

Writing Program Administrators as Global Leaders: How to Promote Students' Cultural Competence

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Abstract

Research indicates that within the dynamic and ever-evolving context of higher education, especially with regard to globalization and the use of technology, Writing Program Administrators (WPAs) would benefit from professional development and experiential learning as global leaders “to promote our students’ cultural competence” (NADE Guiding Principle #5).



Session Overview

Re-examining the WPA Role

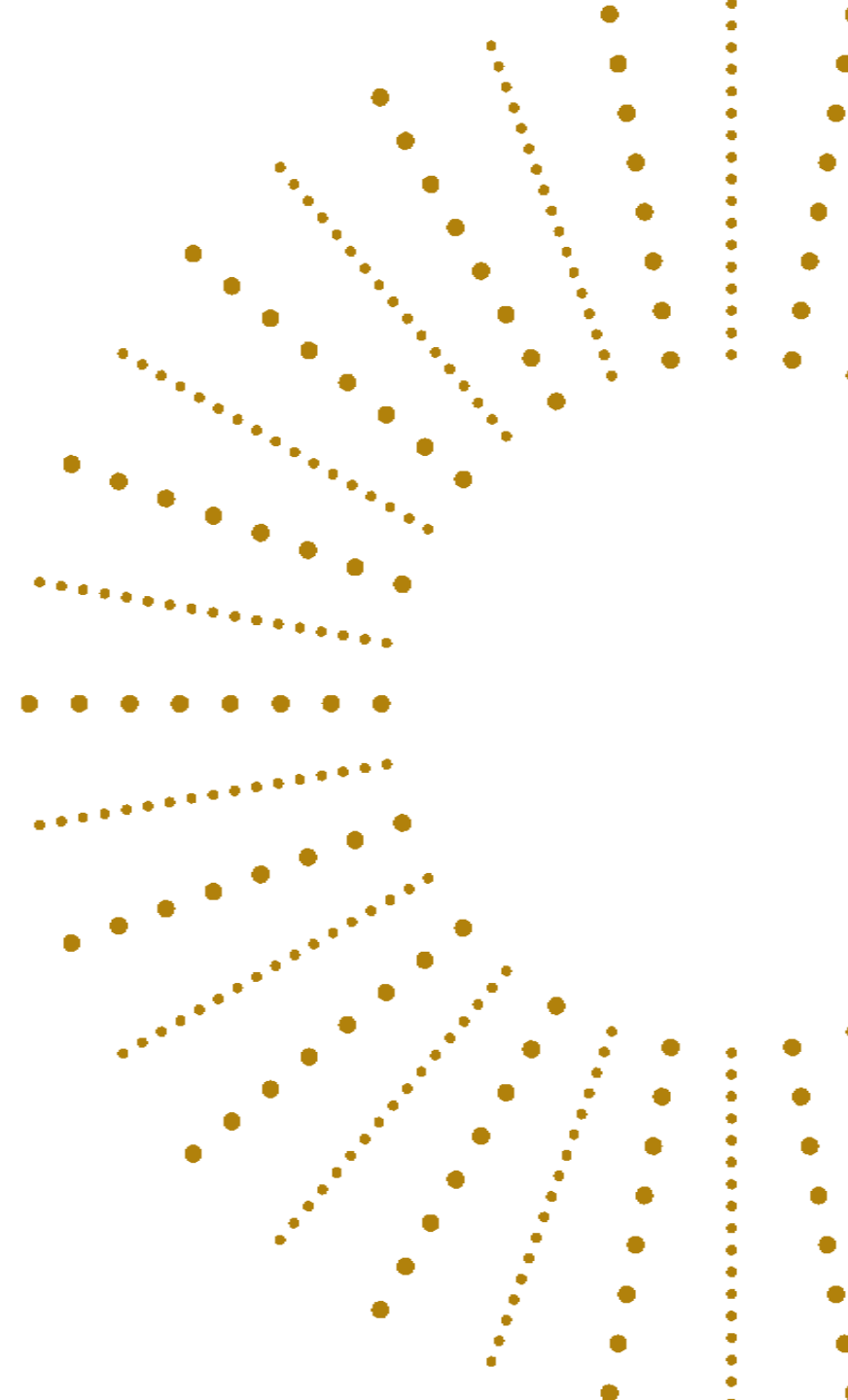
Engaging with Diversity and Inclusivity

Placing the WPA within a Global Context

Promoting Students' Cultural Competence



Re-examining the WPA Role



What is a Writing Program Administrator?

