

### Guide for Globally Enhanced Classes

This guide contains research and carefully selected direct quotations on best practices for addressing global issues and considering diverse perspectives within the classroom. What follows are notes and links culled from a variety of sources. This research was conducted by Kelsey Maki and partially funded by a 2018-2019 Brookdale Innovation Grant. If you have any questions or suggestions, please contact Brookdale's International Education Center.

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#### LINKS/RESOURCES

- **TRAINING**: Implicit bias training—Project Implicit (Harvard University)
- **TRAINING**: (MOOC) Center for Instructional Excellence (CIE) at Purdue University: “Improving Your Intercultural Competence”; also CILMAR—Center for Intercultural Learning Mentorship Assessment Research
- **TRAINING**: (book) *Culturally Responsive Design for English Learners: The UDL Approach* (2017)
- **TECHNOLOGY**: Educreations (interactive videos)
- **DIVERSITY STATEMENTS FOR SYLLABUS**: <https://ctl.yale.edu/DiversityStatements>
- **SERVICE LEARNING & GLOBAL LEARNING**: (at Haverford College—“globalsl.org”  
<https://compact.org/global-sl/>)
- **RUBRIC**: Global Learning VALUE Rubric
- **RUBRIC**: Intercultural Development Inventory <https://idiinventory.com/products/the-intercultural-development-inventory-idi/>
- **RUBRIC**: Bennett’s Developmental Model of Intercultural Sensitivity (DMIS)
- **RUBRIC**: Intercultural Framework: Darla K. Deardorff
- **ASSESSMENT**: CUE Equity Scorecard
- **ASSESSMENT**: Students’ global learning:  
[http://nsse.indiana.edu/pdf/modules/2017/NSSE\\_2017\\_Global\\_Learning\\_Module.pdf](http://nsse.indiana.edu/pdf/modules/2017/NSSE_2017_Global_Learning_Module.pdf)
- **ASSESSMENT**: Implicit Bias—Implicit Association Test (free)
- **ASSESSMENT**: Clifton Strengths Assessment—individual strengths (\$50)
- **ASSESSMENT**: AAC&U Sample Quantitative Survey (Appendix A) “survey was used comparatively across all institutional participants in Liberal Education and Global Citizenship: The Arts of Democracy”
- **ASSESSMENT**: “Diversity, Multiculturalism, and Inclusivity” at OSU administered by “The National Association of Student Personnel Administrators” (see June 2009 Student Affairs Research Report for questions)
- **GRANT**: The Fund for the Improvement of Postsecondary Education (FIPSE)
- **VIRTUAL EXCHANGES**: <https://schoolsonline.britishcouncil.org/global>

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#### Research from Articles

Below are some illuminating quotations from articles that deal with global issues and diversity in the classroom. General subjects (highlighted in yellow) and direct quotations are listed below.

1. **“Assessing Global Learning: Matching Good Intentions with Good Practice” by Caryn McTighe Musil published by *Association of American Colleges and Universities, 2006:***

- **IMPORTANCE OF GLOBAL LEARNING:** “Educating students for a global future is no longer elective. The Association of American Colleges and Universities (AAC&U) has identified global knowledge, ethical commitments to individual and social responsibility, and intercultural skills as major components of a twenty-first century liberal education” (Caryn McTighe Musil).
- **NEED FOR GLOBAL LEARNING:** “The goals for global learning at too many colleges and universities are unfocused. Moreover, too few colleges and universities offer structured educational opportunities for students to acquire knowledge, both theoretical and experiential, about the rest of the world, about America’s place in the world, and about the inequities and interdependencies that mark current geographical relationships” (1).
- **NEED FOR FACULTY SUPPORT & COURSE DEVELOPMENT:** “Those institutions that embrace global education have recognized its interdisciplinary nature and, therefore, the fundamental challenges posed by disciplinary structures and the need for significant faculty development . . . The idea that the United States somehow stands outside of global analysis is reinforced within general education programs that treat U.S. diversity requirements and global requirements as discrete, unlinked units” (2) . . . “The Mellon-funded research study also revealed . . . [that g]lobal learning is often defined as a desired outcome of general education, but it is utilized neither as a frame for the design of coherent, integrative general education curricula nor as a way to link general education and learning in the majors. / While social responsibility and civic engagement are often cited as markers of successful student preparation for global interdependence, these learning outcomes are poorly defined and not well integrated into global components of the curriculum . . . These findings suggest that colleges and universities need to sharpen their aims and develop more coherent global education curricular programs, assess global learning outcomes, and convey in clear language to students what they are expected to achieve in terms of global learning by the time they graduate” (3) . . . “As institutions begin the process of establishing global learning goals, five levels of goal setting should be kept in mind: (1) overarching institutional goals, (2) divisional and departmental goals, (3) general education goals, (4) individual course goals, (5) campus life goals / Each level is vitally important, and each must be linked to the others. All must function synergistically in order to have the most dynamic impact” (5).
- **GLOBALIZING GENERAL EDUCATION—GOALS & STEPS:** “Since general education courses are taken by all students, general education programs are critical institutional sites for advancing global learning goals . . . Questions to prompt discussion of global general education goals include: \*In what ways do the current goals of our general education program further the global learning goals of our institution as a whole? / \*What might be redesigned to enrich students’ developmental global learning across the full span of their general education experience? / \*How might coherence within general education curricula be made more transparent through an overarching global framework, and how might connections between a global general education program and the majors be made more

