QEP 2015: The Global Citizens Project

QEP Town Hall
COPH
April 25, 2014

UNIVERSITY OF SOUTH FLORIDA
WHO Has Been Involved?

**QEP Steering Committee**
1. Elizabeth Aranda, Associate Professor and Chair, Sociology, College of Arts & Sciences
2. Diane Austin, Assistant Director and Senior Instructor, School of Information, College of Arts & Sciences
3. Catherine Benetateau, Associate Professor, Mathematics & Statistics, College of Arts & Sciences
4. Mya Breitbart, Associate Professor, Biological Oceanography, College of Marine Science
5. Roger Brindley, Associate Vice President for Global Academic Programs, USF World; College of Education
6. Lisa Brown, Associate Professor, School of Aging Studies, College of Behavioral & Community Sciences
7. Karla Davis-Salazar, Associate Dean, Undergraduate Studies; Associate Professor, Anthropology, College of Arts & Sciences
8. Don Dellow, Associate Professor, Adult, Career and Higher Education, College of Education
9. Tim Dixon, Professor, Geology, College of Arts & Sciences
10. Michael Freeman, Assistant Vice President of Student Affairs & Dean for Students
11. Beth Garland, Chief Business Officer, Innovation Education, University College
12. Fanni Green, Professor, Theatre & Dance, College of the Arts
13. Kris-An Hinds, Undergraduate Student, International Studies, College of Arts and Sciences
14. John Lennon, Assistant Professor, English, College of Arts & Sciences
15. Phil Levy, Associate Professor, History, College of Arts & Sciences
16. David Lewis, Assistant Professor, Integrative Biology, College of Arts & Sciences
17. Autumn Mueller, Director of Advising, College of Arts & Sciences
18. Jackie Nelson, Senior Director of Undergraduate Affairs, College of Business
19. Kay Perrin, Associate Professor, Community and Family Health; Director of Undergraduate Studies, College of Public Health
20. Steve Ricatte, Associate Vice President, Office of Institutional Effectiveness, Academic Program Planning & Review
21. Stephan Schindler, Department Chair, World Languages, College of Arts & Sciences
22. Nick Setteducato, Executive Director, Business & Finance, Office of the Provost
23. Drew Smith, Assistant Librarian, Academic Services, USF Tampa Library
24. Scott Solomon, Associate Professor, Government & International Affairs, College of Arts & Sciences
25. Bob Sullins, Dean, Undergraduate Studies; College of Education
26. Greg Teague, Associate Professor, Mental Health Law and Policy, College of Behavioral & Community Sciences
27. Maya Trotz, Associate Professor, Civil & Environmental Engineering, College of Engineering
28. Raven Villegas, Alumna, International Studies and Political Science, College of Arts & Sciences
29. Connie Visovsky, Associate Dean, Student Affairs & Community Engagement, College of Nursing
30. Jack West, Undergraduate Student, Environmental Science and Policy, College of Arts and Sciences
31. Shannon Wilde, Graduate Student, Management/International Business, College of Business

**QEP Curriculum Development Team**
1. Dan Belgrad, Chair, Humanities and Cultural Studies
2. Rachel Canning, Secretary of Student Life, Student Government
3. Daniel Cruz, Instructor, Chemistry
4. Karla Davis-Salazar, Associate Dean, Undergraduate Studies
5. Michael Foley, Associate Professor, Dance
6. Kevin Jones, Assistant Director for Assessment, Office of Institutional Effectiveness
7. Janet Moore, Associate Dean, Undergraduate Studies
8. Jianping Qi, Professor, Finance
9. Scott Sandoval, Student Body Vice President, Student Government
10. Stephen Schindler, Chair, World Languages
11. Mark Stewart, Professor, Geosciences
12. Daniel Yeh, Associate Professor, Civil and Environmental Engineering
13. Kevin Yee, Director, Academy for Teaching and Learning Experience

**QEP Co-Curriculum Development Team**
1. Larry Braue, Director, Veterans Services
2. Rachel Canning, Secretary of Student Life, Student Government
3. Karla Davis-Salazar, Associate Dean, Undergraduate Studies
4. Marnie Hauser, Director, Office of Orientation
5. Kevin Jones, Assistant Director for Assessment, Office of Institutional Effectiveness
6. Linda Kasper, Director, Residential Life and Education
7. Jean Keelan, Career Counselor, Career Services
8. Reggie Lucien, Academic Advisor, Honors College
9. Daniello McDonald, Associate Dean, Student Affairs
10. Keri Riegler, Director, New Student Connections
11. Aziz Talbani, Director, Office of Multicultural Affairs
12. Todd Wells, Interim Director, Center for Leadership and Civic Engagement
WHO Has Been Involved?

