

BU Greenhouse: Educating the Global Citizen

Co-hosted by the School of Management (SMG) Global Programs, Office of Corporate Relations, and Global Programs

Meeting Minutes

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Participant List

Karin Anell, Corporate Relations Associate, DAR
Todd Bartlett, Assistant Director, Career Coaching, SMG
Beverly Brown, Director of Development, CGHD, CGHD
Shih Chi Chang, Finance & Administration Specialist, Global Programs
Mark Correia, Assistant Director, Instructional Media Center, School of Education, SED
Marisa Crowley, Program Manager, Exchanges, Study Abroad
Kimberly DelGizzo, Director, Center for Career Development, CCD
Patrick Devanney, Assistant Director, Career Coaching, SMG
Jason Factor, Assistant Director, Annual Giving for Athletics, DAR
Joseph P. Finkhouse, Associate Director, Health, Safety & Security, Global Programs
Kelly Forde, Career Services Coordinator, COM
Laura Greene, Financial Analyst, Global Programs
Pat Hewett, Leadership Gift Officer, CAS, DAR
Susan Jackson, Senior Associate Dean of Undergraduate Education, CAS
Anthony Janetos, Director, Frederick S. Pardee Center for the Study of the Longer-Range Future, CAS
Steve Kean, Chief Advancement Officer, College of Arts & Sciences, DAR
Jeanne Kelley, Managing Director, ISSO
Jacquie LoConte, Senior Lecturer/Faculty Evaluator, CELOP
Brittany Longsdorf, University Chaplain for International Students
Kirsten Lundeen, Associate Director of Alumni Relations, DAR
Kathy Lynch, Director, Corporate Relations, DAR
Luke Manley, Program Manager, Global Programs
Deborah Marlino, Associate Dean of Academic Affairs and Student Programs, School of Management, SMG
Charlotte Mason, Visiting Researcher, Center for the Study of Asia, CAS/Asia
J.P. Matychak, Assistant Dean, Feld Career Center, School of Management, SMG
Kortney McPherson, Marketing Assistant, Study Abroad
Eugenio Menegon, Director, Boston University Center for the Study of Asia, CAS
Denise C. Mooney, Associate Vice President for Enrollment and Student Affairs, Enroll/Stud. Affairs
Susan Nebel, Senior Leadership Gift Officer, Northern California & Northwest, DAR
David Nersessian, Assistant Dean, Global Programs, BU School of Management, SMG
Deepti Nijhawan, Director, India Initiatives, Global Programs
Vinit Nijhawan, Managing Director, Technology Development, OTD
Emma Previato, Professor, Mathematics, CAS

Grant Rhode, Visiting Researcher, Center for the Study of Asia, CAS/Asia
John Riccardi, Assistant Dean for Graduate and International Programs, LAW
Joyce Rogers, Director, COM Career Services, COM
Suzanne Sarfaty, Assistant Dean, MED Academic Affairs; Director, International Health Programs, MED
Maggie Sawada, Area Director, ORL
Enrique Silva, MET College, MET
Sarah Speltz, Assistant Director, Alumni Education Programs, DAR
Bill Taylor, Director, COM Student Services, COM
Lisa Tornatore , Sustainability Outreach Coordinator, Sustainability
Roberta Turri Vise, Managing Director, Operations, Global Programs
John Wendelken, Researcher, Corporate & Foundation Relations, DAR
Shannon Williams, Program Manager, Study Abroad
Steve Witkowski, Associate Vice President, Development, DAR
Muhammad Zaman, Director, Laboratory for Engineering Education & Development, ENG

Overall Conversation Themes

BU Strengths

- Cultural Diversity
- 40% students study abroad and bring their experiences back to BU
- International population (alumni, students, parents, friends, etc.)
- 18% campaign donors came from outside of the US (active alumni participation throughout the world)
- Name and international recognition and recruiting→ impacts recruiting and increases numbers of international students that want to come to BU
- Diverse student body→ particularly in graduate programs
- Faculty diversity (background and interests)
- Global engagement of our faculty
- Faculty and Graduate students that apply their knowledge in a global context
- On-Campus resources like CELOP
- BU's willingness to innovate with new tools
- Interdisciplinary opportunities that can be brought to a global stage
- Understanding the value of global perspective is something we can do well
- Projects in the classroom