- Scant research into the WPA role (cf. Charleton, 2009); some descriptors may be gleaned from writing research (cf. Condon & Rutz, 2013).
- Generic term applied to a variety of roles associated with writing: department chair, writing center director, composition committee chair, etc. (INWAC, 2014; Mendenhall, 2014; Charlton & Rose, 2009).
- WPAs must define the role for themselves (Janangelo, 2009).
- Institutions and WPAs must develop homegrown leaders (Jordan, 2010).

Are WPAs Global Leaders?

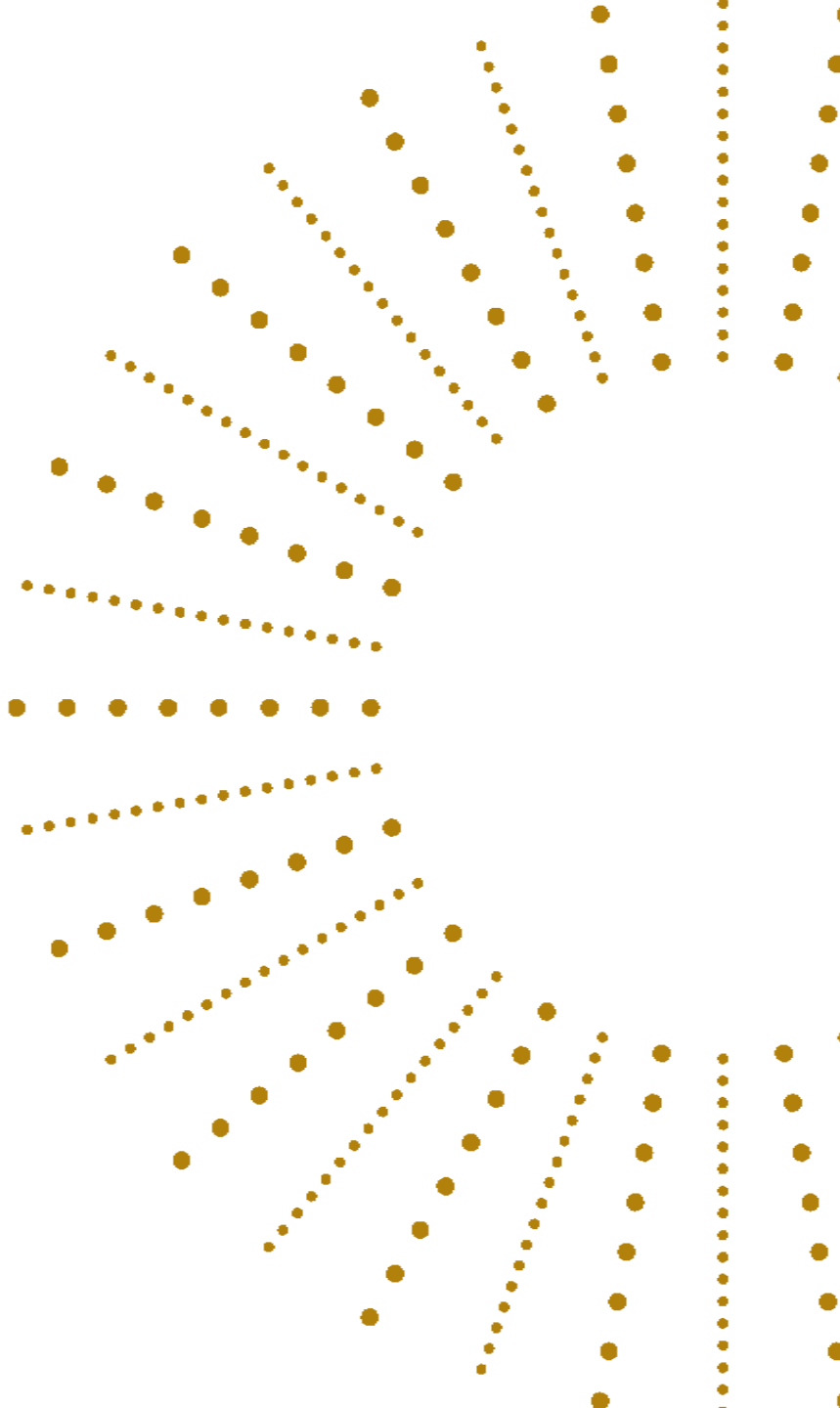
- The emphasis on leadership studies became global with the new millennium and the rise of multinational organizations (Hitt, Keats & Yucel, 2003).
- Global leadership and WPA studies focus on characteristics and context over job titles (Charlton, 2009; Avolio, Walumbwa, & Weber, 2009; Darling, 2012; Mendenhall et al., 2013).
- IHEs—multinational or domestically diversified—need to take a global perspective: “Writing Across the Globe” instead of within our own program or university (Rammia, 2015; Zumbrunn & Krause, 2012).
- Professional development and graduate programs must prepare WPAs to engage as global leaders.

