“Glocalizing” Your Campus: From Aspiration to Implementation

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Global Learning in College
Defining, Developing, and Assessing Institutional Roadmaps
October 8-10, 2015
Carnegie Classifications
- Research Intensive (RU/VH)
- Community Engaged

- 42,030 students
  - 30,374 undergraduate students
    - ~92% in-state
    - ~53% transfer
    - ~3.35% study abroad
  - 3,965 international students (9%)
2013-2018 Strategic Plan

VISION
- The University of South Florida is a global research university dedicated to student success.

STRATEGIC GOAL #1
- Prepare well-educated and highly skilled global citizens through our continuing commitment to student success.

- 2013 Senator Paul Simon Award for Campus Internationalization
Global Progression Timeline

- USF participates in ACE internationalization Laboratory
- Carnegie classifies USF as Community Engaged
- Opening of Confucius Institute, the first in Florida
- INTO USF partnership established
- USF selected to participate in AAC&U General Education for a Global Century Initiative
- $1m gift from Pres. Genoahart and Dr. Greenbaum to create Passport Scholars Fund
- NAFSA awards USF the Senator Paul Simon Award for Campus Internationalization
- IIE awards USF Honors Partnership International Project of the Year
- The Global Citizens Project selected as USF’s 2015 QEP

Development of FKL Core Curriculum w/new global requirements and dimensions

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Shared Futures: General Education for a Global Century

- 2010 national invitation to universities
- Respond to new global challenges through transformation of general education programs
- 32 universities selected
- USF Global Citizenship General Education Program
Global Citizenship General Education Program (2011-2015)

- Dr. Antoinette Jackson’s ANT 2410 Cultural Anthropology (spring 2012)
Global Citizenship Curriculum (2011 cohort)

**Fall 2011**
Introduction to Global Literacy Cluster
- IDS2931 Global Issues & Perspectives
- LIS2005 Library & Internet Research Skills

**Spring 2012**
Introduction to Global Citizenship Cluster
- PHI1600 Introduction to Ethics
- ANT2410 Cultural Anthropology

**Fall 2012**
Cultural Diversity Cluster
- MUH2051 Folk & Traditional Music of World Cultures
- REL2307 Introduction to Religion & Ecology
- GEA2000 World Regional Geography

**Spring 2013**
Environment and Sustainability Cluster
- ENV2073 Global Warming
- SYG2010 Contemporary Social Problems
- EVR2002 Environmental Science

**Summer 2012**
GC Service Learning
- 3-9 credits

**Summer 2013**
Study Abroad
- 3-9 credits
- 3-4 weeks foreign language immersion
Global Citizenship Learning Outcomes

LEAP Essential Learning Outcomes

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Global Context

- Human and Cultural Diversity
- Research & Information Literacy
- Writing & Critical Thinking
- Ethical Perspectives
- Through the major

USF Global Citizenship Learning Outcomes
The Panama Canal: History, Environment, Culture, and Health
GLOBAL CITIZENS PROJECT
Components of the Project

- **Goal of the Global Citizens Project**
  - Develop students’ willingness and ability to engage meaningfully with diverse people, places, events, challenges, and opportunities

- **Conceptual Framework**

- **Learning Outcomes**

- **Programmatic Goals**

- **Professional Development**

- **Assessment**
GCP Conceptual Framework

Student Learning Outcomes

- Self-Awareness
  Self-awareness with regard to values, beliefs, attitudes, and behaviors

- Willingness
  Willingness to make individual choices that reflect concern for others

- Practice
  Ability to put into action professed values, beliefs, and attitudes that express concern for others

Competencies

- Global Awareness
  “Awareness of one’s role in the world”

- Global Responsibility
  “Responsible behavior linked with recognition of global interdependencies”

- Global Participation
  “Participation in politics or civil society,” locally or globally

- Global Citizenship
  Willingness and ability to engage constructively with diverse people, places, events, challenges, and opportunities

Student Learning Outcomes

- Knowledge
  Knowledge of global and cultural systems and issues

- Analysis
  Ability to analyze global and cultural interrelationships and interdependencies across place and time

- Synthesis
  Ability to develop and/or apply context-appropriate actions to address complex issues and/or unfamiliar situations
# GCP Learning Outcomes Flowchart

## University Mission
Deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

## University Strategic Goal #1
Prepare well-educated and highly skilled global citizens through our continuing commitment to student success.

## Global Citizen Definition
A global citizen is willing and able to engage constructively with diverse people, places, events, challenges, and opportunities.

## Global Citizens Project Goal
Develop students’ affective, conative, and cognitive abilities essential to being a global citizen.

### Cognitive Domain
- **Knowledge**
  - Students will demonstrate knowledge of global and cultural systems and issues.
- **Analysis**
  - Students will demonstrate the ability to analyze global and cultural interrelationships and interdependencies across place and time.
- **Synthesis**
  - Students will demonstrate the ability to develop and/or apply context-appropriate actions to address complex issues and/or unfamiliar situations.

### Affective/Conative Domain
- **Self-Awareness**
  - Students will demonstrate self-awareness with regard to values, beliefs, attitudes, and behaviors.
- **Practice**
  - Students will demonstrate the ability to put into action professed values, beliefs, and attitudes that express concern for others.