- purposeful and recognizable? / \*What specific global learning outcomes are appropriate for our general education program?” (8).
- **ASSESSMENT APPROACHES:** “The most valuable assessment data are those derived from the cross fertilization of both quantitative and qualitative measures. The use of multiple instruments to assess learning can help to verify findings, provide nuances a single instrument might miss, and identify areas where conflicting evidence requires additional information” (19). “The most accessible, and typically the richest sources of information about student learning are found in the assignments that are an integral part of any course and designed specifically to allow students to demonstrate what they are learning” (20).

2. **“Globalizing the Curriculum: How to Incorporate Global Perspectives into Your Courses” by Frank L. Rusciano, *Liberal Education 100 (4), 2014***

- **GLOBALIZING DISCIPLINES:** “To attain a global perspective on a discipline or concept . . . it is necessary to acknowledge both the *universality of problems* (a globalized approach is necessary because the problems facing individuals and nations are generally global in scope) and the *problem of universalities* (a globalized approach is necessary because different cultures have different approaches to different problems). One cannot assume automatically that a given disciplinary approach is universal. Instead one must begin by understanding the history and beliefs of other cultures and adjust them accordingly.”
- **GLOBALIZING GUIDELINES:** “All disciplines have key concepts that help define their subject matter—in political science, for example, ‘power’ or ‘the state’; in sociology, ‘community’; in medicine ‘health’ or ‘illness’; in anthropology, ‘culture.’ The first step toward globalizing a course . . . would be for faculty members . . . each choosing one key concept from their own area. Next, they would apply the adjective ‘global’ . . . [and] explore ways in which adding ‘global’ changes the concepts, and determine which of their assumptions about the concepts remain valid . . . The stakes for such a project are high. It is a truism that we exist in a globalized environment. But the truth behind this truism is that a non-globalized curriculum prepares students for a world that no longer exists—and that is no preparation at all.”
- **GLOBAL MATH:** “Mathematics is a discipline that seems to have the strongest claim to universality. It uses a universally understood nomenclature that crosses linguistic and national boundaries. With commonly accepted symbolic systems, mathematicians seem poised to claim that their discipline is global by nature and, therefore, needs no further reflection or alteration. However, mathematics, so conceived, can contain the utopian, hierarchical, and unitary elements that are antithetical to a genuine global perspective . . . This problem is reflected in the field of ethno-mathematics, which illustrates the *problem of universalities*. Practitioners of ethno-mathematics engage in ‘studying the mathematical notions and skills of various cultures, [assuming] that mathematical thinking is developed in specific cultural contexts with specific needs and ways of life. They analyze the relationship between culture and mathematics, questioning the predominant view that mainstream mathematics is culture-neutral.’ A global perspective on mathematics forces one to confront the *non-universality* of many of the

