do from home and we can talk about ways campuses are doing these activities. But the key is going back to your Global Learning definition in your Global Learning outcomes and saying,

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Dawn Whitehead: What is it that I want students to be able to do if I say that I want students to be able to see challenges in the world that are being faced all across all across the world.

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Dawn Whitehead: What types of assignments or what types of activities. Can I have students do

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Dawn Whitehead: How can I do that in my biology class. How can I do that in my anthropology class. How am I making sure students have an opportunity to demonstrate what it is and I'm asking them to do.

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Dawn Whitehead: And one thing I'm sure we'll talk about in the Q AMP. A is framing these around the UN Sustainable Development Goals.

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Dawn Whitehead: This has been something that we are seeing institutions across the world, start engaging and using to advance their global learning experiences because any discipline any major can see an inroad into the sustainable development goals.

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Dawn Whitehead: I shared with a couple of folks, the lesson I met with this group. I was flying back. I was on the Navajo Nation, the week that everything kind of shut down.

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Dawn Whitehead: And we were doing some activities with students at Denae college and doing some activities with students.

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Dawn Whitehead: At Navajo tech and one of the main activities we were doing was looking at the sustainable development goals and looking at the issue of water.

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Dawn Whitehead: And looking at the issue of the eradication of poverty and hunger and it has been interesting communicating back with some of my colleagues there.

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Dawn Whitehead: How that work is really resonating now with the struggles that the Navajo Nation is experiencing with Kobe with distributing resources and other things. So these are our resources that we can all use

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Dawn Whitehead: So my final story is the language of Global Learning and one of the ways that that that we have approached Global Learning

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Dawn Whitehead: Is that we have always seen that connection between Global Learning and diversity, equity, and inclusion.

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Dawn Whitehead: So when you look at the language that we use to describe it to talk about global learning. And when we are partnering with our member institutions.

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Dawn Whitehead: We see those clear connection. So it makes it easier for us to come together across campuses across departments across units to engage in this work and so

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Dawn Whitehead: The dimensions of our Global Learning value rubric and I know you have some of your own materials and I'm sure we'll talk about our global self awareness.

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Dawn Whitehead: perspective taking cultural diversity, personal, social responsibility understanding global systems and applying knowledge to contemporary global context.

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Dawn Whitehead: And what we have found is if you break down each of these dimensions you can map them along with the student experiences.

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Dawn Whitehead: And the ways that you want students to demonstrate their global learning and I want to highlight a few to make that connection to our diversity and inclusion and equity work as well.

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Dawn Whitehead: So what if we take a look at perspective taking. How are we giving students opportunity to engage and learn from diverse perspectives and experiences.

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Dawn Whitehead: Why, how are we finding ways for students to see that they may be thinking about an issue from their perspective, but not thinking about it from the perspective of many others.

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Dawn Whitehead: The key is having students demonstrate this saying, Okay, what is the perspective. So for example, this may be contentious. But I was just talking with another campus.

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Dawn Whitehead: About what, why do we have such discussion about MAIL IN BALLOTS and some may say I don't even want to touch that issue right

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Dawn Whitehead: But why is it that we may think things differently. Why, may I think mail in ballots are not valid at all. Why, may I think they should work again. I talked

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Dawn Whitehead: To some of my colleagues on the Navajo Nation and we talked about that. How is it is it easier for me to drive into town and mail a ballot, is it easy for me to go on election day.

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Dawn Whitehead: What is that process for me to get there. Someone who else who lives in an urban area, they said, what's the big deal. You just take the metro and you go

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Dawn Whitehead: And so, helping students see these diverse values and understanding what it would look like in another country. So I think that's one other example that that we have talked about again.

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00:21:51.240 --> 00:21:57.030

Dawn Whitehead: When we talk about cultural diversity. From a global perspective at AC NEW AND WITH WITH THOSE THAT HELPED CRAFT this rubric.

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00:21:57.450 --> 00:22:10.830

Dawn Whitehead: Is there is a dimension that says cultural diversity and one of the most important descriptors of this is that it challenges students to recognize the origins and influences of their own cultural heritage.

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00:22:11.160 --> 00:22:19.320

Dawn Whitehead: Along with limitations that that heritage provides in knowing all they need in the world. So, it pushes students to think

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00:22:19.800 --> 00:22:30.180

Dawn Whitehead: Hmm. I grew up in Indianapolis, Indiana, maybe I don't know everything I need to know about the world based on my experience on the north side in this protected little community.

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00:22:30.510 --> 00:22:36.360

Dawn Whitehead: What could what could be limiting me so we're pushing students to think about these perspectives.

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00:22:36.750 --> 00:22:48.270

Dawn Whitehead: The other thing is it also pushes students to think about power structures to look at hierarchy to look at any qualities and inequities and to understand how those opportunities can change over time.

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00:22:48.750 --> 00:22:59.940

Dawn Whitehead: One of the challenges that many of us who have been in this field for a while, have felt is that in some cases we just go we learn about a culture, but we don't do the critical work to say, hmm.

147

00:23:00.300 --> 00:23:04.020

Dawn Whitehead: What is really going on there and what is going on in my home culture.

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00:23:04.380 --> 00:23:13.020

Dawn Whitehead: I can tell you after almost every trip to Ghana. With that, I took my students on they would always have all these answers for how to solve the challenges.

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00:23:13.260 --> 00:23:22.050

Dawn Whitehead: That were taking place in Ghana and when I said, Well, what about in Indianapolis. Well, it's a different situation. And I said, Well, isn't that a skill set that you can apply

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00:23:22.620 --> 00:23:32.670

Dawn Whitehead: Back home and think about solving. So it really when you look at these definitions of Global Learning and you look at these dimensions it pushes students to think about things in the local context.

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00:23:33.540 --> 00:23:40.590

Dawn Whitehead: And the last example I want to mention is the knowledge application. And this is something that that many of you are already doing.

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00:23:40.830 --> 00:23:48.720

Dawn Whitehead: And that is giving students an opportunity to actually apply their knowledge and skills to solve these problems or to try to solve these problems.

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00:23:49.080 --> 00:23:56.640

Dawn Whitehead: It's particularly relevant right now because we are dealing and I'm sure you are in different ways at different at your different institutions.

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00:23:57.030 --> 00:24:05.310

Dawn Whitehead: Dealing with serious long term issues of injustice serious long term issues that are going to impact on economic development.

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00:24:05.610 --> 00:24:14.460

Dawn Whitehead: And students need to be prepared to wrestle with the solutions to wrestle with understanding how and why different solutions work differently in different areas.

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00:24:14.700 --> 00:24:19.590

Dawn Whitehead: And it's absolutely critical that we have them apply what they're learning in our environments.

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00:24:19.980 --> 00:24:27.030

Dawn Whitehead: And again, when you have this kind of framing and you see global learning in this context where you're able to make connections to inclusion.

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00:24:27.330 --> 00:24:39.660

Dawn Whitehead: It makes it even easier. And this, I'll just take five seconds for you to collaborate across institutions and to collaborate across your usual lines. So the global office will work naturally

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00:24:39.870 --> 00:24:46.350

Dawn Whitehead: With the Office of inclusion, there's a natural connection to the work and then we come together sharing the knowledge that we have

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00:24:47.130 --> 00:24:57.750

Dawn Whitehead: The last item that I want to share. And this has come up quite a bit is in response to the order and the executive order on combating race and sex stereotyping.

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00:24:58.230 --> 00:25:04.920

Dawn Whitehead: And what we are finding is is we've met with a number of different groups, different configurations different constituencies.

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00:25:05.280 --> 00:25:12.360

Dawn Whitehead: And we're finding that many people are waiting to see one with of course was with a group of University Council so lawyers.

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00:25:13.170 --> 00:25:26.700

Dawn Whitehead: And I know we have at least one on here and one of the comments that was made to us was they are really closely monitoring what is happening in the courts and they haven't seen any cases yet but they're waiting to see what will happen.