QEP Learning Outcomes
1. Manish Agrawal, Information Systems/Decision Sciences
2. Fenda Akiwumi, School of Geosciences
3. Patricia Anzalone, Industrial and Management Systems Engineering
4. John Belohlavek, History
5. Philip Bishop, Honors College
6. Mike Bowen, Management
7. Kelli Burns, Mass Communications
8. Jaime Corvin, Department of Global Health
9. Kiersten Cox, Library & Information Science
10. Robin Ersing, School of Public Affairs
11. Michael Foley, School of Theatre & Dance
12. Michael Gibbons, Government and International Affairs
14. Marty Gould, English
15. Laurel Graham, Sociology
16. Sara Green, Sociology
17. Carl Herndl, Global Sustainability
18. Elizabeth Hordge-Freeman, Sociology
19. Kevin Jones, Institutional Effectiveness
20. Ippokratis Kantzios, World Languages
21. Marc Lajeunesse, Integrative Biology
22. Jeannette Mena, Marketing
23. Chad Michaels, Management
24. Mozella Mitchell, Religious Studies
25. Wilfrido Moreno, Electrical Engineering
26. Jane Noll, Psychology
27. Adriana Novoa, History
28. Chris Probes, World Languages
29. Paul Reller, School of Music
30. Jason Rohr, Integrative Biology
31. David Rubin, Women's Studies
32. Heike Scharm, World Languages
33. Barbara Shircliffe, Psychological and Social Foundations
34. Kersuze Simeon-Jones, World Languages/Africana Studies
35. Liz Strom, School of Public Affairs
36. Ryan Toomey, Chemical & Biomedical Engineering
37. Jessie Turner, Women's Studies
38. Elizabeth Vaquera, Sociology
39. Beth Walton, School of Geosciences
40. Daniel Yeh, Civil & Environmental Engineering
41. Carlos Zalaquett, Psychological and Social Foundations
42. Tamara Zwick, History

- Plus almost 300 students surveyed in our classes
- And over 400 respondents to the QEP Campus Survey
WHY The Global Citizens Project?

- USF's mission, vision, and values: global research university dedicated to student success
- USF's 2013-2018 Strategic Plan: prepare "well-educated and highly skilled global citizens through our continuing commitment to student success”
- Institutional assessment data
- USF's 2005 QEP, INSPIRE: Infusing and Nurturing the Skills and Practice of Inquiry and Research in Education
WHAT Does A Global Citizen Know?  
WHAT Is A Global Citizen Able To Do?

As defined by the USF community in the context of The Global Citizens Project,

A global citizen:

• possesses global and cultural knowledge,
• the ability to analyze global and cultural systems, and
• the willingness and ability to engage constructively with diverse people, places, events, challenges, and opportunities.
Cultural Diversity
Students understand the different ways in which people view, interpret, and experience the world historically and cross-culturally.

Cultural Knowledge
Knowledge of diverse cultures and associated ideologies, languages, histories, geographies, technologies, and cultural and artistic expressions.

Students will:
• read, in a language other than one’s own, materials about a relevant culture and communicate at a novice/intermediate level.
• describe environmental, ideological, communicative, historical, geographic, technological, artistic, and linguistic dimensions of cultures.

1. Global Perspectives Inventory?
2. Critical classroom assignments?

Cultural Analysis
The ability to understand cultures, including one’s own, as complex systems shaped by relations of power and interdependence across place and time.

Students will:
• explain and compare connections among dimensions of cultural systems (e.g., environmental, technological, social, political, economic, ideological, artistic, historical, communicative).
• explain and compare patterns in human behavior, beliefs, norms, perceptions, and aspirations in cultural systems.
• explain and compare how cultural systems structure basic social categories (e.g., sex, gender, sexuality, age, class, disability, nationality, language, race, ethnicity, value systems, immigration status, nature).
• explain and compare the impact of historical and geopolitical processes on cultural systems.

