LEVERAGING LESSONS LEARNED: A MODEL FOR CREATING COLLABORATIVE, INTEGRATED GLOBAL LEARNING PROGRAMS ON CAMPUS

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THE USF STORY

• A Global Research I University Dedicated to Student Success
• ~30,000 Undergraduates
• Diverse Student Body
• Increasing FTIC 6 Year Graduation Rate (51%→69%)
• Eliminating the Completion Gap by Race/Ethnicity
• Improving FTIC 6 Year Graduation Rates for Pell Grant Recipients (49%→67%)
GLOBAL CITIZENS PROJECT

Global General Education
- General Education
- Capstone Learning Experience
- Required Coursework in the Major
- Co-Curricular Experiences in the Major
- Global Citizens Courses
- Co-Curricular Experiences across the University

Student Learning Outcomes
Global Pathways (the majors)
Global Citizen Award

Co-Curricular Experiences across the University

GLOBAL CITIZEN AWARD

Starting Your Adventure Workshop
- Global Citizen???
- GCP SLOs
- UN SDGs
- Award Requirements
- Teams
- Adventure Map

8 Global On-Campus Events
- Guest Lectures
- Cultural Festivals
- Art Exhibits
- Discussion Panels
- Performances
- Conferences

2 Globally Focused Activities (HIPS)
- Community Service
- Internship
- Undergraduate Research
- Foreign Language Coursework
- Global Citizens Coursework
- Study Abroad/Away

MEANINGFUL REFLECTION ➔ GCP SLOs

UNDERGRADUATE STUDENTS ONLY

GLOBAL CITIZENS PROJECT
AWARD INCENTIVES AND BENEFITS

- Study Abroad Scholarships: Become Globally Aware
- Celebration of Leadership Awards: Diversify Your Network
- Graduation Recognition: Develop Marketable Skills
- Noted on Official Transcript: Make a Difference in the World

4D-R GLOBAL LEARNING PROGRAM DEVELOPMENT MODEL

Adapted from Hovland (2014)

- Defining
- Designing
- Deploying
- Demonstrating
- Refining
DEFINING & DESIGNING DISCUSSION QUESTION

- What best practices make sense given your institutional context with regard to defining and designing a global learning program on your campus?

LESSONS LEARNED—DEFINING

- Link to institutional strategic plan, priorities & data
- Invite faculty, staff, student involvement early
- Define global citizenship, global learning, globalization, etc.
- Establish measurable learning outcomes
- Identify a framework to validate global nature of experiences
- Think global and ‘glocal’
- Differentiate between international & global
GCP LEARNING OUTCOMES

LESSONS LEARNED—DESIGNING

- Investigate what’s already being done
- Consider needs of other departments & look for the win-wins
- Look for competing/conflicting policies
- Anticipate and offer solutions to reasonable objections
- Consider expectations for breadth vs. depth
- Develop student-facing messaging
- Ask for student, faculty, and campus partner feedback
LESSONS LEARNED—DESIGNING

PARTICIPATE

Become Globally Aware
Study Abroad
Scholarship Eligibility
Diversify Your Network
Noted on Official Transcript
Develop Marketable Skills
Graduation Recognition
Make a Difference in the World

Earn the GLOBAL CITIZEN AWARD

FOUR CORE COMPONENTS:
- STUDY ABROAD AND GLOBE EXPLORATION
- SERVICE AND VOLUNTEERING
- TECHNOLOGY AND GLOBAL COMMUNICATION
- MINIMAL REFLECTION

DEPLOYING & DEMONSTRATING DISCUSSION QUESTION

• What best practices make sense given your institutional context with regard to deploying and demonstrating a global learning program on your campus?
LESSONS LEARNED—DEPLOYING

• Leverage existing technology (LMS, CMS, CRM)
• Use social media to engage campus
• Don’t underestimate creative marketing
• Know it’s okay to build the plane as you fly it!
• Expect & be comfortable with flexibility
• Base adjustments on learning outcomes
• Celebrate small successes
• Communicate with your campus and community partners

LESSONS LEARNED—DEMONSTRATING

• Think about assessment strategy from the beginning
• Differentiate between assessment & program evaluation
• Link assignments and reflection to outcomes
• Consider the impact on underserved students
• Evaluate alignment of existing assessments with your specific outcomes
RESOURCES


Davis-Salazar, K. L (2016). 'Glocalizing' the Campus to Advance Global Learning. Liberal Education, 102(2).