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00:25:27.360 --> 00:25:32.730

Dawn Whitehead: Also, I know there was a time period before that any cases can be brought forward but they haven't seen any litigation.

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00:25:33.210 --> 00:25:39.750

Dawn Whitehead: However, other institutions and some organizations like the American or sorry, the Association of American Medical Colleges.

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00:25:40.050 --> 00:25:48.480

Dawn Whitehead: They've come out with statement saying this is one of our core values we believe in doing anti racist work and we encourage our member institutions to continue and we've

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00:25:49.140 --> 00:25:56.160

Dawn Whitehead: Also seen institution to come out with statement saying we understand this, but we believe this type of work is important.

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00:25:56.400 --> 00:26:09.060

Dawn Whitehead: So again, you can have those conversations across the institution. It doesn't just live in the work of the diversity, equity inclusion or the inclusion office, but we should be having these conversations broadly because this work permeates

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00:26:09.540 --> 00:26:14.850

Dawn Whitehead: So with that, like on the show. I will open it up for dialogue and I hope I didn't go on too long.

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00:26:20.760 --> 00:26:21.900

Sally Crimmins Villela: Impossible.

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00:26:23.040 --> 00:26:33.840

Sally Crimmins Villela: For you to go on too long. Thank you so very much. I mean, I have so many things from that that I'd love to hear more about, but I want to give an opportunity to

172

00:26:34.380 --> 00:26:44.880

Sally Crimmins Villela: I think first to our co chairs. If you want the CO chairs of the inclusive excellence committee if you wanted to jump in and I think there were specific questions that you might like to pose.

173

00:26:45.570 --> 00:27:04.290

Sally Crimmins Villela: Don mentioned, we have an attorney in the room. So she might have a particular issue or it's I'm joking. January but um if there are things that chair all that you are or hope or Jenny Murray want to bring to the table before we open it up to everyone that would be great.

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00:27:17.730 --> 00:27:29.580

Jennie Duran: So Don, I just want to say you're so inspiring every time I hear you talk and You pretty much answered, what the question that Cheryl hope and I

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00:27:30.210 --> 00:27:42.900

Jennie Duran: had talked about asking you in terms of trying to understand how de vie, and more. You know, like I work in the Office of Diversity equity and inclusion for SUNY system.

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00:27:43.680 --> 00:27:58.530

Jennie Duran: How DEI work nationally can marry with Global Learning and and thinking of it in terms and you know we talked before I very much appreciate you talking about the didn't a nation because I

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00:27:59.460 --> 00:28:08.430

Jennie Duran: I'm born and raised right outside of it you know I'm White Mountain Apache. That's my sister tribe, so also giving opportunity to students.

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00:28:08.820 --> 00:28:28.470

Jennie Duran: You know, because you know as all of you probably know tribal nations are sovereign nation. They're like different countries and being able to you know give some of our Sunni students the opportunity to understand nation building nation sovereignty within

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00:28:29.490 --> 00:28:32.040

Jennie Duran: Miles of our own campuses.

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00:28:33.900 --> 00:28:43.950

Jennie Duran: And you using that as an example. You know it it's it's extremely relevant and, especially, you know, in New York State where there are so many tribes.

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00:28:48.900 --> 00:29:07.980

Sally Crimmins Villela: And inspiring Don in that was it. I we've never spoken about this specifically. But was that sort of your seminal transformative early Global Learning type experience or were there other I'm a little interested in how that influenced your personal journey.

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00:29:08.670 --> 00:29:10.890

Dawn Whitehead: Yeah, I think that influenced that

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00:29:22.170 --> 00:29:22.980

Sally Crimmins Villela: I think Don's

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00:29:24.120 --> 00:29:26.340

Sally Crimmins Villela: Feed has frozen up under

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00:29:28.410 --> 00:29:34.800

Sally Crimmins Villela: Even in DC. It's not just upstate New York, even in DC, we have these bandwidth challenges now. Mm hmm.

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00:29:39.870 --> 00:29:43.980

Sally Crimmins Villela: But well, while we wait for done to come back.

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00:29:46.380 --> 00:29:52.920

HopeW@COIL: Home and I do have a question. You know what Don was just talking about. The last thing about

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00:29:54.300 --> 00:30:05.550

HopeW@COIL: The, the statements that institutions could come out with statements, is that something Todd that soon. He's thinking of perhaps putting forth

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00:30:06.810 --> 00:30:07.170

HopeW@COIL: Or

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00:30:08.490 --> 00:30:11.280

Sally Crimmins Villela: Something right in reference to the exec.

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00:30:11.310 --> 00:30:15.300

Sally Crimmins Villela: The recent executive order. The one Jenny Murray that you sent information about

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00:30:15.630 --> 00:30:15.990

Yeah.

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00:30:17.490 --> 00:30:23.730

Tod Laursen: Yeah, there's, there's actually one cooking, as we speak, that

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00:30:24.960 --> 00:30:44.160

Tod Laursen: That OD, I think, and Terry Miller was was instrumental in drafting and I know that our entire board of trustees is already signed on to it as have I think most of the President's across the system. So yes, there is something expected to go out by the end of the week on that.

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00:30:45.330 --> 00:31:07.710

Sally Crimmins Villela: Thank you, Todd and Jenny Murray shared with me information about a webinar where anyone any Sunni person interested in learning more can do so. So if people want to learn more about that we can share that information being offered by counsel's office and OD Don, you're back.

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00:31:08.400 --> 00:31:10.140

Dawn Whitehead: Yes, sir. I was getting ready to call

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00:31:11.310 --> 00:31:12.240

Dawn Whitehead: Sorry about that.

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00:31:12.300 --> 00:31:13.770

Sally Crimmins Villela: No, no worries.

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00:31:15.210 --> 00:31:23.520

Sally Crimmins Villela: We understand we were, we said it's not just upstate New York, that has challenges now and then, with our broadband access. So DC has come to them.

200

00:31:23.970 --> 00:31:24.570

Oh, yes.

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00:31:26.310 --> 00:31:29.190

Sally Crimmins Villela: I'm done. We were I had asked

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00:31:30.450 --> 00:31:48.240

Sally Crimmins Villela: Somewhat personal question, but I was interested in knowing how your work with the Novena Navajo Nation early in your, your, you were still in school how that might have influenced your career path and and your involvement in global. I mean, we

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00:31:48.600 --> 00:32:00.630

Dawn Whitehead: Thank you. So it played a big role. I think growing up I was in Children's Choir. So I did a lot of international. Not a lot, but quite a few international experiences with the choir and

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00:32:01.620 --> 00:32:04.710

Dawn Whitehead: I played soccer, we had something, some of you are from the US may

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00:32:04.980 --> 00:32:16.770

Dawn Whitehead: Be familiar. There was a partnership with Canada and the US where you would go and play the soccer games. I think was called the peace games or something like that. So I had sort of those kinds of experiences and my, my parents were

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00:32:17.250 --> 00:32:28.500

Dawn Whitehead: Always they always made sure that we lived in Indiana and at the time where we lived in Indiana wasn't the most diverse place. And so my parents just always said it's really important that you have an idea of what the world is like

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00:32:29.280 --> 00:32:37.860

Dawn Whitehead: And that this isn't it necessarily. This is our quarter. But this isn't all of it. And so they kind of inspire you know I had that in me.

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00:32:38.250 --> 00:32:46.020

Dawn Whitehead: To want to engage with others. And so when I had the opportunity to spend the semester, it it transformed so much about, like, who I was as an educator

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00:32:46.980 --> 00:32:54.480

Dawn Whitehead: And then also, just as a person. And how do we engage with people. And I think that's when I learned cultural humility, but I didn't know what it was.