discipline's assumptions. Establishing this perspective does not mean abandoning the traditional teaching of mathematics for some version of cultural relativism. Instead, it might mean including within a course . . . some of the studies of ethno-mathematicians who 'examine the history of mathematics, the cultural anthropology of ancient empires, the mathematics of traditional societies to understand non-Western mathematical ways of knowing.' Such perspective is critical for understanding the discipline, Namukasa explains, since 'mainstream mathematics continues to mistakenly trace its origin solely to Greece, ignoring the historical bases in Egypt, Babylonia, India, and the Middle East, and the parallel mathematical pursuits of the Chinese, Japanese, and Inca-Aztec cultures.' / Marcus du Sautoy makes the same point in his documentary *The Story of Maths*, which emphasizes the multiple origins and interpretations of the discipline. Du Sautoy reveals, for example, that not only did the Phoenicians invent the concept of zero, but they also devised the number system with a base of sixty that we still use in marking seconds, minutes, and hours and in the definition of degrees of a circle. Studying mathematics from such a global perspective might easily open new areas of inquiry, based on the contributions from different cultures and questions about why those contributions have been retained or discarded."

3. **DIVERSITY IN CURRICULUM:** "What Are Students Demanding" by *Hollie Chessman (research fellow at ACE) and Lindsay Wayt (Assistant Director, Research and Policy Analysis at NACUBO)* from *Higher Education Today*, 13 January 2016 (<https://www.higheredtoday.org>): In this article, Chessman and Wayt "analyze the demands from student organizers across 76 higher education institutions and coalitions . . . [finding that] Over two-thirds of the demands include calls for revisions or additions to the curricula. These demands range from charging the university to revise the entire campus curriculum to include diverse perspectives and inclusive pedagogies, to curriculum development in specific areas of study. Student groups that presented the demands also want to incorporate diversity or cultural competency courses into the required curriculum" ([www.higheredtoday.org](http://www.higheredtoday.org)).
4. **GLOBAL VISION:** In *All about Love: New Visions*, bell hooks writes we realize "a global vision [when] we see our lives and our fate as intimately connected to those of everyone else on the planet" (88).
5. **CULTURAL AWARENESS AND DISCUSSION:** In "Reflexivity in Cross-Cultural Collaboration," (*Diversity and Democracy*, Winter 2018) Professors Alicia Chavez and Susan Longerbeam offer ways to encourage intercultural collaboration, all of which require frequent reflection and clarification via class discussions. "These practices ask students and educators to
  - Abandon defenses about one's own cultural mores (ways and practices) . . .
  - Cultivate a willingness to be uncomfortable . . . Feelings of annoyance offer important clues to cultural differences, underlying assumptions, and judgements. It is necessary to engage this discomfort, often for sustained periods of time, to reach an understanding . . .
  - Draw on the cultural strengths of each individual . . .

- Remain intensely present. For example, as we feel conflict, we take breaks and later reengage . . .
  - Develop deep trust in each other over time . . . Mutual trust makes it possible to explore together, push boundaries, ask questions, and navigate through conflict . . .
  - Ask one another directly and respectfully about differences . . .
  - Encourage risk taking and mistake making. Risk and mistakes are inherent and essential to intercultural collaboration. Practice asking, listening, encouraging, forgiving, and offering generous and immediate benefit of the doubt. Developing emotional and intellectual resiliency is critical to achieving cross-cultural collaborative well-being.
  - Engage one another's combined strengths to get through trauma triggers . . .
  - Include metaphor, story, symbol, and visual sharing. Meaning can be illusive across divergent cultural epistemologies and ways of being. A story or metaphor often facilitates understanding when direct explanation is insufficient" (25, 30).
6. **MYTH OF COLLEGE BIAS: "Bridging the Divides at the Heart of Democracy" by Lynn Pasquerella (President of AAC&U) pages 4-5 in *Liberal Education*, Winter 2018)**
- "College attendance, from the first to the second year, was associated with enhanced appreciation for those across the political spectrum" citation from Mayhew et. al, 2018 (4).
  - As new flares of animosity illuminate imposing divides, we are promoting healing and collaboration across racial, religious, and political differences" (5).
7. **IMPLICIT BIAS: "Driving Campus Diversity One Decision at a Time" by Sharon L. Davies (executive direction of the Kirwan Institute for the Study of Race and Ethnicity at Ohio State) in *Liberal Education*, Fall 2016, pages 46-51: "Implicit biases are easily triggered evaluative beliefs or stereotypes that can influence our understanding of others and our behaviors toward them without our full awareness. They are related to, but distinct from, explicit or overt expressions of bias. The key distinction is that the operation of implicit bias is largely hidden from consciousness" (48).**
8. **GLOBAL LEARNING STATS: "A Glimpse of Global Learning: Assessing Student Experiences and Institutional Commitments" by Jillian Kinzie, Robin Matross Helms, and James Cole from *Liberal Education*, Spring 2017, pages 30-37: "The results from the ACE mapping survey [1164 institutions] indicate that about 56 percent of institutions are engaged in initiatives to internationalize the curriculum . . . Many colleges and universities claim to be accelerating efforts to infuse global learning-focused courses into the undergraduate curriculum" (32). "In 2016, for example, 71 percent of institutions reported hosting international festivals or events, an increase of 19 percentage points over 2011" (33).**
9. **EMBRACING OTHER WORLDVIEWS: "On Building a Diverse Democracy" by Eboo Patel (founder and president of Interfaith Youth Core) in *Liberal Education*, Winter 2017, pages 28-33: "One mark of being an educated person is recognizing that the world is unlikely to fit inside your worldview. Part of what I believe a college education is about is proactively looking for the hard examples, the cases that do not fit inside your worldview precisely to expand it. This is a variation on Karl Popper's**