What are global leadership characteristics? How might these apply to a WPA?

1.) Inspires trust	2.) Thinks strategically	3.) Engages proactively	4.) Empowers followers	5.) Offers an attainable vision
<p>All cultures understand a climate of fairness and mutual respect that benefits all members (Hitt, Keats, & Yucel, 2003)</p>	<p>“Strategic agility evokes contradictions, such as stability-flexibility, commitment-change, and established routines-novel approaches” (Lewis, Andriopoulos, & Smith, 2014, p. 58).</p>	<p>Leaders as catalysts for innovation and even creative destruction (Kuyatt, 2011).</p>	<p>The diversity of teams must be energized to keep the organization progressing (Agbor, 2008; Morrill, 2010; Yukl, 2015; Darling, 2012).</p>	<p>Vision must energize, even to the point of changing the world (Yukl, 2015; Kurke, 2007).</p>



Engaging with Diversity and Inclusivity

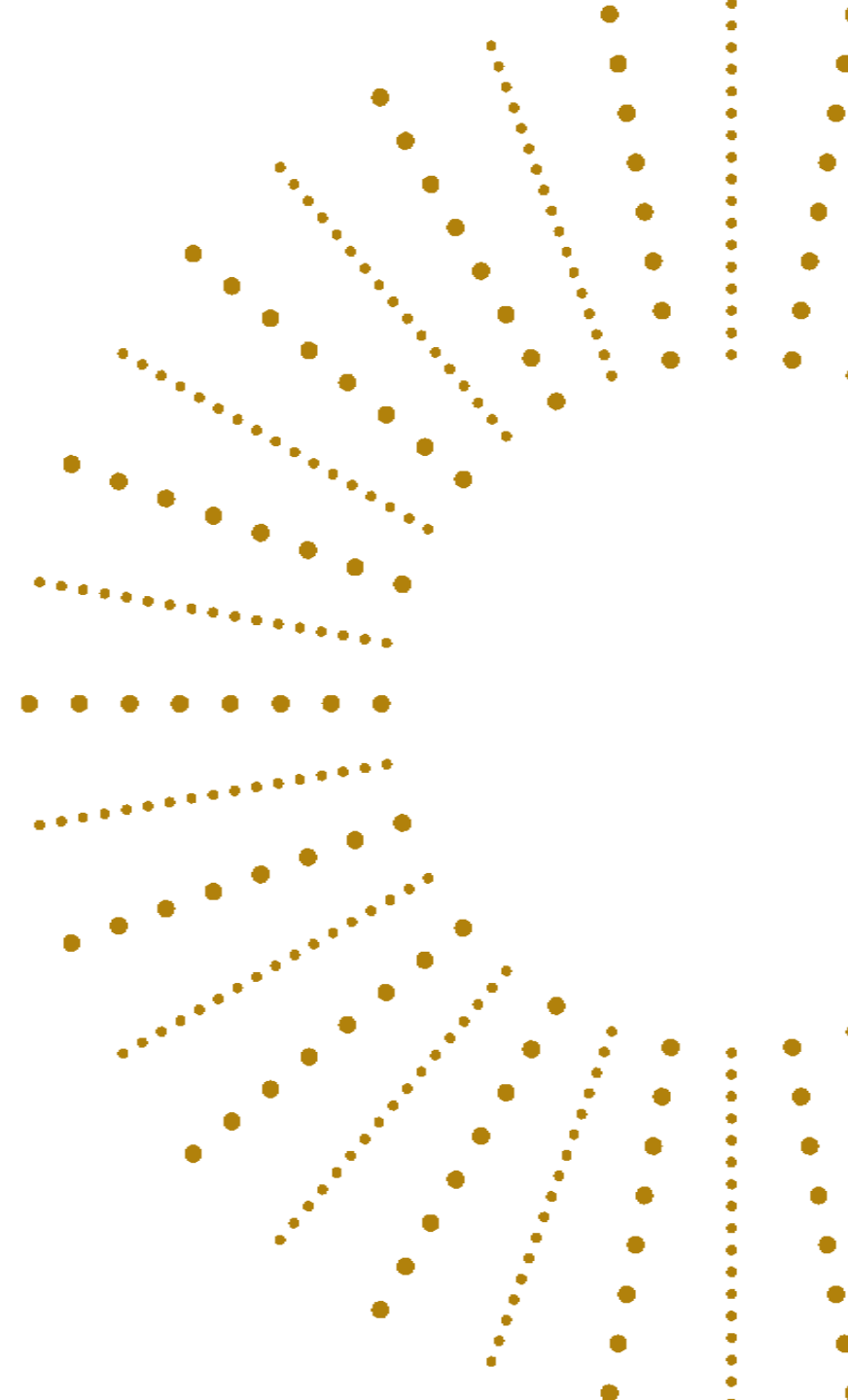


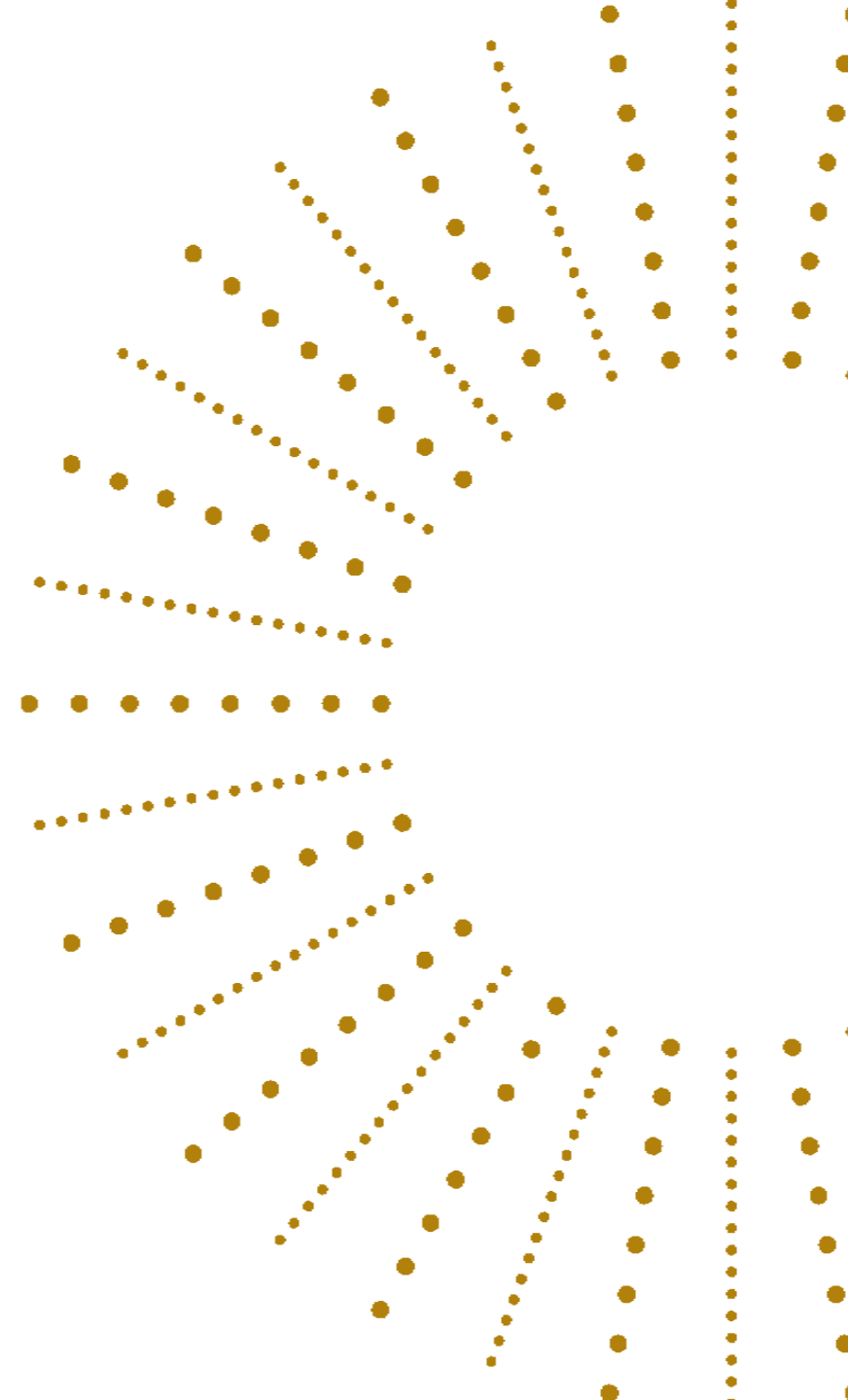
Global experiences affect teaching and leadership.