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00:32:55.230 --> 00:33:02.640

Dawn Whitehead: But just learning how to live and engage with people who were very different and very open so it definitely was a transformational experience and I have

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00:33:02.940 --> 00:33:09.930

Dawn Whitehead: Connections. I was there quite some time ago and I still have connections with the people that that I was with when I was there for that time.

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00:33:16.650 --> 00:33:17.670

Dawn Whitehead: Thank you so much.

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00:33:19.020 --> 00:33:29.700

Sally Crimmins Villela: I, I would love to, to know if if there are other questions or thoughts that that folks would like to engage with dawn on

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00:33:31.020 --> 00:33:34.530

Sally Crimmins Villela: Todd Christian. Is there anything that you would like to raise

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00:33:37.260 --> 00:33:46.560

Kristin Esterberg: You know, I was very appreciative Dawn of your last eight months around the executive order. And I think, you know, on many campuses. This has really

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00:33:47.700 --> 00:33:57.660

Kristin Esterberg: CREATED QUITE A chill and and given the difficulties that everyone is experiencing trying to do the work that we do.

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00:33:59.970 --> 00:34:08.700

Kristin Esterberg: I'm wondering what your thoughts are, and how to keep hope alive during what feels like a pretty bleak period I think many of the folks that we work with.

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00:34:10.410 --> 00:34:19.800

Kristin Esterberg: Whether it's in the international side, you know, given the most recent proposal around international students coming from

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00:34:22.050 --> 00:34:32.070

Kristin Esterberg: One side to the executive order on the other. It's really hard to keep people feeling optimistic that change will come

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00:34:32.490 --> 00:34:50.760

Kristin Esterberg: And that the work that they're doing is is even more needed now than ever and just curious what your thoughts are on that and and what what insights you might have for those of us on campuses to to keep our folks feeling like the work they do matters so much more than ever.

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00:34:52.410 --> 00:34:55.320

Dawn Whitehead: Thank you for that. Kristen, I think, I think one thing that

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00:34:56.250 --> 00:35:13.980

Dawn Whitehead: Comes to mind. And I think we all have had different you know with different things that have happened. We've all had sort of that those feelings and I was. This is when we were allowed to go places. I remember seeing Nikki Giovanni and she said to the group.

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00:35:15.360 --> 00:35:20.850

Dawn Whitehead: You know, someone asked a similar question. And she said, if we could overcome Bull Connor.

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00:35:21.330 --> 00:35:36.540

Dawn Whitehead: We will overcome this, and in. I don't know why that resonated with me so much. I think as a student of history, you know it resonated and so to me, I think the encouraging piece is knowing that we have indoor

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00:35:37.950 --> 00:35:47.880

Dawn Whitehead: Or two people have endured, so we can't do. I think the big thing is also how we message this to our colleagues and to our students and to others and

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00:35:49.110 --> 00:35:55.680

Dawn Whitehead: I think what happened in the international education world right after the you know the the the the Muslim bands, if you will.

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00:35:56.190 --> 00:36:08.550

Dawn Whitehead: Those campaigns, you are welcome here so that the students knew. Okay, this may all be happening. But you are still welcome here and just reminding you know each other that

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00:36:08.970 --> 00:36:14.280

Dawn Whitehead: Even if it changes what we are able to do even if we have to change the language, even if we

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00:36:14.550 --> 00:36:26.550

Dawn Whitehead: You know, maybe we do maybe we don't. We'll see. But we know that we are needed. We know that students need to see people like us. They need to hear from people like us that they matter. They're valued and we have to do it for them.

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00:36:27.000 --> 00:36:36.150

Dawn Whitehead: Our colleagues need to see this our colleagues need to hear it. And so I think that's the big thing is we keep the hope alive because we know who we're serving

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00:36:36.600 --> 00:36:48.450

Dawn Whitehead: And as long as we're serving these, you know, individuals, they need to hear it in and we have to show them that we are still here, we're still here for them. Despite what's going on, we're doing what we can

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00:36:48.900 --> 00:36:57.330

Dawn Whitehead: And I think that students often you know when they see they're really doing this for us. You know, you know, though they'll find that amazing

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00:36:58.230 --> 00:37:06.090

Dawn Whitehead: And then, of course, others, you know, have said if this goes to the courts, you know. And so again, I do have to share one

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00:37:06.510 --> 00:37:12.750

Dawn Whitehead: One thing that the, one of the things that sometimes chuckle with folks. One thing that keeps me in in Washington, DC.

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00:37:13.080 --> 00:37:17.280

Dawn Whitehead: Is that I'm a volunteer at the National Museum of African American history and culture.

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00:37:17.610 --> 00:37:24.960

Dawn Whitehead: And, you know, some people chuckle because I know someone you know they'll say, are you interested in moving. I was like, well, I have a commitment to the museum. And they're like, that's not a real job.

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00:37:25.740 --> 00:37:32.070

Dawn Whitehead: No, but it's it's where my passion in addition to doing this kind of work and global engagement. My passion is.

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00:37:32.610 --> 00:37:34.980

Dawn Whitehead: In the outreach and the work that I do at the museum.

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00:37:35.370 --> 00:37:47.670

Dawn Whitehead: And I think one thing that I have seen there repeatedly is how the courts were used and you all know this, how the courts have been used over the years and it took years for cases to get through.

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00:37:48.030 --> 00:37:58.410

Dawn Whitehead: And so I think just encouraging people to say it might not be right now and we may not be able to say this, but we are here. We're doing the work. So I think that's the encouragement is that they need it.

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00:37:58.860 --> 00:38:04.170

Dawn Whitehead: And that we're still here and we're going to stand up for those that that are are being marginalized.

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00:38:09.960 --> 00:38:19.320

Lisa Glidden (Oswego): Done. I have a question. Um, so I I directed Global Studies Program. And so we're clearly already globalized, but I have always

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00:38:20.430 --> 00:38:30.780

Lisa Glidden (Oswego): Treat and so decolonization is something that we're trying to do. And so much of our curriculum. And I guess I never really saw that as globalization, but I totally get how it is.

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00:38:31.260 --> 00:38:35.760

Lisa Glidden (Oswego): And it does seem like it's a way that so many other disciplines that maybe don't

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00:38:36.660 --> 00:38:47.640

Lisa Glidden (Oswego): Um, food, you can't figure out ways that they could become more global might be a way that they can be colonize the curriculum. So I don't know if you could point to

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00:38:48.360 --> 00:38:54.360

Lisa Glidden (Oswego): Well, I wonder if this is like more broadly understood, like maybe I'm the last person on that train and just like never made that connection.

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00:38:54.750 --> 00:39:14.220

Lisa Glidden (Oswego): Um, but I've been thinking about working on an OCR textbook for global studies to try to because so much of global studies is written by Americans and Brits. And so, you know, trying to get more voices into that, um, is that is decolonization something that you are hearing more.

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00:39:15.750 --> 00:39:22.800

Lisa Glidden (Oswego): You know is there kind of more momentum building around that and people understanding that as as global as in the curriculum.

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00:39:23.490 --> 00:39:34.530

Dawn Whitehead: I think so. And I think a lot of it is coming. I would say a lot of it initially and Sally will can speak to this as well. But I think a lot of it. Initially, I think, was coming outside the US.

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00:39:35.400 --> 00:39:38.880

Dawn Whitehead: You know, there's a wonderful she's based in South Africa.

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00:39:39.840 --> 00:39:46.890

Dawn Whitehead: Samia chassis and I'll put her name in the chat. She just wrote a wonderful piece, maybe a month ago in university. WORLD NEWS.

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00:39:47.160 --> 00:39:55.440

Dawn Whitehead: About D colonizing the curriculum and what they're sorry about D colonizing internationalization. And what that looks like. There's also Linda

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00:39:55.920 --> 00:40:04.290

Dawn Whitehead: To E. Smith, who wrote a book D colonizing methodologies and I'll put that in the chat as well. And I think it's coming up more and more

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00:40:05.160 --> 00:40:08.220

Dawn Whitehead: I'd say like the last five years, I've heard more people talk about it.

