

# Global Learning Facilitator Duties and Responsibilities: 2021/2022 Academic Year

## 1. **NIC Teaching and Learning Strategic Plan Development**

Contribute to upcoming development of a teaching and learning strategic plan and subsequent CTLI plan ensuring intercultural competencies are appropriately and fulsomely incorporated into various components of the plan including specific action items, deliverables and dates are aligned in the plan. Build this in conjunction with Office of Global Education with consideration paid to UNSDG and their applicability to NIC also UNDRIP/TRC and any application to NIC international activity. Undertake interviews, conversations and other data gathering methods to learn more about the existing environment around intercultural awareness, competencies in developing diverse and inclusive learning experiences etc.

## 2. **International Student Needs for Learning**

Gather and then share more information from incoming international students about 'what they want to learn, how they learn, what learning means to them, what interests they have, what are their needs etc.' Share a digestible collection of that information with instructors, with specific groups, with and alongside students to give instructors more information about students so they can plan and support appropriately. Suggestions: write, conduct, and collate responses from a short incoming survey, ask for time at orientation to talk to students, find other ways to connect and invite students to coffee conversations to learn more, share more, etc.) This will be a key component for program reviews and for providing more info to instructors. The CTLI will be the core resource for survey development and extraction of data.

## 3. **Design, Develop and Build Academic Student Success Modules**

To help support incoming students who may not have strengths in some of the core competencies for post-secondary education, consider the following modules for development: English, math, Canadian culture and group work/working with others. Consider a credit (1 cr) to take and pass and offered to both international and domestic students. Build in new digital course platform via asynchronous with some live engagements, etc. These can support orientation and pre-departure and post-arrival support as well as building out study abroad pilot.

## 4. **Faculty Resources for Professional Learning, In-Class Use and Study Abroad Activities**

Continually design, create, and build a variety of easy-to-access and use faculty resources to support enhancing their cultural competencies, ability to think about diverse ways of knowing and being (e.g., videos, handouts, self-serve items, short lesson plans etc.) including down the road a course for a future Teaching and Learning Certificate. Develop and share COIL expertise, build study abroad program interest, work with faculty on field school development. Begin work with Laura Johnson (Costa Rica), Norma Peltier (Belgium global class), Ryan (Japan Field School), Dave Pinel (possible VIU collab re: Indigenous Adventure Tourism FS). Work with Romana to consider international interest survey results

## 5. **Global Learning Leader and Liaison**

Be a **strong conduit** between OGE, students, faculty and teaching and learning, and Indigenous Education to bridge the gaps, share information, organize and engage in events, create relationships, represent and engage on behalf of teaching and learning/OGE/institution and be a global learning leader and institutional liaison.

- Fall and Winter: Global Learning Circles – Mark/Kelly
- International Development week – Romana
- APAIE incoming PD – Romana/Mark
- Belgian visiting grad students – Romana/Faculty
- Work with Jen – International Education Week – November
- Work with Romana - International Development Week (February)
- Incoming NIC PD event – similar to what we were planning 2 in spring 2020
- Possible APAIE participation.

If approved: Kenya CIGan project support (Romana) – unsure what this might look like