### Behavioral Indicators
- **Behavioral Indicators**
  - Students will be able to:
    - define personal values and beliefs.
    - explore how one’s worldview is shaped by personal values, identity, cultural rules, and biases.
    - evaluate congruency between values and actions.
    - recognize differences in people’s values, beliefs, attitudes and behaviors.
    - recognize common human experiences.
  - Students will:
    - participate in community service that strengthens communities and improve lives.
    - participate in research that strengthens communities and improves lives.
    - participate in study abroad programs that strengthen communities and improve lives.
  - Students will be able to:
    - evaluate the impact of individual choices on local and global communities.
    - actively communicate to prevent and resolve conflict.
    - use appropriate language and communication methods that consider others’ points of view and respect differences.
    - develop relationships with others from different cultural backgrounds.
    - identify and describe major global issues.
    - describe multiple aspects of global/cultural systems.
    - recognize that cultural systems experience historical and geopolitical processes differently.
    - recognize that global issues and systems are experienced differently at local scales.
    - analyze cultures as complex systems shaped by relations of power and interdependence.
    - analyze global issues and challenges, their histories, and impacts.
    - compare and contrast the impact of historical and geopolitical processes on cultural systems.
    - compare and contrast how global issues and systems are experienced at different scales.
  - Students will be able to:
    - synthesize different types and sources of information.
    - incorporate multiple perspectives into decision making.
    - assess local and/or global impacts of planned actions.
    - weigh options/planned actions and/or formulate possible solutions.
    - communicate ideas and information to diverse audiences.
GCP Programmatic Goals

Goal 1: Global FKL
- Provide undergraduates with an introduction to global competencies through general education and the capstone experience

Goal 2: Global Pathways
- Provide undergraduates with opportunities to practice and apply global competencies through their degree programs

Goal 3: Global Citizen Awards
- Provide undergraduates with opportunities to reinforce global competencies through an award program
Global FKL (Foundations of Knowledge and Learning Core Curriculum)

- All courses in Social and Behavioral Sciences, Humanities, and Fine Arts address either Human/Cultural Diversity or Global Context.

- All courses in Human and Cultural Diversity in a Global Context address both Human/Cultural Diversity and Global Context.

- Transition courses through recertification

- Courses must include a Global Citizens assignment (labeled as such for students) to be used in assessment.
Global Citizen Award: requirements

- Participation in a Starting Your Adventure Workshop
- Attendance at eight different on-campus global events
- Two different pre-approved globally engaged activities:
  - 90 contact hours of curricular or co-curricular community service
  - 90 hours of undergraduate research
  - 90 hours of internship
  - Short-term USF-sponsored study abroad experience (minimum 1 week)
  - 6 credits of Global Citizens coursework
  - 6 credit hours of foreign language study at the intermediate level or higher
- Reflection Essay integrating all selected experiences
Global Pathways

- Global Pathway includes:
  - Program-specific learning outcomes aligned with two GCP learning outcomes
  - Two required courses (outside of general education) aligned with the GCP learning outcomes
  - At least one high impact practice aligned with GCP learning outcomes: study abroad, undergraduate research, or community engagement
  - Co-curricular opportunities that enhance the degree program
GCP Professional Development

- Global Citizens Workshops
- Global Citizens Course Enhancement Cohorts
- Global Pathway Learning Communities
- Adventures in Global Topics Series
- Annual Global Citizens Conference
GCP Assessment

- **Self-awareness**: Hett Global-mindedness Scale
- **Willingness**: Global Perspective Inventory
- **Practice**: in-house rubric
- **Knowledge**: Global Awareness Profile
- **Analysis**: in-house test and/or rubric
- **Synthesis**: in-house test and/or rubric
GCP Development Process

Learning Outcomes

Strategies

Implementation

Steering Committee

Curriculum Committee

Co-curriculum Committee

Global FKL Team

Global Pathways Team

Global Citizen Awards Team
Defining a Shared Set of Global Learning Outcomes

- Exploratory Phase (fall 2013)
  - Literature review
  - Brainstorming in steering committee
  - Student survey
- Drafting Phase (spring 2014-spring 2015)
  - Faculty committees
  - Put it all in there
- Refinement Phase (on-going)
  - Work with it

Meaningful to all, specific to none
Developing Collective Strategies that Cross Disconnected Units

- Involve representatives from many different stakeholder groups
- Establish guiding principles (institutional context)
- Use institutional strategic priorities
- Form committees around areas of importance
- Find ways to integrate curriculum and co-curriculum
Working within existing structures and systems

- **Course Certification**
  - General Education Council and Undergraduate Council
- **Community Engagement**
  - Center for Leadership and Civic Engagement
  - Office of Community Engagement and Partnerships
- **Undergraduate Research**
  - Office for Undergraduate Research
- **Internships**
  - Career Services
Forging New Paths that Connect Distant Sites of Global Learning

- Global Pathways
  - Connect academic departments with Student Affairs and HIP offices
- GCP Steering Committee
  - Global Pathway certification, funding applications
- Global Citizens Project Office