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00:40:09.180 --> 00:40:17.220

Dawn Whitehead: In, and I think that is an entry for some folks to say, oh, I hadn't thought about this and looking at the history. I mean, I worked with a couple of folks.

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00:40:17.460 --> 00:40:25.560

Dawn Whitehead: That looked at the histories of the publications in their field and when they went back to the you know the origins. They were like, oh wow you know I didn't realize

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00:40:25.860 --> 00:40:33.120

Dawn Whitehead: The through line from this and how it evolved over the years. But I think it's something that people are talking a lot more. Now they're talking about the colonizing

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00:40:33.930 --> 00:40:41.220

Dawn Whitehead: The, you know, who are you reading you know when you're talking about language. Are you only using English speakers are you using other folks.

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00:40:41.850 --> 00:40:44.400

Dawn Whitehead: There's a quite a bit coming out of Canada as well.

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00:40:45.060 --> 00:40:58.380

Dawn Whitehead: So I think that's another space, but I'll put a couple of those those links in there, but I think it's, it's something that we're hearing more of. And I think it. You heard it softly, but it wasn't right at the center of international education or global learning

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00:40:59.970 --> 00:41:05.610

Lisa Glidden (Oswego): Right, yeah, I'm just realizing, like, you know, Claudia when we did our survey about

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00:41:05.970 --> 00:41:17.460

Lisa Glidden (Oswego): What cut what campuses are doing to globalize like, I mean, I didn't even think about day. I mean, I know a lot of people on my campus who are trying to do that, but I don't think we had made that connection to have it be global.

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00:41:18.030 --> 00:41:25.440

Lisa Glidden (Oswego): To be global counters Global Learning. So I'm may have to reframe some things but I appreciate those references to thanks

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00:41:27.480 --> 00:41:44.070

HopeW@COIL: I just wanted to jump in. I put in the chat. But there's coil collaboration is going on right now, and a whole big coil project between schools in the Netherlands and schools and South Africa, specifically focusing on D colonizing and sort of like looking at

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00:41:45.600 --> 00:41:56.220

HopeW@COIL: The, the whole history of how the, the Dutch colonies had influenced and you know did what they did in South Africa.

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00:42:03.690 --> 00:42:14.880

HopeW@COIL: I'd like to ask the connection of Global Learning for All and dei that we're doing here at SUNY, what other school systems are working on this.

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00:42:16.230 --> 00:42:17.520

HopeW@COIL: That that we can

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00:42:19.650 --> 00:42:24.120

HopeW@COIL: Connect with her just, I'm just curious because this. We can't be doing this in a vacuum.

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00:42:25.500 --> 00:42:35.550

Dawn Whitehead: Yeah, I think there are some and we actually I'm working with a colleague at Florida International on hillaryland or and we're doing a project right now. And so we've identified

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00:42:35.940 --> 00:42:45.060

Dawn Whitehead: About 15 and that does not mean they're 15 that are doing this and we're following up and doing some interviews. Will we, that's our plan for the fall is to do more interviews.

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00:42:46.080 --> 00:42:57.870

Dawn Whitehead: North Carolina State is one there. There's a list. So I'm AC E, the American Council on Education maybe a 10 ish years ago.

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00:42:58.470 --> 00:43:03.390

Dawn Whitehead: Did a project called One was called at home in the world and the other was called bridging the gap.

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00:43:03.900 --> 00:43:09.630

Dawn Whitehead: And so they sought institutions who wanted to be a part of the project. And I'm not sure if Sony. Sony may have been a part of that.

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00:43:10.470 --> 00:43:20.400

Dawn Whitehead: And they invited the Chief Diversity Officer and the senior international officer and a provost, in some cases, to come and to sign on to be a part of this project.

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00:43:20.760 --> 00:43:30.660

Dawn Whitehead: And so it was a year long or two year long project and the institutions work together. So we're trying to follow up with some of those institutions to see where they are.

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00:43:31.020 --> 00:43:42.120

Dawn Whitehead: We're hearing from our initial conversations with folks that were having. There are a lot of people that are trying to do this. Now, another example that has that had been doing this is

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00:43:43.080 --> 00:43:48.900

Dawn Whitehead: Babson College. I'm sorry. Maybe Babson University. I'm sorry if I said it backwards.

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00:43:49.200 --> 00:44:02.280

Dawn Whitehead: But Babson they had a person who was the both the Chief Diversity Officer and the senior international officer because they felt that that work was so connected and so they made a conscious decision to connect the two

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00:44:03.300 --> 00:44:12.720

Dawn Whitehead: So those are a couple that come to mind immediately and then I can pull that list that that we have. I don't have it off the top of my head, and I could send some of those institutions to you.

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00:44:13.050 --> 00:44:26.040

Dawn Whitehead: I know the College of Wooster was one. I haven't seen enough. I know they used to do some collaborative work but have not followed as closely with where they are now. But we're hearing from as, you know, a lot of folks that are trying to start this process.

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00:44:28.980 --> 00:44:40.260

Sally Crimmins Villela: I'm excited to hear that UN in Hillary Lancer from a file, you are working on that project. Thank you for asking about that hope because it's really important that we learn from that effort.

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00:44:41.280 --> 00:44:53.400

Sally Crimmins Villela: And Hilary and her team are doing great work at FSU and we've quoted them a few times because Hillary wrote that book about making Global Learning universal so

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00:44:54.300 --> 00:45:01.560

Sally Crimmins Villela: There they made it a commitment across the institution and and really, they're the methodology that they rely heavily on

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00:45:01.890 --> 00:45:16.200

Sally Crimmins Villela: Is a methodology that that grew out of Sunni. So it's a quarter methodology, but me and they've done great things with it. So I'm glad to know about Hillary's involvement in bringing together di and and Global Learning

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00:45:21.690 --> 00:45:24.780

Sally Crimmins Villela: Are there other thoughts to share questions.

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00:45:26.850 --> 00:45:41.130

Sally Crimmins Villela: Observations Lisa, I loved hearing your observation and I, I always feel like it's such a privilege to be present for an aha moment and and what a fabulous one. So thank you for sharing that. Mara.

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00:45:41.820 --> 00:45:52.140

Mara Huber: Yeah, I have a question. You mentioned on high impact practices and connections there, which I think is so important in my work as an experiential learning within undergraduate education.

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00:45:52.530 --> 00:46:08.130

Mara Huber: And I agree, but it's often difficult because of the different organizational structures within institutions to bridge these. And I'm wondering if you see this as a unique opportunity with our focus on virtual engagement in in all respects.

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00:46:09.120 --> 00:46:20.940

Mara Huber: To, to really make those connections across organizational units and structures. And I wonder if if you have some suggestions or models to look at how this is being done.

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00:46:23.220 --> 00:46:29.610

Dawn Whitehead: Thank you. I do. I think that one of the things that happened. And you know this. I don't have to tell you this, but

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00:46:30.420 --> 00:46:34.980

Dawn Whitehead: With the emergency remote teaching is that people were just trying to get by.

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00:46:35.340 --> 00:46:40.410

Dawn Whitehead: And over the summer. What we found was, we were able to look at some institutions.

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00:46:40.680 --> 00:46:47.940

Dawn Whitehead: That were able to take that time and look at how do we do this well. And so we're seeing some institutions that have partnered exclusively, if you will.

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00:46:48.180 --> 00:47:02.700

Dawn Whitehead: With their centers for teaching and learning and the centers for teaching, learning and the Center for Teaching Excellence have sort of served as a hub for these types of activities. Another example, some of the California State University. So I believe CSU Fullerton.

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00:47:03.750 --> 00:47:10.710

Dawn Whitehead: And also, San Francisco State. These are institutions that required high impact practices for their students so they said

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00:47:11.040 --> 00:47:23.760

Dawn Whitehead: Okay, we want students to complete five high impact practices. So they either created an office or created an entity, where people could come together and work on them. And so I think that's where we are seeing the most growth.

