The Path to Creating a Global Undergraduate Learning Experience

Douglas W. Estry, Associate Provost for Undergraduate Education and Dean of Undergraduate Studies
“After All, We’ve Been (International) For Ever!”
Institutional Imperative

• “Liberal arts foundation”
• “…advance knowledge and transform lives by:
  – providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders”

MSU Mission Statement
http://president.msu.edu/mission/
Institutional Imperative

“The World Grant Ideal is a concept, a way of understanding how a research-intensive university adapts to a changing world while helping to shape changes that will be hallmarks of our future.”

Therefore,

“Integrating the attributes and strengths of all segments of society for the sustainable prosperity and well-being of people and nations throughout the world is a moral imperative we are called upon to share.”

This will require:

“Graduating empowered individuals who actively join their voices with others to attain an impact beyond what any one voice might have imagined or achieved alone, enhancing and growing social capital within a region, a nation, and the world.”

Institutional ImperATIVE

- Enhance the Student Experience
- Enrich Community, Economic, and Family Life
- Expand International Reach
- Increase Research Opportunities
- Strengthen Stewardship

Boldness By Design
http://boldnessbydesign.msu.edu/
BD - Selected Strategies

• Global/international curriculum.
• International co-curricular experiences.
• Intercultural (domestic and international) competence.
• Multicultural training opportunities.
• Student diversity in international experiences.
• Understanding the perspective of others.
• Global/international leadership and participation.
• High-quality international students.
• Enhance international student participation.
• Access to high-quality language instruction.

http://boldnessbydesign.msu.edu/
Interacting Across Difference

Global Competence

Global Service

Cognitive Flexibility
Institutional Learning Goals

Learning Outcomes

Learning Experiences

Evaluation

College Curriculum

Gen. Ed. Curriculum

Quantitative Knowledge

Experiential Learning

Neighborhoods

Co-Curriculum

Writing

Integrative Studies

Courses

Major/Minor/Specializations

Attitudinal Learning Outcomes

Curricular Co-Curricular

Austin A. Personal Communication
Dissecting the Model

Learning Outcomes

Learning at MSU

Learning Experiences

Evaluation
MSU Liberal Learning Goals

• Preamble
  – Outstanding leaders and life-long learners
  – Active engagement in learning in and out of the classroom
  – Interconnected set of goals and outcomes that characterize the knowledge, attitudes, and skills we hope to achieve in graduates of MSU

http://undergrad.msu.edu/outcomes.html
MSU Liberal Learning Goals

- Analytical Thinking
- Cultural Understanding
- Effective Citizenship
- Effective Communication
- Integrated Reasoning

http://undergrad.msu.edu/outcomes.html
Example: Integrated Reasoning

• The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values
  – Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts
  – Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings

http://undergrad.msu.edu/outcomes.html
Connected to MSU’s Liberal Learning Goals:

What would a **globally-competent** student look like?
Global Competency - Integrated Reasoning

• Understand their place in the world relative to historical, geopolitical, and intellectual trends, including the geographic, socio-cultural, economic, and ecological influences on these trends.
• Perceive the world as an interdependent system, recognizing the effects of this system on their lives and their personal influence on the system.
• Frame, understand, and act upon their judgments from multi-disciplinary perspectives and worldviews.
• Understand how different disciplines contribute to knowledge of global processes, such as those related to health, food systems, energy and other areas.
• Understand the cultural, disciplinary, and contextual role, potential, and limits of problem-solving techniques and that cultures and disciplines conceptualize data, methodologies, and solutions differently.
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Exemplars: Integrative Studies

Learning Outcomes

IAH
ISS
ISB-P

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Quantitative Knowledge
Integrative Studies – Gen. Ed.

- Holistic, multi-dimensional perspective emphasizing **people and cultures** as the level of analysis, connecting **local-global** activities and issues.
- Program of **increasingly-complex experiences** allowing students to connect, reflect on, and take action based on a knowledge of content, theory, and experiences from multiple disciplines and fields of study.
- Employ active, inquiry based, and/or problem-based strategies that take **global (challenges) investigated from multiple perspectives**.
Global-Domestic Link
(e.g., Compare/contrast how climate change will effect different populations.)

Domestic Issue
(e.g., Hurricane Katrina)

Global Issue
(e.g., cyclone in Burma/Myanmar)

Domestic-Global Link
(e.g., How does Katrina relate to social justice and climate change?)

Lucas, J, Personal Communication
Exemplars: FSA

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Co-Curriculum

Experiential Learning

FSA
Important Aspects of FSA

• Dynamic experiential learning opportunity
• Challenges students using inquiry based approaches
• Has a central theme or focus
• Assists students with their transitional needs
• Creates community, enhancing connectivity and persistence
• Improves communication through individual and group work and the transmittal of knowledge through writing & presentations.
• Introduces students to a key value of the institution
Institutional Learning Goals

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Courses

Major/Minor/ Specializations

Globalization - (Beliefs, Events and Values – BEVI)

Undergraduate Research

NSSE

Freshmen Survey

Healthy Mind

State of Student Health

Assessments

Quantitative Literacy

Scientific Reasoning

Writing

Globalization - (Beliefs, Events and Values – BEVI)

Undergraduate Research

NSSE

Freshmen Survey

Healthy Mind

State of Student Health

Austin A. Personal Communication
Facing the Challenges

• Evolving the Institutional Culture
• Faculty Development
• Student Development
• Coherence
• Shared Meaning/Vision