

MERGING GLOBAL AND MULTICULTURAL EDUCATION AT OHIO UNIVERSITY

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Structural limitations

“. . .the structures in place at many institutions—which reflect the divergent histories of multicultural education and internationalization, as well as institutional culture—hinder the advancement of both areas, as well as collaboration between them.”

Olson, C. L., Evans, R., & Shoenberg, R. F. (2007). *At home in the world: Bridging the gap between internationalization and multicultural education*. American Council on Education: Washington, D.C.

Best-practice structures for international education administration

- ❖ Centralization of 'international' functions, including study abroad
- ❖ Strategic location within central administration (usually Provost Office)
- ❖ Key role of SIO as advocate and agent of change
- ❖ Increase international partnerships and off-campus global presence
- ❖ P&T processes that are more accommodating to international education teaching, research & service

Positive outcomes

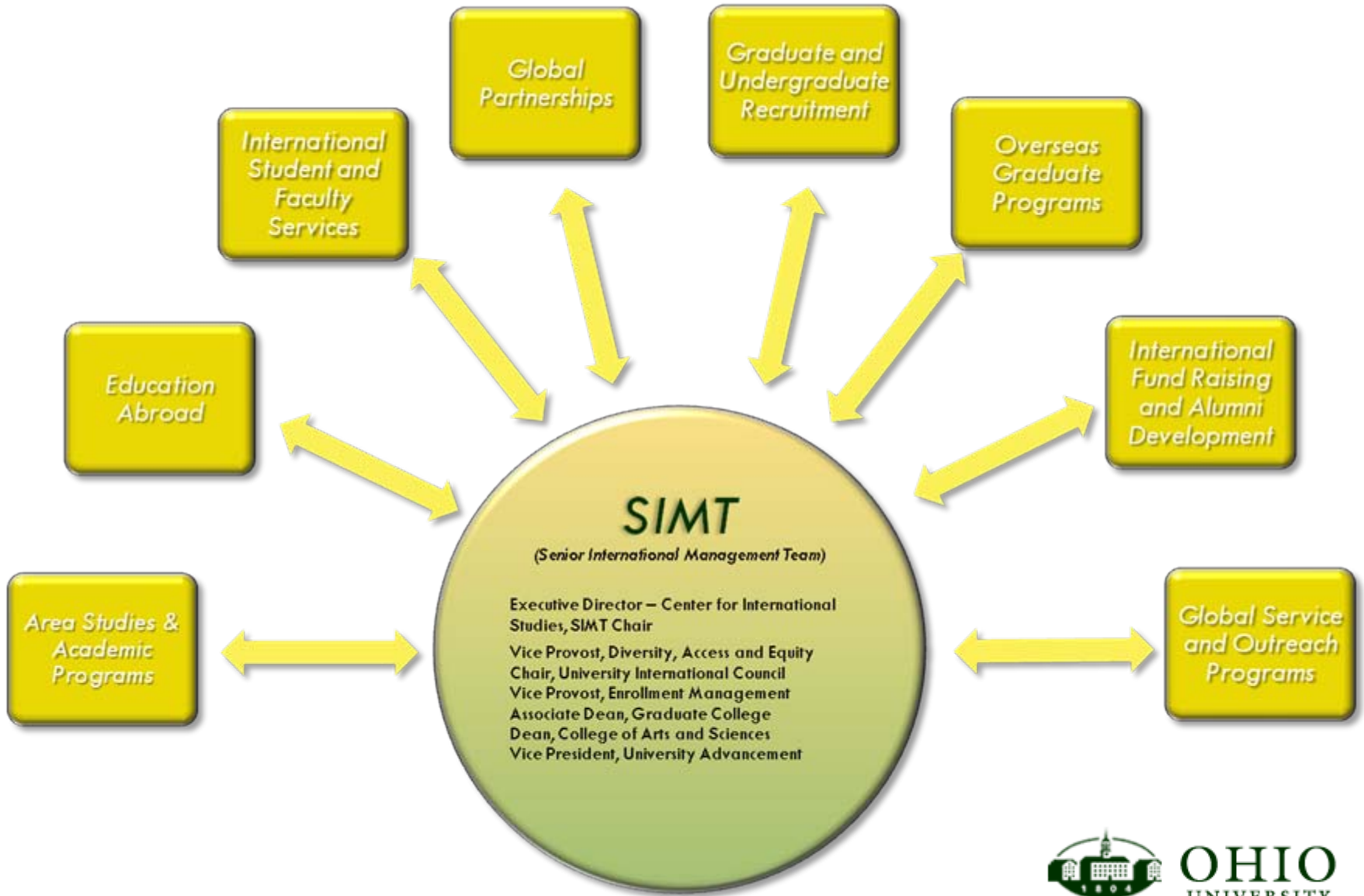
- ❖ International Education has a seat at the table
- ❖ Ability to more strategically advocate and plan international partnerships and activities
- ❖ Study abroad administration centralized
- ❖ Increased base funding and fundraising
- ❖ International student recruitment institutionalized
- ❖ Significant increase in global partnerships & study abroad participation

Concerns about this dominant paradigm

- ❖ Study abroad still not well connected with area studies programs and broader undergraduate curriculum
- ❖ Assumed synergies between study abroad and international student population slow to materialize
- ❖ Rapid growth of global partnerships, but has it been 'strategic' and well connected to academic programming?
- ❖ Could international programs become politically and administratively balkanized and vulnerable in the new financial environment?
 - ❖ Are the stakeholders too narrowly identified as 'international'?
- ❖ Does this structure further polarize multiculturalism and internationalization on our campuses?

- ❖ Ohio University is experimenting with a hybrid model that combines the successful lessons of an SIO and central administrative location, with the perceived need to expand institutional stakeholders and broaden campus politics regarding the ‘ownership’ of **global** education.
- ❖ Our model is also specifically geared towards blending and unifying internationalization and multi-cultural structures and assumes that a core element of campus *globalization* is concerned with *diversity*.

Ohio University Senior International Management Team



SIMT and Diversity

- CDO involvement illustrates the importance of collaboration between these areas
- Places diversity issues on the international agenda and vice versa
- Promotes broader knowledge of efforts between the areas which promotes synergistic opportunities

Integrating diversity frameworks

- Integrate social justice and globalization agendas
- Expand the diversity agenda globally while maintaining a focus on difficult domestic issues
- Maximizes learning outcomes for international and domestic students

Potential programming synergies

- Collaborative problem solving
- Potential for collaborative program enhancement through physical relocation
- Student programming
- Organizational structures
- Curriculum

Potential for success

- Stakeholder politics
- Budgetary authority
- Programmatic innovation and outcomes