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00:47:24.690 --> 00:47:33.690

Dawn Whitehead: We, we do have a Summer Institute on high impact practices. And so we track the institutions that participate to see sort of what they're doing, how it's going

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00:47:33.990 --> 00:47:44.010

Dawn Whitehead: And many of them have sort of implemented these we want students to complete five or six and this is the structure, we have a center on engagement or we have a center on high impact practices.

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00:47:44.340 --> 00:47:54.030

Dawn Whitehead: And then there's collaboration from the Global Affairs Office, there's collaboration from the civic engagement office, there's collaboration from the Undergraduate Research Office, if you will.

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00:47:54.300 --> 00:47:57.960

Dawn Whitehead: And so that's how you see most of these things, advancing, I think.

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00:47:58.440 --> 00:48:07.950

Dawn Whitehead: Particularly in light of what's happened with the pandemic is you are seeing more conversations at some of these institutions, about how do we do this work, virtually

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00:48:08.160 --> 00:48:15.900

Dawn Whitehead: So the office that is dealing with internships is talking about, okay, what are the structures that we're putting in place if we're going to have students do internships.

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00:48:16.170 --> 00:48:20.970

Dawn Whitehead: Okay, if it's a globally focused internship and you have a lot of expertise here with Mary Lou.

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00:48:21.420 --> 00:48:25.800

Dawn Whitehead: With hope about how you can do a virtual internship in a global context.

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00:48:26.130 --> 00:48:35.700

Dawn Whitehead: Another University. I think that's a good example is Ilan University. Again, they have a requirement for these high impact practice experiences or for experiential learning

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00:48:35.970 --> 00:48:47.580

Dawn Whitehead: And they have spent a lot of time because they are center. They have a an office, if you will. They have been working

together to figure out how you do this in in a pandemic. How are we able to do these things.

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00:48:48.750 --> 00:48:51.780

Dawn Whitehead: I hope I answered, what you were fully asked. Okay.

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00:48:53.520 --> 00:48:54.120

Thank you.

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00:48:56.070 --> 00:48:57.870

HopeW@COIL: So I can I just jump in here for a sec.

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00:48:58.920 --> 00:49:12.630

HopeW@COIL: So done this sort of brings up something that I'd love to see if there's a way to marry and I don't know how that would work, but it just seems like it's so ripe and what Mara was just referring to made me think of

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00:49:13.260 --> 00:49:29.880

HopeW@COIL: In the distance learning world this there's this thing called universal design and that has sort of taken off as something that's has become an imperative for all online courses to adopt.

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00:49:31.140 --> 00:49:43.950

HopeW@COIL: That basically accessibility in how the course is designed, how the PowerPoints. Look what the video if it has the transcription and all these things.

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00:49:44.550 --> 00:49:50.970

HopeW@COIL: And I feel like there's this moment that could really and maybe it's already in there and I just didn't

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00:49:51.360 --> 00:50:05.790

HopeW@COIL: Recognize it, but I feel like for intercultural competence as something as a graduation requirement for students, wherever they're going for college, but also woven into what universal design is saying.

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00:50:06.600 --> 00:50:22.710

HopeW@COIL: That there's somehow it feels like this is the moment that it needs to be included as part of what universal design is because if we do not address this on that grand scale. It seems like a really missed opportunity.

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00:50:23.760 --> 00:50:26.250

HopeW@COIL: So I just wonder what you think about that.

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00:50:29.430 --> 00:50:37.230

Dawn Whitehead: I think that makes a lot of sense. And I haven't as you're saying that you're right. I haven't seen that included or even discussed as a point

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00:50:37.740 --> 00:50:45.210

Dawn Whitehead: And but I think we, we would be missing a moment because I think in this work. And I think that's, that's one thing that

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00:50:45.690 --> 00:50:56.460

Dawn Whitehead: You know you. You've heard these conversations before we're going to call it intercultural competence is it Global Learning. Is it a skill. Is it a competency. What is it, but we know that students need that ability.

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00:50:57.360 --> 00:51:05.280

Dawn Whitehead: So I think you all right, it is the time to go ahead and embed that I think one of the other conversations I've heard indirectly.

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00:51:05.760 --> 00:51:11.250

Dawn Whitehead: And I don't know that it speaks to why it hasn't been naturally, you know, become a part of the conversation.

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00:51:11.490 --> 00:51:16.680

Dawn Whitehead: Is that there has been there. There are some sort of side conversations about intercultural competence that are saying

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00:51:17.010 --> 00:51:28.380

Dawn Whitehead: Well, intercultural competence doesn't go far enough intercultural competence, depending on how its framed doesn't look at equity it it doesn't look at engagement, it only. It doesn't look at social justice.

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00:51:29.130 --> 00:51:41.970

Dawn Whitehead: And and without those things being married. Some people are hesitant to go all in, if you will, with the intercultural competence piece but but those conversations, I think, are happening in many different places.

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00:51:42.570 --> 00:51:48.060

Dawn Whitehead: And maybe this is the time to, you know, to push it forward, you know, together and have that conversation.

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00:51:49.500 --> 00:51:58.950

Sally Crimmins Villela: Done, you brought up something that that I think about sometimes that intercultural competence gets a lot of airplane. It is extremely important.

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00:51:59.430 --> 00:52:23.820

Sally Crimmins Villela: But when we talk about issues of equity. There are ways in which I'm afraid that inter focusing on intercultural competence can actually obfuscate the issues of equity I it can it can work against a clear understanding of true inequity. And so if we if we are furthering this

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00:52:24.930 --> 00:52:39.090

Sally Crimmins Villela: Concept of, well, if we can all understand one another. Then we'll, we'll be fine. And there's more to it than that. So I'm I'm interested to hear you. If you're willing to play out a little bit. Your thoughts on

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00:52:40.290 --> 00:52:53.910

Sally Crimmins Villela: Where intercultural competence fits and and what are the other complimentary concepts that need to come to come into play around intercultural competence to make sure that we're not leaving out some important things

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00:52:54.930 --> 00:53:02.490

Dawn Whitehead: Yeah, thank you. I think that one of the important things with intercultural competence, I think that we also need to add is cultural humility.

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00:53:02.940 --> 00:53:11.850

Dawn Whitehead: And in exploring cultural humility as a concept exploring what that looks like for students to unpack it what it looks like for us.

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00:53:12.210 --> 00:53:23.070

Dawn Whitehead: As educators to one packet for students. So I think cultural humility and intercultural competence should go together. I also think the concepts of Community cultural well should be a part of that conversation.

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00:53:23.610 --> 00:53:35.580

Dawn Whitehead: So that's another example of where students are able to draw on their lived experiences and regardless of the lived experience there is value and unpacking what that value is

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00:53:35.910 --> 00:53:42.600

Dawn Whitehead: And so I think it goes beyond you know Darla did or her definition about, you know, effectively and efficiently.

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00:53:42.840 --> 00:53:56.940

Dawn Whitehead: Navigating different you know cultures and societies, but also how are you navigating it, you know, are you going in, in a way that's appropriate. Are you going in, you know, are you going in as the loud person who's taking over or are you going in, you know, I

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00:53:57.480 --> 00:54:08.670

Dawn Whitehead: Always chuckle I tend to work with a lot of anthropologists and I did a qualitative dissertation and I have done you know quite a bit of you know participant observation and I drawn a lot of ethnographic

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00:54:09.480 --> 00:54:18.810

Dawn Whitehead: Tools. But, you know, we always kind of chuckle and say that's the piece that's missing is that humility like going in. What does that mean, what does that look like

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00:54:19.110 --> 00:54:25.890

Dawn Whitehead: And so I think that also helps with the intercultural competence piece because then it helps people as they go in, think about

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00:54:26.130 --> 00:54:35.070

Dawn Whitehead: The power dynamics, because with with when you sometimes think about intercultural competence, you don't think about the power dynamics that are at play. You aren't necessarily push

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00:54:35.340 --> 00:54:40.470

Dawn Whitehead: To think about hierarchy, you know, to think about, okay, you may say, okay, well I see he's, you know,

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00:54:40.950 --> 00:54:46.740

Dawn Whitehead: You're the president. So I'm going to, you know, be quiet. But otherwise, are you impacting all these other little things that are going on.