falsification theory. Put simply, do not look for the illustrations that confirm your paradigm. Instead be on the lookout for the examples that challenge and, therefore, might expand it” (33).

10. **GLOBAL LEARNING AND VULNERABILITY: “Vulnerabilities in Global Classrooms” by Hilary Kahn (Dean of International Education at Indiana University) pages 13-15 in *Peer Review*, Winter 2018:**
  - “W. Duffie VanBalkom (2010) argues for *anatomy of perspective*, an educational paradigm that he suggests is required for a cosmopolitan worldview. At the core of this new educational framework is the self-realization that one’s own ingrained values and ideologies are in fact as much an *other* as the difference we regularly encounter in global experiences . . . However, I propose we take it one step further. We need to objectify ourselves to the point of being vulnerable, which Brene Brown argues is the ‘core, the heart, the center, of meaningful human experiences’ (2012). / Vulnerability is the state of being at risk of being harmed . . . the person is exposed, fragile, accessible, uncertain . . . (13)
  - “At AAC&U’s 2017 Network Conference on Global Engagement and Social Responsibility . . . I heard Donald Hayward speak about vulnerability, and I spent a lot of time musing about the implications for global learning. I started to consider how vulnerability provokes open-mindedness and how processes of objectification might be what places us in a context of vulnerable learning. I considered how being under scrutiny is what helps one achieve that sense of global engagement and responsibility that global learning educators all recognize is an essential piece of global education. I mused about how vulnerability promotes transformation and shifts in perspectives” (14). Kahn recounts her vulnerability as a cancer patient, when she was reduced to a diagnosis and felt objectified and powerless.
  
11. **GLOBAL LEARNING GOALS: “Global Learning as Liberal Learning for All Majors” by Jill Blondin (director of VCU Global Education Office at VCU) and Rachel Gable (assistant director of academic programming at VCU Global Education Office) from pages 21-23 in *Peer Review*, Winter 2018:**

“Global learning does not aim to produce like-minded citizens or to foster uniform knowledge outcomes. In fact, global learners will likely disagree, both on norms and on facts, but they will have the skills and aptitude to listen deeply, consider the perspectives of others, respectfully tolerate differences of opinion, and work toward meaningful solutions to shared problems” (21).
  
12. **VALUE OF DIVERSITY: “Diversity, Multiculturalism, and Inclusivity Survey” by Oregon State University Student Affairs Research and Evaluation, June 2009:** “During the winter term a random sample of . . . 607 students responded to the survey . . . Students overwhelmingly agreed (87%) that being able to interact with individuals of diverse backgrounds would help them after college” (1, 9).
  
13. **VALUE OF GLOBAL LEARNING: “Scientism, Human Consciousness, and the STIRS Imperative” by Lynn Pasquerella (President of AAC&U) from *Peer Review* Fall 2016, page 4-7:** “Regardless of one’s major, the capacity to apply knowledge across disciplines, using multiple perspectives offered by those from radically different backgrounds, is a necessity in our rapidly changing, globally interdependent world” (7).