Educators with global experiences bring their perspective to their students, departments, and institutions.

Educators and administrators can help shape their students' visions and expand their view of the world.

Placing the WPA within the Global Context





Placing the WPA within the Global Context

The High Atlas Foundation, a Moroccan NGO, holds women's empowerment workshops. The goal of the workshops is to increase reading and communications skills and in turn, allow women to develop skills to better the lives of their families.

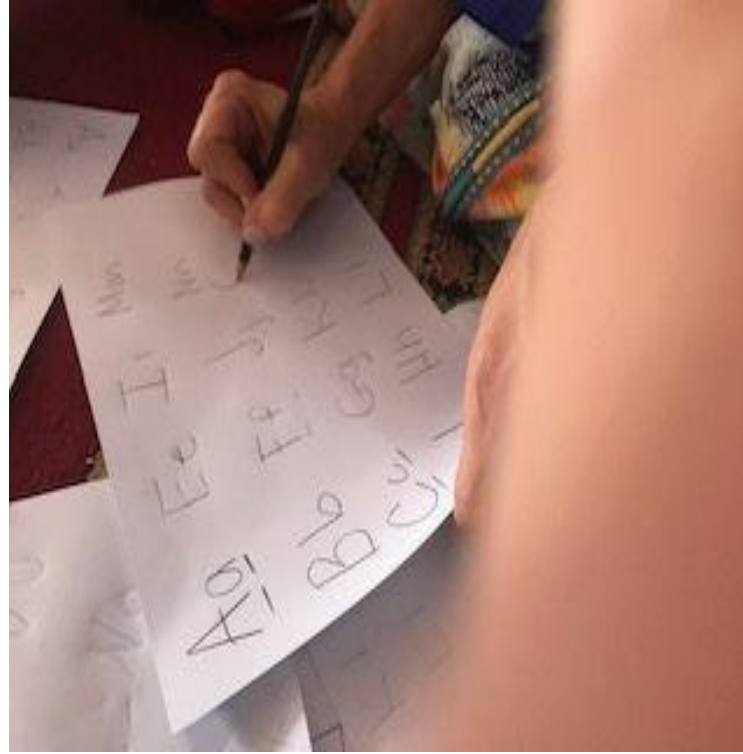


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Children's school was to be held if the teacher arrived. There frequently was no teacher, which impacted the effectiveness of the workshops.



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According to the Annual Report (2017) over half of the students at our institution are first generation college students. Earning a college degree is the first step towards changing a family.

Working to help women around the globe gain education to change their families' lives provides educators an understanding of the impact education can have.

Effective leadership in an increasingly global society requires understanding and interacting effectively within other cultures (Earnest, 2003; Hofstede & Hofstede, 2004).

WPAs and University leaders with global experience have deeper understanding and real world experiences on which to base their interactions with students, curriculum, and other leaders.