1. Global Perspectives Inventory?
2. Critical classroom assignments?

Cultural Engagement
The ability to engage constructively with individuals from cultural backgrounds different than one’s own.

Students will:
• read and communicate in a language other than one’s own at a ______ level.
• communicate and behave in culturally appropriate ways.
• produce cultural objects or expressions that cross/transcend cultural systems.

1. Global Perspectives Inventory?
2. Critical classroom assignments?
# Global Context

Students understand the complexity and dynamic nature of local and global processes (e.g., social, political, economic systems).

## Global Knowledge

Knowledge of global issues and systems

- define globalization.
- identify major global issues.
- define a system of systems framework.
- describe the components, characteristics, and dynamics of global systems.
- recognize that global issues and systems are experienced differently at local scales.
- recognize that each discipline/area of study may deal with different global issues.

## Global Analysis

Ability to analyze global issues in context

- analyze the different dimensions (e.g., historical, political, economic, social, cultural, environmental, and/or technological) of global issues and their interrelationships and interdependencies.
- explain how global issues can be analyzed using a system of systems framework.
- compare how global issues and systems are experienced at different scales.

## Global Engagement

The ability to engage constructively in addressing global issues

- develop context-appropriate actions to address global issues.

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1. Global Perspectives Inventory?
2. Critical classroom assignments?

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1. Global Perspectives Inventory?
2. Critical classroom assignments?
Guiding Framework for Strategy Development

1. Global citizen learning outcomes cannot be learned in one class. They must be infused throughout the undergraduate curriculum.
2. No new requirements for students that would increase the number of credit hours required for the baccalaureate will be instituted.
3. No increase in the total number of general education course offerings will occur.
4. Curricular and co-curricular opportunities should support each other.
5. Significant faculty and staff development will be necessary.
6. A clear, rigorous assessment plan must be meaningfully built in.
7. Transfer students should be included.
8. Co-curricular experiences will not be required for graduation.
HOW Will We Develop Our Students As Global Citizens?

- **Strategy 1: Focus general education**
- Strategy 2: Offer Global Citizen Awards
- Strategy 3: Develop global pathways in the majors

  - Enrich co-curricular programming
  - Provide faculty and staff professional development opportunities
“Globalize” General Education (DRAFT)

- All courses in Social/Behavioral Sciences, Humanities, and Fine Arts address either Human/Cultural Diversity (HCD) or Global Context (GLC).
- All courses in Human and Cultural Diversity in a Global Context address both Human/Cultural Diversity and Global Context.
- Transition courses through the recertification process (send out recertification schedule to departments to let them have time to prepare)
- Courses must include a Global Citizens project/assignment (labeled as such for students) to be used in assessment
- Agreement to apply Human/Cultural Diversity and/or Global Context rubrics (to be developed), as appropriate, to Global Citizens project/assignment
General Education Courses color-coded by HCD and GLC dimensions

Communication (GCG)
- MAC 2124 College Algebra
- MAC 2311 Calculus I
- MAC 2312 Life Sciences Calculus I
- MAC 2313 Life Sciences Calculus II
- MAC 2321 Engineering Calculus I
- MAC 2322 Engineering Calculus II

Mathematics (CAMA, CAQR)
- MAC 2233 Precalculus Algebra and Trigonometry
- MAC 2133 Calculus I
- MAC 2134 Linear Algebra
- MAC 2233 Engineering Calculus I
- MAC 2321 Calculus I

Natural Science (CANL, CAMP)
- ANT 2551 Biological Anthropology
- INC 2551 Introduction to Microbiology
- INC 2553 General Biochemistry
- INC 2555 Environmental Chemistry
- INC 2556 Introduction to Environmental Science

Social/Behavioral (CASB)
- ART 2551 Visual Arts: History and Theory
- ART 2552 Art History
- ART 2553 Art History I
- ART 2554 Art History II

Humanities (CAHU)
- HUM 1500 History of Art
- HUM 1501 History of Art I
- HUM 1502 History of Art II

Fine Arts (CAFA)
- MUS 1500 Survey of Art
- MUS 1501 Introduction to Art

Human/Cultural Diversity in a Global Context (CAQC)
- CHM 1500 Cultural Diversity in the Global Context
- CHM 1501 Cultural Diversity in the Global Context I
- CHM 1502 Cultural Diversity in the Global Context II

- 12.00
- 15.00
- 6.00
- 8.00
- 18.00

HOW Will We Develop Our Students As Global Citizens?