Areas for Improvement

- Integrating international alumni with current students; Connecting with alumni more efficiently and effectively
- Becoming more of an incubator space on campus for global discussions
- Show that “global” experiences can be *local* too (What are we doing in terms of our own global competency and the fact that this school is a living lab?)
- How to make abroad/global more integrated into academic programs? Focus on: achieve integration before they go, while they go, and after they return (BUSA)
- Different ways of encouraging faculty interests→ research
- Students getting together and have conferences on cultural diversity - Harvard does this→ lots of corporate sponsorship
- Teaching faculty and students cultural diversity and awareness
- Are we sacrificing our ability to skew socio-economic diversity for international diversity?
- Invisible international student→ can we do more to get the most out of the perspectives that these students bring to campus?
- How good a job are we doing at tracking abroad experiences?
- Help educate students on value proposition of global competence
- 40% may study abroad but majority aren't getting an experience with cultural diversity
- Have we evaluated our curriculum and said “What opportunities in our curriculum are there for a student to do X?” How do we test that knowledge?
- Need to look at peer institutions→ how do our students compare in the hiring process

- Global component of our problem sets and exams - Largely written from those in the US, Lack of incorporating global issues/challenges from beyond the US
- Are we maximizing the global resources that we have on this campus?
 - Recognize people's heritage or culture
 - Celebrate them on campus
- American "ethical baseline" - we impose a US liberal arts educational experience and expect all students to understand and go with it. International students make a lot of changes to succeed in our environment...what is BU doing to help them?
- We keep bringing in more international students, but are we changing to help them? → going through culture shock as an institution?

Opportunities for Corporate Engagement

- Encouraging corporations to explain what they want from students - Faculty should know what pieces are missing/should be improved
 - Internships (U.S. and abroad) with multi-national corporations to diversify experiences
 - Helping employers better understand what the advantage is to hiring our graduates?
 - Sponsor students to study here (in US)
 - Internships→ create opportunities for students to be integrated into a corporate culture that values diversity
 - Corporate sponsorships of events/competitions
 - Partnering with other schools in other countries
 - Research and technology→ bringing the global complexity into the question - We have the technology on campus but we have to rely on the other side having it.
 - Helping global companies with hiring talent to address/solve global issues and implement them around the world → great partners to bring into a relationship with BU
 - What obligation do we have to prepare students for the future? How are we preparing them to be a successful professional throughout their entire career?
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Conversation #1: Global Self-Awareness

Initial Thoughts

Characteristics of the globally aware student

- Recognition (Some people seem to be inherently globally aware)
- Curiosity → languages, travel
- Mobility → life experience not as rooted as in previous generations
- Service/ASB—different parts of American culture
- Don't assume sameness
- Effective communicators in order to find a common culture
- Personal courage

How do you develop that self-awareness?

- More diverse society → lives on a global scale
- Where does the identity lie? Learning about yourself
- Independence in a new culture
- BU is part of creating new identities by bringing together different identities
- Flexibility/Agility is necessary going forward
- Knowing that you don't know
- Patience versus rapidity of pace
- Trend to specialization in secondary schools? Vocational training vs. liberal arts
- Pre-college (Recruitment to BU, Are the students who come here already globally aware?)

What is BU doing well?

- Lots of programs & statistics (university-sponsored)
- Creating opportunities
- Moving away from once-in-a-lifetime globalization to interwoven
- Regional studies institutes (Pardee Center)
- Much of campaign total comes internationally
- Peer mentorship → adding value for alumni
- Engaging an interfaith dialogue → neutral sacred space being developed
- International students can connect, share, be exposed to culture through clubs

Conversation #2: Perspective Taking

Initial Thoughts

- How are students and other people able to identify the global citizen? Relationships, social, political, geographical?
- What are some of the privileges/ limitations of being a U.S. citizen?