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00:54:47.160 --> 00:54:58.020

Dawn Whitehead: And are you, you know, reproducing what you what was in your own community, are you, you know, participating. So I think you have to sort of package all of those together. When you think about this.

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00:55:04.770 --> 00:55:09.630

Sally Crimmins Villela: Thank you. Yeah, that that's that's really important point. I appreciate that.

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00:55:11.880 --> 00:55:12.870

Sally Crimmins Villela: Tom would

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00:55:13.710 --> 00:55:24.960

John Wood: You think, thank you. I wanted to pick up on that very interesting comment about culturally melody, because it clearly is a big problem. When you think about students who study abroad and the baggage. Sometimes it's

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00:55:26.220 --> 00:55:33.900

John Wood: That students can carry with them. And of course, we're in a moment geopolitically where the United States is there's a lot of hand wringing

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00:55:34.620 --> 00:55:45.060

John Wood: Politically around the US diminished role in the in the world. And what is the role that the United States should have, you know, big picture in that

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00:55:45.540 --> 00:55:55.500

John Wood: traditional roles tended to make a lot of us arrogant in the, in the, in the space of the international space they visiting countries, whether we're

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00:55:55.860 --> 00:56:04.320

John Wood: A tourist or doing something else. So I am very interested in this concept because if you think about internationalization at home. It should address

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00:56:05.070 --> 00:56:18.540

John Wood: The challenge of inculcating cultural humility. I don't know how you do it. It's, it's, that's because we're living and breathing and swimming in an environment that

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00:56:19.440 --> 00:56:28.170

John Wood: Even now is tends to still encourage a kind of cultural arrogance visa v. The rest of the world. So I'm interested in your thoughts about how you might do that.

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00:56:28.470 --> 00:56:38.460

John Wood: Even before someone ventures abroad because I think unless they can take that on and look at the world differently. It's there. They're handicapped when they go abroad. In fact,

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00:56:39.810 --> 00:56:41.940

Dawn Whitehead: Yeah, thank you for that question. And I think that

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00:56:41.970 --> 00:56:44.910

Dawn Whitehead: Is all in how we are preparing students to

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00:56:44.910 --> 00:56:55.560

Dawn Whitehead: Go into participate before they engage. So I think some of that comes from the types of readings that you're having students do some of that comes from the types of experiences that you're having them participate. So one

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00:56:55.950 --> 00:57:04.200

Dawn Whitehead: Quick example. So for my students before we traveled to Ghana, they always had to have an experience with people from the continent in some way so

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00:57:04.500 --> 00:57:09.870

Dawn Whitehead: Sometimes it was with our African center. Sometimes it was with a local church. Sometimes it was with a local mosque.

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00:57:10.200 --> 00:57:18.030

Dawn Whitehead: But they had to have that experience and we walked through what that experience would look like, what is it appropriate for you to do, why, how, why not

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00:57:18.300 --> 00:57:28.140

Dawn Whitehead: And they had to reflect on it and not just what did you think. But, oh, you know, what was it like going into this environment. How did people respond to you. Why do you think they responded to you this way.

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00:57:28.410 --> 00:57:34.020

Dawn Whitehead: And we would connect it to different elements of the definition of cultural humility, we would connect it to different dimensions.

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00:57:34.260 --> 00:57:48.540

Dawn Whitehead: Of a cultural norms in the Canadian context. And so I think if we are having them make those connections. If we're saying what we want you to do is to be able to go in to become a part of the

community to take off your lens. You are not in charge, you're not in control.

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00:57:49.740 --> 00:57:55.410

Dawn Whitehead: You know, what does that look like, how are you actually having them practice it, and we have to have them do it before they go

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00:57:56.190 --> 00:58:02.940

Dawn Whitehead: Because otherwise, it's even more of a challenge because when you're in an environment that may be different as we all know certain things kick up

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00:58:03.720 --> 00:58:12.810

Dawn Whitehead: You know, and you may not be able to respond that way. But I think a lot of it is in the shaping of what we do for students before they go

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00:58:13.170 --> 00:58:18.930

Dawn Whitehead: And helping them understand concepts such as, you know, other ring. What does that mean, what does that look like

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00:58:19.620 --> 00:58:25.740

Dawn Whitehead: How do we evaluate our interactions with people. So one thing that I used to have students do and I have a couple of folks that

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00:58:26.010 --> 00:58:32.040

Dawn Whitehead: Have been working on some issues like this is they would talk about, okay, describe an experience where you felt comfortable describing an

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00:58:32.550 --> 00:58:41.550

Dawn Whitehead: Experience where you did not feel comfortable and then why and then that was something that we then talked through later and someone say, Oh, well I didn't feel comfortable because in the US.

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00:58:41.880 --> 00:58:50.820

Dawn Whitehead: I would just go right in and do this and the other, you know, they would say, oh, well, that's not the way it's done here. So I think we have to continuously put them in these situations.

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00:58:51.120 --> 00:58:59.820

Dawn Whitehead: And prepare them for how they can and should respond. And I know that Mary Lou will likely say there. We can't prepare them for everything.

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00:59:00.090 --> 00:59:13.140

Dawn Whitehead: And it's good for them to explore to experience some things, but I think we have to prepare them for some of these situations to avoid some we're not going to get rid of all of that arrogance, but we can get rid of some of it, you know, or at least have that kind of framing.

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00:59:21.360 --> 00:59:26.820

Sally Crimmins Villela: Thank you for that done, I'm done. We, we recently with our

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00:59:28.320 --> 00:59:35.820

Sally Crimmins Villela: Our Inclusive Excellence committee showed you our the Sunni commons project that we piloted this summer.

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00:59:36.840 --> 00:59:44.640

Sally Crimmins Villela: And that was pulled together in record time under the leadership of of Mary Lou. And we're so grateful to her for it, it

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00:59:45.270 --> 01:00:06.570

Sally Crimmins Villela: Feels to us like it puts out into the world, the concepts that we're all here talking to one another about an in a tangible way. Um, one of the things that promos Larson has said to us about, you know, in sort of in your reflections on it. Todd, you've talked about

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01:00:07.860 --> 01:00:17.460

Sally Crimmins Villela: How during the pandemic with all of this loss of control and these unusual circumstances that we're all living through that.

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01:00:18.600 --> 01:00:33.480

Sally Crimmins Villela: You sort of draw our attention to the idea of finding meaning and finding purpose in this experience. And, um, I was I was grateful for that observation, um,

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01:00:34.170 --> 01:00:44.040

Sally Crimmins Villela: It. We felt it in the willingness of folks to contribute to, you know, contribute their own creativity and and in their time and thoughts to

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01:00:44.550 --> 01:00:49.740

Sally Crimmins Villela: The development of the commons itself, including many of the people who are with us here right now.

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01:00:50.280 --> 01:01:05.490

Sally Crimmins Villela: And then we we felt it. I think it Mary Lou and hope can speak and more and more knowledge about that but we felt it as well in the way that students responded. Um, but, you know, in thinking about the future of education. I mean,

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01:01:06.750 --> 01:01:21.210

Sally Crimmins Villela: I guess that's that's what promise arson sort of had sort of center that's kind of where you left your, your thoughts that day that you presented on the Commons Todd and I'll send that around to folks with

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01:01:21.930 --> 01:01:30.900

Sally Crimmins Villela: The University global coalition and was sort of, you know, whereas we contemplate the future of education. We know we're going to be doing things

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01:01:32.100 --> 01:01:44.310

Sally Crimmins Villela: differently in the future. We're not going back to the old back to the old normal we're going to build back better just like every sector and every industry is called upon to build back better. We know that the same is true for us.