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Global Citizen SILVER Award
Complete General Education requirements* and the following:
- 8 on-campus global/cultural events
- TWO different globally/culturally engaged activities:
  - 6 credit hours of foreign language study at the intermediate level or higher
  - 9 credit hours of Global Citizen coursework outside of general education
  - An academic year in the Global Citizens Living Learning Community
  - Short-term study abroad (min. 1 week of a USF program)
  - A pre-approved community cultural engagement comparable to an international experience
  - A pre-approved 15 hours of on-campus service
*Transfer students: please submit a short essay on your global experience(s) in your past general education curriculum.

Upon completion of the Global Citizen SILVER Award, you become eligible to apply for a $2500 Global Citizen Study Abroad Scholarship!

Global Citizen GOLD Award
Complete the Global Citizen SILVER Award and the following:
- A pre-approved 15 hours of globally/culturally engaged service (above SILVER requirements)
- TWO of the following pre-approved activities that must be globally/culturally engaged:
  - Study abroad (min. 3 weeks of a USF program)
  - Semester-long internship
  - Significant research/community engagement project (IDS 4940)
  - An additional 6 credit hours of foreign language study at the intermediate level or higher
  - Global Citizen Capstone course
- And ONE of the following:
  - Presentation at the Undergraduate Research and Arts Colloquium
  - Culminating performance; artistic expression
  - Global Citizen Portfolio

Upon completion of the Global Citizen GOLD Award, you will be awarded a Global Citizen Gold Medallion and be recognized at Commencement and at the Celebration of Leadership Awards!
HOW Will We Develop Our Students As Global Citizens?

• Strategy 1: Focus general education
• Strategy 2: Offer Global Citizen Awards
• **Strategy 3: Develop global pathways in the majors**
  
  – Enrich co-curricular programming
  – Provide faculty and staff professional development opportunities
Develop a Global Pathway in the Major (DRAFT)

Goals
• To infuse the Global Citizen student learning outcomes into the major thus creating a “global pathway” linking general education with the major
• To provide students with a plan to earn the Global Citizen Awards

Method
Build off of eight-semester plan:
1. Write a short statement on how the major advances/links with global citizenship (to be incorporated into eight-semester plan description)
2. Define discipline-specific learning outcomes aligned with Global Citizen learning outcomes
3. “Globalize” three courses required within the major
   – Define and incorporate course-level learning outcomes that align with the Global Citizen learning outcomes
   – Incorporate a Global Citizen project/assignment (designated as such) that addresses the Global Citizen learning outcomes (which can then be used for assessment purposes)
4. Identify where in the program of study, study abroad best fits in and develop an outline of 1-3 study abroad programs that would enhance the major (location, focus, semester/format: fall/semester long, embedded into course via spring break, summer/4 weeks?)
5. Working in collaboration with Student Affairs and other offices, as appropriate, identify other global/cultural experiences that would enhance the major, such as service-learning courses, on-campus service opportunities, internships, research/community engagement projects, etc.
6. Create a discipline-appropriate template of a Global Citizen portfolio
WHEN Will The Global Citizens Project Begin?

• It already has!
• Summer/Fall 2014: continued development and marketing
• Spring 2015: piloting of strategies
• Feb. 2015: submission of QEP document
• April 2015: SACS On-Site Reaffirmation visit
• Fall 2015: phased implementation of The Global Citizens Project over five years
WHERE Can I Go To Learn More?

• Visit [www.usf.edu/qep](http://www.usf.edu/qep)
• Attend an upcoming town hall
  – April 24, 12:30-1:30 pm, BSN 115
  – April 25, 10:30-11:30 am, COPH Auditorium C
• Contact a colleague on a QEP committee
• Request a presentation
• Email [qep@usf.edu](mailto:qep@usf.edu) with questions