BU Strengths

- Large percentage of BU students participate in Study Abroad
- 30% of COM grad students are international population

Opportunities for Improvement

- How do we get international students engaged and comfortable here?
 - What can the other 70% learn from them?
- Does an international experience necessarily promote/ enable global learning?
- Pre-Abroad prep
- Mentorship with faculty
- Could take the time to create a diverse student body to learn from one another (but admissions are very individualistic)
- Possible event where students and alum (or other global citizen) discuss experience abroad
- Post-Abroad inclusion into curriculum – new requirements?
- A global mentoring program
- Expanding/Enhancing internal marketing for cultural events on campus

Opportunities for Corporate Engagement

- Interning at a foreign corporation; culture will be different than MNCs; i.e. focus will be different than those who wish to visit Morocco for independent study (Study Abroad caters to both)
- Has to do with the individual and what they want to get out of the program
 - What do you want to do? What do you want to learn?
 - Provide a framework for before during and after program
- Generally take 3 BU-structured classes + internship ... For internship, push to go out and learn the culture! Practical experience can mean a lot

Conversation #3: Cultural Diversity

Initial Thoughts

- Rich body of international students (1,700) stemming from 57 countries. How do we engage them? How do we get them to interact more with each other and with the American students – avoid “silos” along ethnic lines. Many foreign students testify to adjustment problems in U.S. – hard to make friends
- Howard Thurman Center for Common Ground mentioned as positive force
- Many students are sponsored by their companies – can BU benefit from this?
- CELOP had deep collaboration with SABIC (Saudi Basic Industries Corporation) – can this relationship be extended – how can we build more relationships like this? E.g., corporate speakers to act as advisors in workshops (preparing for job interviews), provide internships for students
- Many seniors in liberal arts desperate for jobs – how to connect them with corporate recruiters?
- Opportunity for social sciences and humanities to help impart knowledge about cultural diversity/collaborate with industry here
- Need diverse role models, true among faculty for certain schools/departments, but not all
- How do we define diversity, what does it mean to have a diverse campus? Simply studying abroad does not make a student a global citizen – ongoing learning process; what does it take? Not enough to have diverse group of students on campus – it is what we do with that diversity.
- Teaching is core value of university. Are we providing diversity training for faculty?

What is BU doing well?

- Large group of international students/many interesting initiatives.
- Great interest on part of faculty/staff to do something in this area.

Areas for Improvement

- Global citizenship/cultural diversity knowledge needs to be streamlined throughout studies, not be an “on-off” event
- So many activities going on to advance global knowledge on campus – e.g., athletes who travel abroad (trip to Italy planned)- training is provided for them – how to we share information about all the activities that are going on? Need central place for sharing information.
- “Points of Departure” as portrayed in BU Today mentioned as wonderful way to portray diversity of students
- Lack of clarity around concept of diversity and global citizen.
- Students clubs for many different ethnicities are great but sometimes create silos between groups
- Not all schools have a diverse faculty body
- Lack of central place to share information about activities/initiatives that are going on in global arena

Opportunities for Corporate Engagement

- Can corporations play a role in encouraging interaction/collaboration between students on campus? Bring in speakers well versed in cross-cultural issues or sponsor an event that focuses on outreach. Student clubs could take a lead on this; Harvard has a similar initiative – Harvard Project for Asian and International Relations. Two conferences organized per year, organized by undergraduate students. Many corporate sponsors (e.g., Coca Cola, HP, Nokia, Daimler, Goldman Sachs, Citibank)
- Provide internships, opportunities abroad

- Guest speakers (impart cultural knowledge), sponsors of international (student-led) international events
- Workshops /instructions for faculty in terms of diversity/cross-cultural knowledge
- Bring corporations to students of general studies who may have a harder time to find jobs than schools like ENG/SMG/MED etc.

Conversation #4: Personal & Social Responsibility

Initial Thoughts

- In urban planning, we are just territorially bound but influenced by people beyond the boundaries.
- Train people that are sensitive to a field affecting livelihoods.
- Manipulating space is a big responsibility.
- Understand responsibility of work and community
- Our local actions affect global issues.

BU Strengths

- Student Groups represent different parts of the world. Students get to know other cultures, viewpoints on ethical and moral considerations.
- BU's Digital Learning Initiative

Areas for Improvement - *"nothing ventured, nothing gained"*

- How many students who have been through the study abroad experience, come back to share their experience? How has it affected them personally, socially and professionally?
- BU students going abroad are ambassadors of BU. Opportunity to increase engagement with communities while abroad.
- DIVERSITY is our biggest strength. We need to find opportunities to engage students.
- Basic needs taken care of by the Study Abroad office, website and the staff. But why focus just on the basics? Prep students to adjust to different surroundings, discomfort and get the most out of this experience. Connect students through social media.
- Center for Career Development office: Teach students to market themselves using this experience to prospective employers.
- BU IP clause in pharma contracts - if companies don't serve underserved, BU has right to exclude the company from the distribution of that product. A lot of universities have signed and companies accept these terms, but there is no impact. Think ways of making an impact with this clause.
- At MED, advocacy courses in ethical and moral responsibility to population. We don't know or actually measure who later on will go and serve these under-privileged people.
- A student's understanding of the city is limited. Alternative Spring Break program can be offered in areas close to the city so that work put in by the students can be beneficial to the local community.
- The Five planning program is related to the city planning field. Boston University is relatively new to this field compared to MIT and Harvard. We have an opportunity to enter into this area of development and can create a major impact on our city.

