

Global Learning and Action: What's At Stake?

*Caryn McTighe Musil
Colorado State University
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*Association
of American
Colleges and
Universities*



From Oregon State University

- It's time to kick the advocacy taboo to the curb.
- Action should occur only when facts (“what is”) are welded to values (“what ought to be”).

Michael P. Nelson, College of Forestry
Kathleen Dean Moore, Philosophy







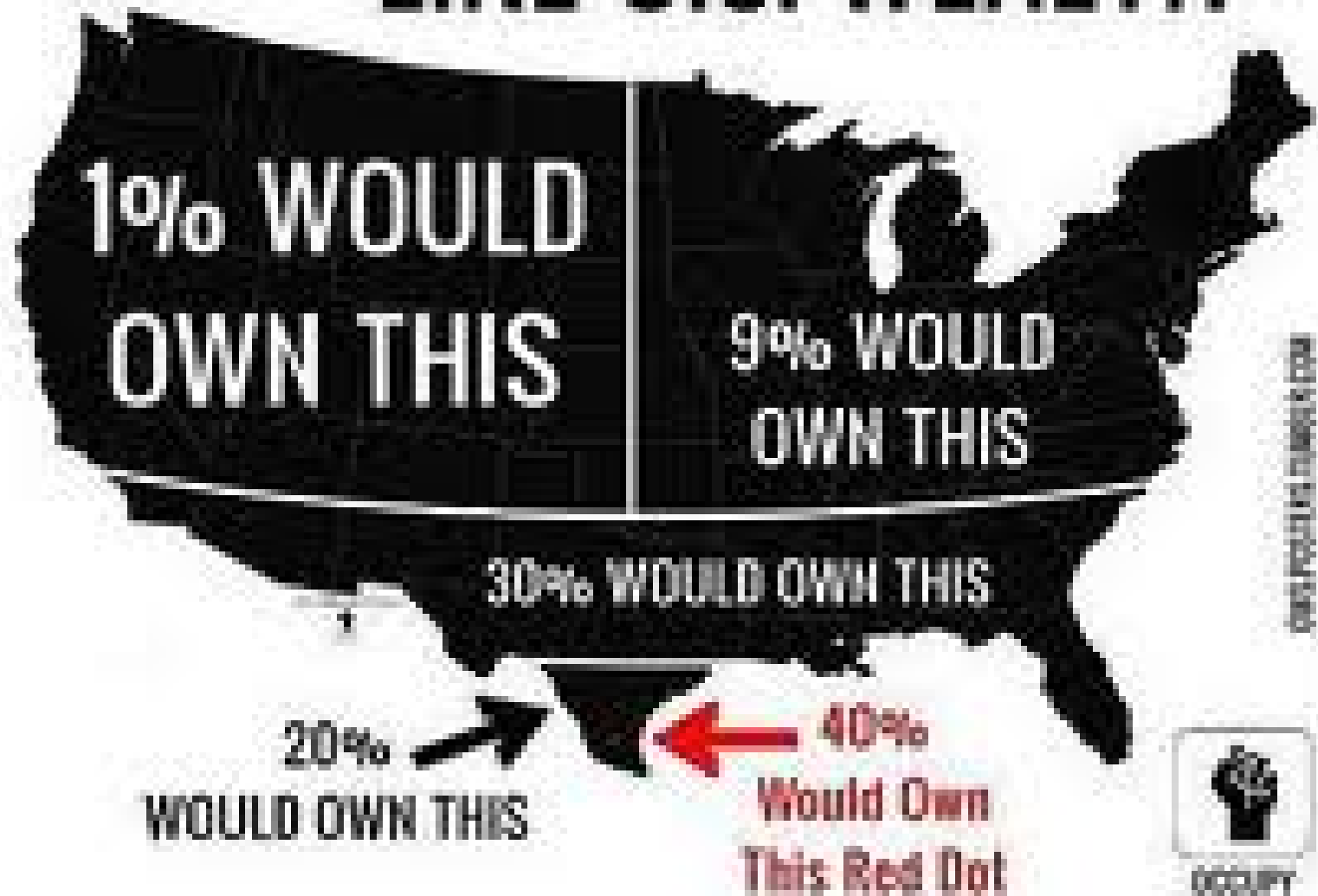








IF U.S. LAND WERE DIVIDED LIKE U.S. WEALTH



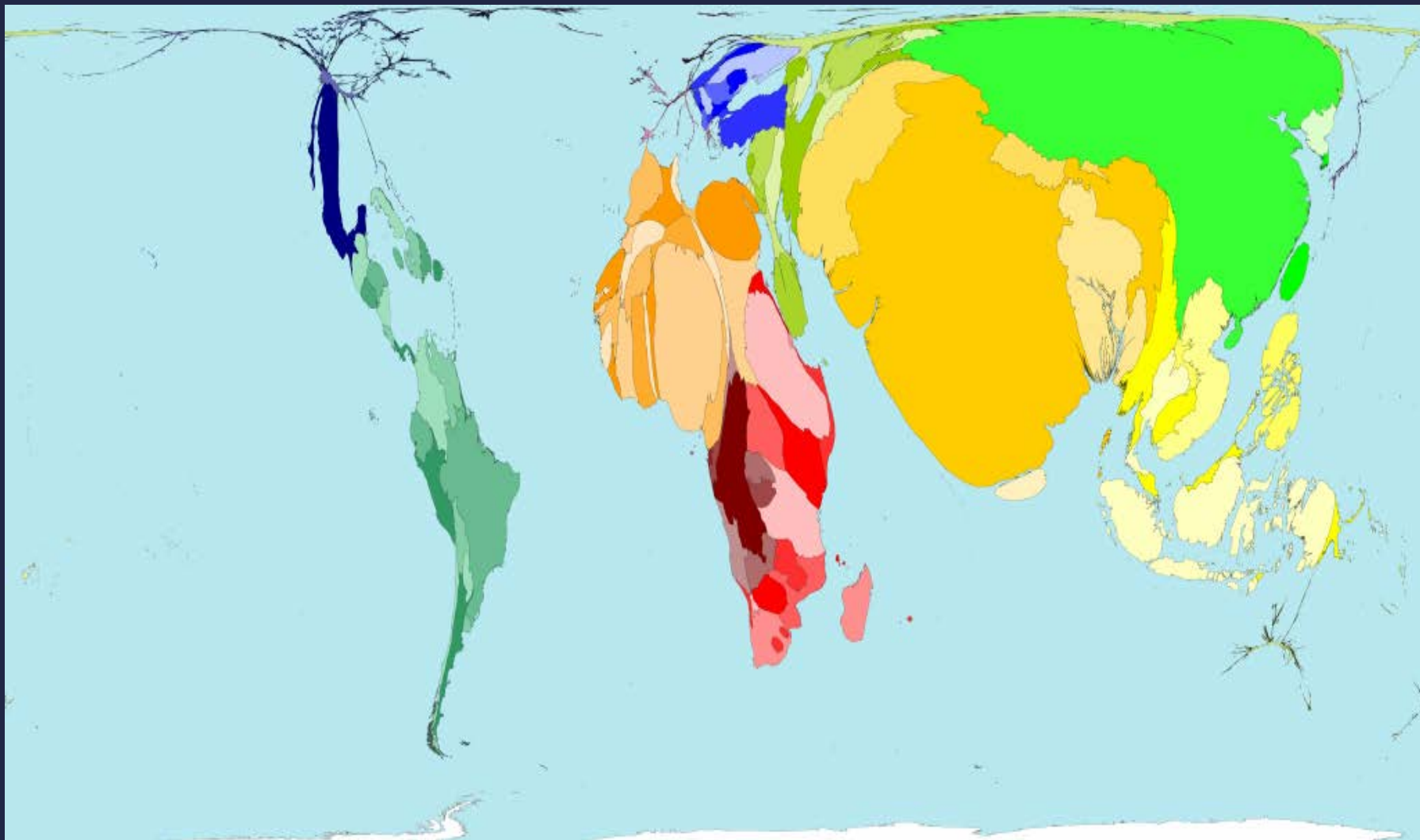
Inequalities are Dangerous

“Our world cannot survive one-fourth rich and three-fourths poor, half democratic and half authoritarian with oases of human development surrounded by deserts of human deprivation.”

United Nations Human Development
Report, 1994

A dark silhouette of a jagged mountain range is visible in the bottom right corner of the slide, extending from the bottom edge towards the right edge.

Living on \$10 or Less a Day




Net Immigration






Chris Jordan (b. 1963), "Cans Seurat" (2007), 60" x 92", photographic inkjet print;
full image & detail shows 106,000 aluminum cans, the number used in the US every 30 seconds.




College Learning for the 21st Century

WHY GLOBAL LEARNING AND
ACTION MATTER






Truman Commission 's *Higher Education for Democracy*, 1947

- “The first and most essential charge up on higher education is that at all levels and in all its fields of specialization, it shall be the carrier of democratic values, ideals, and process.”
 - “Only an informed, thoughtful, tolerant people can maintain and develop a free society.”
- 



Principal Goals for Higher Education from the Truman Commission, 1947

- Education for a fuller realization of democracy in every phase of living
 - Education directly and explicitly for international understanding and cooperation
 - Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs
- 



A New Era of Responsibility

“What is required of us now is a new era of responsibility—a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world. . . This is the price and the promise of citizenship.”

President Barack Obama

January 20, 2009



A GLOBAL CIVICS


[I]n order to navigate our global interdependence, we need processes where we all think through our own responsibilities toward other fellow humans and discuss our answers with our peers. A conversation about a global civics is indeed needed, and university campuses are ideal venues for these conversations to start. . . we should not wait any longer to start it.