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01:01:44.730 --> 01:01:57.840

Sally Crimmins Villela: And we think that the role of the digital environment in education, it may not be, you know, in the future, exactly what it is today. But it won't be what it was a year ago.

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01:01:58.470 --> 01:02:03.660

Sally Crimmins Villela: And if there will be an enhanced role for the digital environment and virtual education so

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01:02:04.350 --> 01:02:15.480

Sally Crimmins Villela: These are all factors that can they can contrive really to boost the success of things that we're talking about related to Global Learning for All, but I just wanted to sort of get

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01:02:15.870 --> 01:02:25.230

Sally Crimmins Villela: Get your musings and thoughts on the future. So the bigger picture post secondary education and how you see

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01:02:25.980 --> 01:02:37.500

Sally Crimmins Villela: Global Learning for all of our brand of educating for a sustainable future how you see that sort of fitting in, and benefiting from some aspects and maybe not so much from other aspects.

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01:02:43.230 --> 01:02:44.490

Sally Crimmins Villela: And did we lose you don

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01:02:46.950 --> 01:02:48.180

Dawn Whitehead: Okay, sorry, it's back I

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01:02:49.680 --> 01:02:50.520

Dawn Whitehead: Think it was slowing

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01:02:50.790 --> 01:02:57.840

Dawn Whitehead: You know, I think the, the biggest thing and i i really liked love thinking about it in terms of finding your mini or finding your purpose.

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01:02:58.230 --> 01:03:06.720

Dawn Whitehead: And I think for us. I think one thing is that we are going to find out. And we are seeing that what we have been doing is

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01:03:07.290 --> 01:03:11.250

Dawn Whitehead: Important, you know, as I started with that it's critically important for our students.

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01:03:12.210 --> 01:03:17.010

Dawn Whitehead: I think when you think about Global Learning for All it's reflective of the broader view and higher education.

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01:03:17.370 --> 01:03:21.360

Dawn Whitehead: That this pandemic, you know, we talked about the the cobra 19 crisis has

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01:03:21.690 --> 01:03:30.840

Dawn Whitehead: Impacted different communities in in very different ways. You know, some said, oh, it's the great equalizer. And then we started this aggregating and we saw that certain communities are being impacted

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01:03:31.590 --> 01:03:38.430

Dawn Whitehead: You know it more harshly than others. And I think that many institutions are seeing the same things in terms of

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01:03:38.730 --> 01:03:47.100

Dawn Whitehead: Their students being impacted by this. And so, you know, in terms of our bigger picture work what we've been seeing and hearing from

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01:03:47.430 --> 01:03:56.610

Dawn Whitehead: Folks at ACU broadly is that we have to find a way to make higher education more equitable. So it's not just Global Learning for All. It's learning for all

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01:03:57.000 --> 01:04:06.480

Dawn Whitehead: And we have to find ways to ensure that all of our students, even those who are very vulnerable will have an inroad into higher education. And we're not going to lose them.

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01:04:07.080 --> 01:04:09.720

Dawn Whitehead: And what is it that we are doing

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01:04:10.500 --> 01:04:19.230

Dawn Whitehead: Well, two things. One, what can we do to ensure that all students are able to participate. You know, we have the institutions where we looked at the issue of broadband.

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01:04:19.500 --> 01:04:24.510

Dawn Whitehead: access to internet, you know, do you have a quiet space to go to even participate in your classes.

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01:04:24.810 --> 01:04:36.150

Dawn Whitehead: But what about our instruction. Is there something that needs to take with the instructional strategies that we're using. Is that something to change. So I think we're seeing sort of institutions rethinking

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01:04:36.840 --> 01:04:43.200

Dawn Whitehead: You know, the way they go about their business. And of course you know the the the fiscal issues of higher education are also coming up.

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01:04:43.470 --> 01:04:51.180

Dawn Whitehead: But I think we're seeing this big push to again for the last five years. I think we would all agree, we've been pushed to show the value of higher education.

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01:04:51.450 --> 01:04:55.170

Dawn Whitehead: We've been told, you know, is higher education valuable. What are you doing,

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01:04:55.470 --> 01:05:01.470

Dawn Whitehead: Local community say my local institution is doing great things, but I question higher education as a field.

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01:05:01.710 --> 01:05:09.060

Dawn Whitehead: We've seen in the Gallup polls the competence in higher education has gone down over the years. And so, some are seeing this as an opportunity

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01:05:09.300 --> 01:05:19.650

Dawn Whitehead: To really show our value to our local communities to the nation and into the world. And I think by situated ourselves by being nimble.

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01:05:20.160 --> 01:05:27.600

Dawn Whitehead: Those of us in Global Learning and that are doing this work, we've had to sort of we've had to change what we've done. We've had to show our value.

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01:05:28.350 --> 01:05:45.450

Dawn Whitehead: So I think that Global Learning for All is institutions, see that this is so important that all students need an opportunity, then I think we will be well positioned going forward. We had a we is Sally and a few of you know we had a conference on Global Learning last week.

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01:05:46.710 --> 01:05:52.890

Dawn Whitehead: And Jonathan Alger the president of James Madison was one of our speakers and he talked about how for them.

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01:05:53.280 --> 01:06:00.630

Dawn Whitehead: Doing community based learning and doing Global Learning. They have doubled down on doubled down on their efforts to do the work, because they see

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01:06:00.990 --> 01:06:11.550

Dawn Whitehead: The value. Now he's a president who has said this is critical. And this is important, and he has found a way to provide that support for his his his students and faculty

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01:06:12.540 --> 01:06:28.380

Dawn Whitehead: To do this work in his staff. So I think that's going to be the overarching you know goal is to show the value of what we're doing. So I'm seeing Global Learning for All is something that will

continue to be there as long as part of our purpose as you you lead with Sally.

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01:06:33.690 --> 01:06:34.830

Dawn Whitehead: Thank you so much done.

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01:06:35.460 --> 01:06:42.090

Sally Crimmins Villela: And are there other points or or questions that that colleagues would like to raise

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01:06:46.710 --> 01:06:59.010

Sally Crimmins Villela: Seeing none, I haven't seen anything in the chat. I don't think I'm hope, do you have something I see something in the chat. Is there anything you want to raise

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01:07:00.210 --> 01:07:11.490

HopeW@COIL: Oh, I just wanted to tease out what you were talking about Don a little further. Like, I think that we, we are the choir and we know the value of what we're doing.

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01:07:11.970 --> 01:07:29.370

HopeW@COIL: But sometimes I feel like it falls on deaf ears and and that's so hard, but I feel like because I don't have the lens of someone who isn't seeing the value. It's hard to get their point of view because I'm like

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01:07:34.410 --> 01:07:59.970

HopeW@COIL: So I just, I feel like I need examples of how we could show this value. I mean, I know testimonials are great. I know testimonials for students or faculty from, like, how many sets of data points. Do we need to show people to like BOP them on the head to know this is really important.

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01:08:01.830 --> 01:08:02.310

HopeW@COIL: So,

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01:08:04.140 --> 01:08:07.740

Dawn Whitehead: You know, hope, I'll say one one thing in this is in a different area but I

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01:08:07.740 --> 01:08:19.020

Dawn Whitehead: Think the point will will be clear. So I was working with a couple of colleagues on a project on project based learning and problem based learning, both of those. And so we were working with 12 institutions and

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01:08:19.770 --> 01:08:26.190

Dawn Whitehead: The institutions wanted to do a, you know, an old school, you know, control experimental

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01:08:26.790 --> 01:08:33.480

Dawn Whitehead: You know model for this project. And so what they did is one of the groups, you know, have did where the faculty

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01:08:33.720 --> 01:08:40.020

Dawn Whitehead: Share the rubrics for their for the assignments. They transform their teaching to match some of these practices and the others didn't.