Opportunities for Corporate Engagement

- Corporate companies want research collaboration and also have a philanthropic side. They want to see the impact on the society.
- They can hire graduates to work in these areas for them but this is also a high maintenance job since you need staff to look after where, what and how each graduate is doing his/her work.
- Urban Business Accelerator at SMG- aimed at helping small businesses with accounts, could be a way of increasing corporate/small business engagement at the university.
- Financial Aid - very important for graduate students.
- A lot of employers don't consider sponsoring international students. A large number of international students are liberal arts majors. We need to work with employers so that they can be more open to international graduates (value + skill + experience)

- BU is going to create a spin-off company called the B-Corporation (Benefit Corporation). Aim is to maximize profits but at the same time impact local community, employers and shareholders. The only constituent is not the shareholder, but also account for these other stakeholders.

Conversation #5: Understanding Global Systems

Initial Thoughts

- How do we define Global Systems? Health, sustainability, economics, law, business, etc.
- Lack of parity in global communication systems
 - Info exchange/methods
 - Conduits – culture, technology, language
- Different aspects and touch points in Global Systems
- International students come in for a short period of time
- SMG faculty are more attuned to Global Systems and tend to be more proactive
- Companies can sponsor a year of graduate study
- We are limiting ourselves by not being multilingual; Focus on the languages that are booming
- Utilize resources at B.U. to succeed in the Global Systems
- Engineering Project Innovation Center is an example of opportunity to give students experience

BU Strengths

- BU engages globally; Self-perception as global university
- International population and perspectives
- Interdisciplinary programs at BU
 - Graduates – other grad students
 - Undergrad – One BU (i.e.: sustainability minor)

Areas for Improvement

- Faculty engagement with overseas students – leveraging unique expertise & special contributions
- Breaking down silos between departments/schools (Progress made, but long way to go)
- Integrate global into personal experience & sense of professional self
- Identification of the value proposition of global engagement early in student career at BU (requires metrics and tracking)
- Engage returning Abroad students for feedback
- Cross cultural negotiations
- Efforts to help foreign students become more engaged

Opportunities for Corporate Engagement

- Internships overseas
- Sponsorship / Economic support of student learning at BU
- Translate Global experience to Corporate engagements
- Internship offers from international corporations
- Corporate sponsorships of university level competitions to identify talent

Conversation #6: Applying Knowledge to Contemporary Global Contexts

Initial Thoughts - Global Challenges - a conversation at a national level

BU Strengths

Name recognition that the university has around the world - the number of international students that want to study here - very very strong in recruiting students from around the world.

- What does that mean for the classroom perspective?
- What does that mean for the US students?

Complexity of global conversations - accents - language – translation and the technology to support them.

Areas for Improvement

- Can we examine what the US gives to the global culture - think of the BU experience - what do we have to offer the global conversation?
- Looking at the global set of our problem sets - curriculum - etc. We're not incorporating problems of complexity into our curriculum - into our research.
- What percentage of our curriculum includes global problems - global challenges?
- How do we students to stretch their comfort zones? Should international students get the “local” experience? Should we meet them 1/2 way?
- Are we maximizing the global resources that we have on this campus?

Opportunities for Corporate Engagement

- Staff and faculty global competency - can we learn some lessons from corporate partner (ex: Corporate mergers and acquisitions)
- Cast a wider net for job opportunities
- What are companies look for from a global citizen
- Aim to improve connections with faculty and corps, increase corporate practicum, etc.
- Increase internships with multinational corporations
- Corporate sponsored conference on cultural diversity
- How do we make corporations aware of the importance of the role of general education in cultural diversity (value proposition of global competence)
 - Help employers understand the value of the experience we teach
 - Help employers understand the value of our international students
- Corporate sponsorship of international students
- Corporate sponsorship of events competitions etc. (engage students in problem solving)
- What lessons do you companies have for cultural competency