14. **VALUE OF WORKING ACROSS DIFFERENCES:** “Working across Differences: A Necessity for Students, Employers, and Society” by Michael White (associate dean at University of Minnesota) and Karl Lorenz (director of the office for diversity and inclusion at University of Minnesota) in *Diversity and Democracy, Spring 2016, pages 24-25*: “The ability to work effectively across difference—to engage authentically across cultures, identities, races, life experiences, and knowledge systems—is essential to student success in serving national aspirations, meeting employer demands, and addressing complex global challenges” (24).
15. **VALUE OF WORKING WITH OTHERS:** “Educating Higher” by Cathy N. Davidson (director of the Futures Initiative at CUNY) from *Liberal Education, Summer 2016, pages 10-17*: “College has to be more than training for skills soon rendered obsolete. Here’s what we should be telling our students. College has to arm you to take on a very difficult world . . . You go to college, now, to learn how to learn, how to succeed in a world changing so fast that no one can predict what will happen next. You need to know how to network, to draw strength from those around you, to learn together . . . You have to have enough confidence in your ability to unlearn your own habits and to learn new ones so that, when the next innovation disrupts your profession, you are prepared to build a new career and then rebuild it, if necessary, all over again. That doesn’t just require information and skills. It requires self-knowledge” (12-13).
16. **IMPORTANCE OF COMMUNICATION:** “Progress and Prospects for the Reform of Undergraduate Education” by Debra Humpheys (senior vice president for academic planning and public engagement AAC&U) from *Liberal Education, Summer 2016, pages 28-35*: “As economists Frank Levy and Richard Murnane have documented, human work is increasingly shifting to two kinds of tasks, namely, ‘solving problems for which standard operating procedures do not currently exist, and working with new information—*acquiring it, making sense of it, communicating it to others* . . . Levy and Murnane note further that the fastest-growing jobs ‘emphasize communication because their task is to exchange not just information but a particular understanding of information’” (31).
17. **WHAT EMPLOYERS WANT:** “Progress and Prospects for the Reform of Undergraduate Education” by Debra Humpheys (senior vice president for academic planning and public engagement AAC&U) from *Liberal Education, Summer 2016, pages 28-35*: “90 percent of employers agree that a graduate’s ‘demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major’” (32).
18. **CLASSROOM DIALOG—I-YOU, DEEP LISTENING:** “Campus Community Partnerships: A Stubborn Commitment to Reciprocal Relationships” by Darby Ray (director of the Harvard Center for Community Partnerships at Bates College) in *Diversity and Democracy, Spring 2016, pages 8-11*:
  - “If we take . . . Martin Buber seriously, we will aspire to establish *I-You* rather than *I-It* partnerships. Instead of seeing the other as an “it” . . . we can open ourselves up to the realization that the other is, in fact, also a subject: the author of his or her own story and the bearer of a complex host of intentions, experiences, strengths, desires, needs, vulnerabilities, and possibilities . . . One of the most important things we can do to develop