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01:08:40.380 --> 01:08:50.220

Dawn Whitehead: And afterwards, those that had done the adaptations found that at the beginning of the semester they spent more time explaining how to do assignments. They spent more time going over rubrics.

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01:08:50.970 --> 01:08:56.970

Dawn Whitehead: But in the end, the students perform better on tests. The students did better on assignments and they had less questions.

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01:08:57.240 --> 01:09:04.410

Dawn Whitehead: And so they then became the choir for problem based learning and project based learning at their institution. So I'm not suggesting that you do that type of

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01:09:04.860 --> 01:09:16.890

Dawn Whitehead: Study or design. But I think when you have faculty, staff, who can speak out and say, I've done it both ways. And this is important or one other thing that we've had institutions do is

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01:09:17.370 --> 01:09:27.750

Dawn Whitehead: It depending on your, your, your context is when they have had advisory committees that involve community members and employers and they have had interactions with your students and they can say

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01:09:28.080 --> 01:09:33.660

Dawn Whitehead: No, I can tell you that we want students that can do these things. We need students who have global experiences.

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01:09:34.290 --> 01:09:39.570

Dawn Whitehead: We, you know, we have students that come in and those would global experiences perform at a higher level than a lower level.

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01:09:39.810 --> 01:09:44.730

Dawn Whitehead: Now, it means one thing coming from a national data set, but when you can have your local folks saying

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01:09:45.000 --> 01:09:52.590

Dawn Whitehead: The students from this campus when they come, they do this, the students from that other campus. They don't do it. I think that also speaks to it.

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01:09:52.890 --> 01:10:02.850

Dawn Whitehead: And then your students in many cases are the best. They're the best ones who talk about these experiences and talk to their peers, talk to their colleagues and say,

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01:10:03.270 --> 01:10:12.360

Dawn Whitehead: You know i i never knew that this would be such a life changing experience and not and, you know, or this experience, you know, when I went for a job interview.

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01:10:12.660 --> 01:10:19.470

Dawn Whitehead: I was able to tell them I actually did this project, you know, I actually created Africa I forgotten the project, you were telling me about, but

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01:10:19.740 --> 01:10:25.200

Dawn Whitehead: The Internship oh I forgotten what it was, but where I actually created this project and did this.

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01:10:25.530 --> 01:10:30.330

Dawn Whitehead: As opposed to saying, well, you know, in theory, I know how to apply this but when you're actually able to do it.

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01:10:30.570 --> 01:10:38.580

Dawn Whitehead: So I think if you can get people who can share but also people that are decision makers people that are in the community that can tell your story.

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01:10:39.030 --> 01:10:44.100

Dawn Whitehead: I think that makes it even stronger when people are able to say, you know, this made a difference.

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01:10:44.460 --> 01:10:52.770

Dawn Whitehead: I mean, if you can say the students that took the class that had the globally focused Capstone performed at a higher level in the students that did not

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01:10:53.220 --> 01:11:05.100

Dawn Whitehead: Faculty, you may say, oh, well, maybe I wouldn't want to teach that class, you know, maybe I do want to get you know I want those students that are going to perform well. So I think it's those types of things that that sort of shift Mara.

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01:11:05.940 --> 01:11:13.710

Mara Huber: I just want to build on that because we were doing project based engagement and we're tying it to digital badges. So we are able to get the data.

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01:11:14.070 --> 01:11:23.160

Mara Huber: And I think what we're seeing is, it's easy to relegate experiential learning and global experiences to being sort of outside and, you know, important

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01:11:23.490 --> 01:11:29.520

Mara Huber: But outside the core. And I think if we can get really powerful data on impacts.

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01:11:30.150 --> 01:11:42.480

Mara Huber: You know match samples with student success and retention, especially certain demographics, you know, key data as well as the external you know support as well as the stories as well as the

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01:11:43.080 --> 01:11:58.320

Mara Huber: external partners, then what starts to happen as leadership sees it as a driver right for the key strategic priorities of the institution. And I think that's when you can start to see this shift.

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01:11:58.770 --> 01:12:11.430

Mara Huber: And you know how we look at it and it's all there. I think it's just a question of how you design it going back to universal design so that you can get all of those different outcomes.

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01:12:12.060 --> 01:12:26.520

Mara Huber: At the same time, and I think that's when it gets really exciting and that you know that's what we're investing in, but it takes being able to see impacts in such compelling ways I think to make those changes. So I agree.

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01:12:28.620 --> 01:12:28.830

Mara Huber: Yeah.

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01:12:28.860 --> 01:12:33.630

Dawn Whitehead: Thank you for that Mary. We're working with a number of institutions we just had our third think take

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01:12:33.990 --> 01:12:43.830

Dawn Whitehead: On undergraduate research in a global context. And so those are folks that are mentoring undergraduate students who research projects locally in international context, but a global thing.

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01:12:44.100 --> 01:12:56.310

Dawn Whitehead: And that's why we're starting a research project because we want the evidence to take back to the institutions as well as to spread the word that undergraduate research and global context works. So thank you for raising that.

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01:13:04.020 --> 01:13:24.390

Sally Crimmins Villela: Okay, well done. This has been a wonderful opportunity you have everything we talked about, you have a hands on story to tell about another institution or group of institutions and I'm just amazed at the

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01:13:25.440 --> 01:13:36.720

Sally Crimmins Villela: Experience and and knowledge that you bring to the topic, even though I know you and I, I know this about you, yet you continue to amaze me so

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01:13:37.500 --> 01:13:49.320

Sally Crimmins Villela: We're tremendously grateful for your really insightful remarks and for your thoughtful answers to our many questions.

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01:13:49.830 --> 01:13:59.550

Sally Crimmins Villela: Um, I think that this is input that we've we've very much needed in terms of sort of the, the knowledge and the content behind it.

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01:14:00.030 --> 01:14:16.950

Sally Crimmins Villela: And those connections that you're drawing us to other institutions doing related things. But there's another thing that I think the, the more intangible thing that I think all of us find ourselves in need of on a regular basis, which is inspiration.

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01:14:18.060 --> 01:14:29.640

Sally Crimmins Villela: And when you were answering present as tubers question. I was practically weeping over here. So I'm so very grateful to you for

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01:14:30.600 --> 01:14:45.840

Sally Crimmins Villela: Bringing us back to the heart of why we do what we do and why it's important because the students are there and they need it and they're waiting for it and they're thankful for it when it comes their way and

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01:14:47.280 --> 01:15:03.450

Sally Crimmins Villela: So I just, you know, I think I speak in the name of our Inclusive Excellence committee and of our whole Task Force and and hopefully our provost and our co chairs and everyone

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01:15:04.530 --> 01:15:11.430

Sally Crimmins Villela: In saying that we're tremendously grateful to you. And so happy to have

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01:15:12.660 --> 01:15:20.520

Sally Crimmins Villela: Had this opportunity with you. And if you think you're off the hook for the rest of the next few months of our Global Learning for All process.

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01:15:21.870 --> 01:15:31.050

Sally Crimmins Villela: I am I think maybe you're not going to be off the hook, because you've just started something. So we hope that it's okay if we continue to call upon you.

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01:15:32.850 --> 01:15:40.500

Sally Crimmins Villela: Excellent. Wow. I liked the old days where we could all be in a room together and we could clap our hands.

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01:15:43.890 --> 01:15:56.400

Sally Crimmins Villela: So Don. Thank you. Thank you. Thank you, and the work that you do and you and your colleagues at ACLU is tremendously important. And we thank you for sharing with us your insights and your inspiration today.

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01:15:57.570 --> 01:15:59.400

Dawn Whitehead: Thank you everyone. We meet. Thank you.