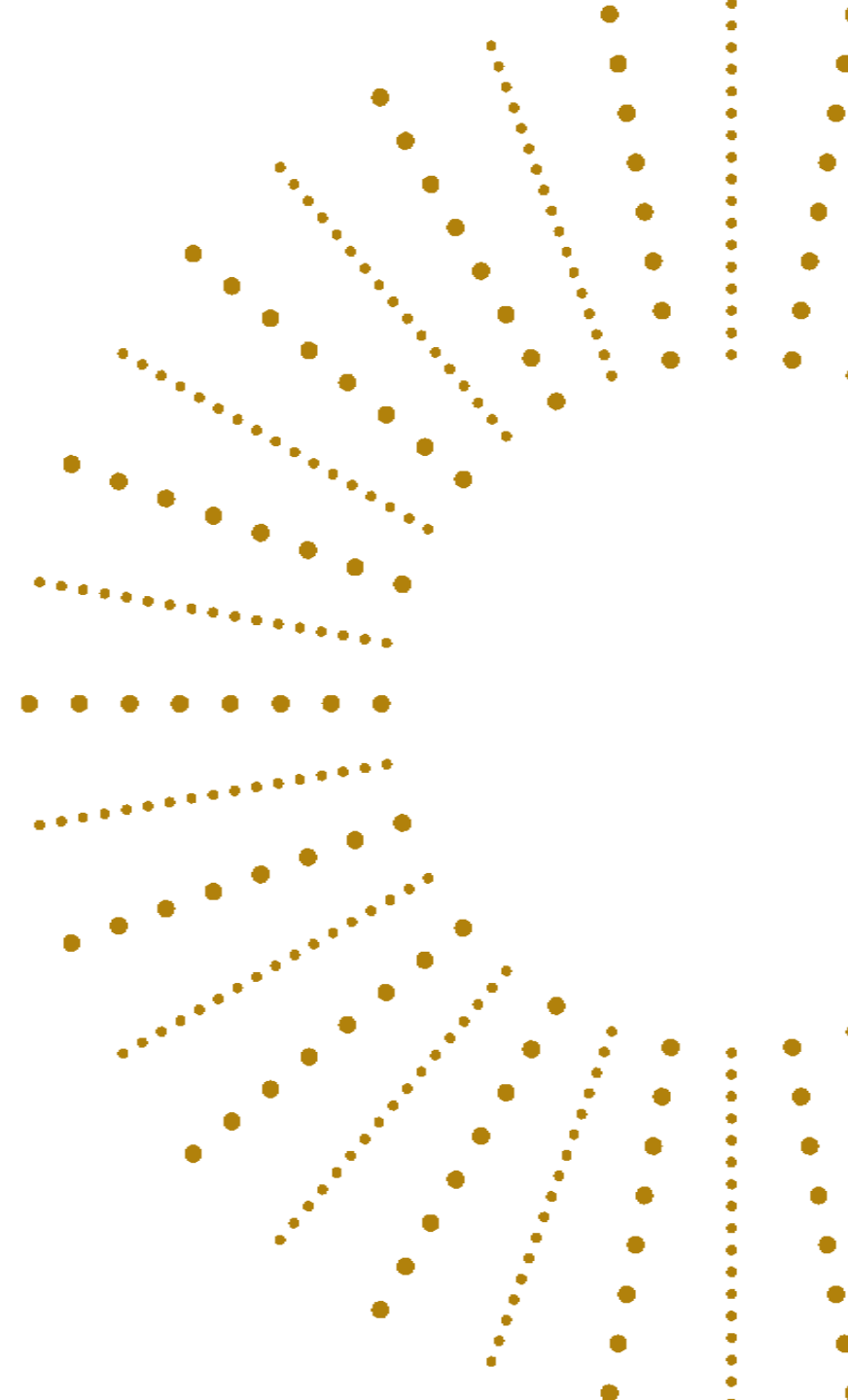
Student and Institution Statistics Impacted by Global Leadership

The National Center for Education Statistics identifies seven risk factors that are known to lower an undergraduate student's chances of graduating from college:

- Older than typical college age (defined as ages 18 to 22)
- Attends school part time • Files taxes as independent
- Has earned a GED
- Works full time while enrolled
- Has legal dependents other than a spouse
- Is a single parent

During 2016–2017, Kaplan University students, on average, exhibited 3.7 risk factors (Kaplan University, 2017).

The Challenge of Higher Education



NADE Guiding Principle #5: “To promote our students’ cultural competence”

Harness and share experiences to increase understanding. Help promote global thinking and broaden students’ cultural competence.

Small steps can make a big difference.

General Education Literacies – we changed language to remove the word **American**. Included in all programs, this increases students’ global understanding and strengthen their cultural competence.

GEL sub# 1.3 Demonstrate college-level communication through the oral delivery of original materials in Standard English.

GEL sub# 1.2: Demonstrate college-level communication through the composition of original materials in Standard English



Promoting Students’ Cultural Competence – Practical Applications that Impact Students

Discussion

NADE Guiding Principle #5: “To promote our students’ cultural competence”

- How else might WPAs immerse themselves in global experiences?
- How else might WPAs share their global experiences to promote students’ cultural competence?
- What ways have you prepared yourself to promote students’ cultural competence?
- What resources are available to help build students’ cultural competence?





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Resources and Contact Information

<https://www.smore.com/3s0vu>

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