- and sustain authentic partnerships across difference, then, is to contest dominant narratives and practices of social value and hierarchy by cultivating *I-You* relationships. This cultivation can take many forms—for example asset mapping, in which the experiences, strengths, and wisdom of one’s partner are identified and acknowledged as valuable; privilege walks or circles, in which unearned advantages or unseen expertise are surfaced and reflected upon; storytelling and deep listening; meditation and mindfulness exercises; journaling and reflection activities. While some practices may take place only occasionally, others can be folded into weekly class assignments, monthly meetings, or even daily routines” (8-9).
- “According to Jay McDaniel, philosopher and theologian at Hendrix College, an essential ingredient of authentic relationships is ‘deep listening,’ which occurs when we listen to others ‘on their own terms and for their own sakes . . . without trying to change them according to preconceived purposes’ (2006)” (9).
19. **CLASSROOM DIALOG:** “Using Dialogue to Create Inclusive Classrooms” by Kelly Maxwell (co-director of Program on Intergroup Relations at University of Michigan) and Patricia Gurin (professor emerita of Psychology at University of Michigan, from *Liberal Education Summer 2017*, page 10-15: “Data collected through a large multisite study of intergroup dialogues in higher education have revealed the relative effectiveness of four facilitator behaviors: inquiry, reflection/redirection, listening/support, and adversarial advocacy. Of the four, inquiry—the act of eliciting new information through questioning—promoted the most robust dialogic communication among students in intergroup dialogue classes” (13).
20. **CLASSROOM DIALOG:** *America Now: Short Readings from Recent Periodicals* by Robert Atwan (12<sup>th</sup> edition) pages 3-9:
- “The following six basic rules are vital to healthy and productive discussion: (1) Take an active speaking role, (2) Listen attentively, (3) Examine all sides of an issue, (4) Suspend judgment, (5) Avoid abusive or insulting language, (6) Be prepared” (3-4).
  - “Although social scientists and psychologists have been studying opinion formation for decades, the sources of opinion are multiple and constantly shifting, and individuals differ so widely in experience, cultural background, and temperament that efforts to identify and classify the various ways opinion is formed are bound to be tentative and incomplete. What follows is a brief, though realistic, attempt to list some of the practical ways that Americans come by the opinions they hold.
    - A. **Inherited opinions.** These are opinions we derive from earliest childhood—transmitted via family, culture, traditions, customs, regions, social institutions, or religion . . . The more traditional the culture or society, the more likely the opinions that grow out of early childhood will be retained and passed on to the next generation.
    - B. **Involuntary opinions.** These are opinions that we have not culturally and socially inherited or consciously adopted but that come to us through direct or indirect forms of indoctrination . . . Brainwashing is an extreme example of how one acquires opinions involuntarily. A more familiar example is the constant reiteration of advertising messages . . .

- C. **Adaptive opinions.** Many opinions grow out of our willingness—or even eagerness—to adapt to the prevailing views of particular groups, subgroups, or institutions to which we belong or desire to belong. As many learn, it’s easier to follow the path of least resistance than to run counter to it. Moreover, acting out of self-interest, people often adapt their opinions to conform to the view of bosses or authority figures, or they prefer to succumb to peer pressure rather than oppose it.
  - D. **Concealed opinions.** In some groups in which particular opinions dominate, certain individuals may not share the prevailing attitudes, rather than ‘rock the boat,’ they keep their opinions to themselves. They may do this to avoid conflict or out of a much more serious concern—such as a fear of ostracism, ridicule, retaliation, or job loss.
  - E. **Linked opinions.** Many opinions are closely linked to other opinions. Unlike adaptive opinions, which are usually stimulated by convenience and an incentive to conform, these are opinions we derive from an enthusiastic and dedicated affiliation with certain groups, institutions, or parties. For example, it’s not uncommon for someone to agree with every position his or her political party endorses—this phenomenon is usually called ‘following the party line.’
  - F. **Considered opinions.** These are opinions we have formed as a result of firsthand experience, reading, discussion and debate, or independent thinking and reasoning. These opinions are formed from direct knowledge and often from exposure and consideration of other opinions. Wide reading on a subject and exposure to diverse views help ensure that our opinions are based on solid information and tested against competing opinions” (7-9).
21. **ASSESSMENT:** “Data-Driven Action Plans for Student Success and Inclusive Excellence” by Solomon Alao (VP for Outcome Assessment at Morgan State University) et. al, from *Peer Review Spring 2017*, page 27-28: “The team disaggregated student data by race and ethnicity and reviewed it for unequal student outcomes [in the National Survey of Student Engagement—NSSE]. When observed, the team: (1) identified the name of the focal group experiencing the gap; (2) described the reasons for the gap; (3) set a measurable goal to close the gap; (4) identified the additional number of students needed to close the gap; and (5) identified the year when the goal will be met” (28).
22. **ASSESSMENT:** “Advancing Equity for Student Success” by Gwen Mitchell (director of the Center for Faculty and Professional Development at Clark Atlanta University) and Michelle Rhodes (transfer specialist at Clark Atlanta University), from *Peer Review Spring 2017* page 27-28: “Assessments will play key roles in determining how the university advanced and improved students’ learning experiences:
- a. learning management system statistics and analytics
  - b. e-portfolio development
  - c. student response systems
  - d. real-time data collection activities (student polls, interviews, focus groups, surveys, and other analytic tools)