Nobel Laureate Martti Ahtisaari



Liberal Education and America's Promise The Essential Learning Outcomes, 2002

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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


Essential Learning Outcome Three

- **Personal and Social Responsibility (PSR)**
 - Civic knowledge and engagement—local and global
 - Diversity and global knowledge and intercultural capabilities
 - Ethical reasoning and action
 - Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges



Historic Driving Forces for Global Education/Internationalization

- To bolster U.S. strategic interests
 - To enhance U.S. competitiveness in the global marketplace
 - To be able to compete as graduates in the global marketplace
 - To promote globally responsible citizens
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| Dimensions of global education | Advance U.S. Strategic Interests | Compete in the global marketplace | Be globally responsible citizens |
|---|--|---|---|
| Knowledge-building | Of selected areas and groups | Of selected areas and groups | Important across all areas of the world |
| Intercultural competencies | Selectively important | Selectively applied | Critical necessity |
| Complexities of interdependence and situated perspectives | When relevant to issues that affect national interests | Selectively important | Vitally important |
| Experiential engagement | Very important, especially in targeted areas | Very important, especially in designated career areas | Very important especially in global problem solving |
| Promotion of equity, justice, and social responsibility | Optional and sometimes ignored to advance interests | Optional and often suppressed to maintain dominance | Bedrock value and essential to sustaining everyone's future |

AAC&U PRINCIPLES OF EXCELLENCE: SOCIAL RESPONSIBILITY AT THEIR CORE

- Principle Four: ENGAGE THE BIG QUESTIONS

Teach through the curriculum to far-reaching issues—contemporary and enduring—in science and society, cultures and values, global interdependence, the changing economy, and human dignity and freedom

- Principle Five: CONNECT KNOWLEDGE WITH CHOICES AND ACTION

Prepare students for citizenship and work through engaged and guided learning on “real-world” problems

- Principle Six: FOSTER CIVIC, INTERCULTURAL, AND ETHICAL LEARNING

Emphasize personal and social responsibility in every field of study




The Evolution of Global Education

- FROM ONLY EUROPE TO MORE OF THE GLOBE
- FROM “US” and “THEM” to “WE”
- FROM “OVER THERE” TO EVERYWHERE
- FROM ASSUMING DISCRETE, INDEPENDENT NATION STATES TO ALSO RECOGNIZING INTEGRATED GLOBAL SYSTEMS






More Global Trends, 2

- FROM ONE NON-WESTERN COURSE IN GENERAL EDUCATION TO ADDRESSING GLOBAL ISSUES IN MULTIPLE CLASSES
 - FROM VISITING A PLACE TO BEING PART OF A PLACE AND A PERSPECTIVE
 - FROM THE COLONIZERS' VERSION TO THE SUBALTERNS NARRATING THEIR OWN HISTORIES
- 




Recent evidence suggests institutions are

- Building curricula around complex, real-world problems
 - Exploring interdisciplinary problems that bridge humanities, social sciences, arts, and sciences
 - Providing varying experiences in which students are required to engage across multiple differences to arrive at sufficient consensus about how to proceed
- 




Multiple Perspectives, Ethics, and Social Responsibility More Visible

- Global learning asks students to approach the world's challenges and opportunities from multiple perspectives.
 - Global learning encourages students to wrestle with the ethical implications of differential power and privilege.
 - Global learning requires students to translate what they know into what they do
- 




Six Dimensions of the Global Learning VALUE Rubric

- Global Self-Awareness
 - Perspective-taking
 - Cultural Diversity
 - Personal and Social Responsibility
 - Understanding Global Systems
 - Applying Knowledge to Contemporary Global Contexts
- 



Liberal Education and Global Learning

Recognize:

- The centrality of a student's identity
 - The importance of seeking multiple perspectives
 - The significance of analyzing power, privilege, and patterned stratifications
 - The power of experiential learning
 - The value of ethical and moral reflection and action
 - The necessity of applying knowledge to solve real-world issues
 - The conviction that individual and collective actions matter
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Some Businesses Take Social Responsibility Seriously

- Global Reporting Initiative

700 companies produce corporate social responsibility reports including environment health, human rights, fair labor practices, product responsibility, and community engagement

- Earthkeepers philosophy

Timberland Company guides product development, social and environmental performance in the supply chain, energy use, and community engagement.

- UN Millennium Development Goals and UN Global Compact

Siemens AG organizes corporate citizenship activities in support of these two initiatives

What Employers Want More Emphasis on from Higher Education



FIGURE:

Civic Learning Outcomes and Workforce Expectations

Percentages of employers who want colleges to “Place more emphasis” on essential learning outcomes




Source: Data from Hart Research Associates, 2010.



So how is higher education doing
in fostering globally responsible
citizens?

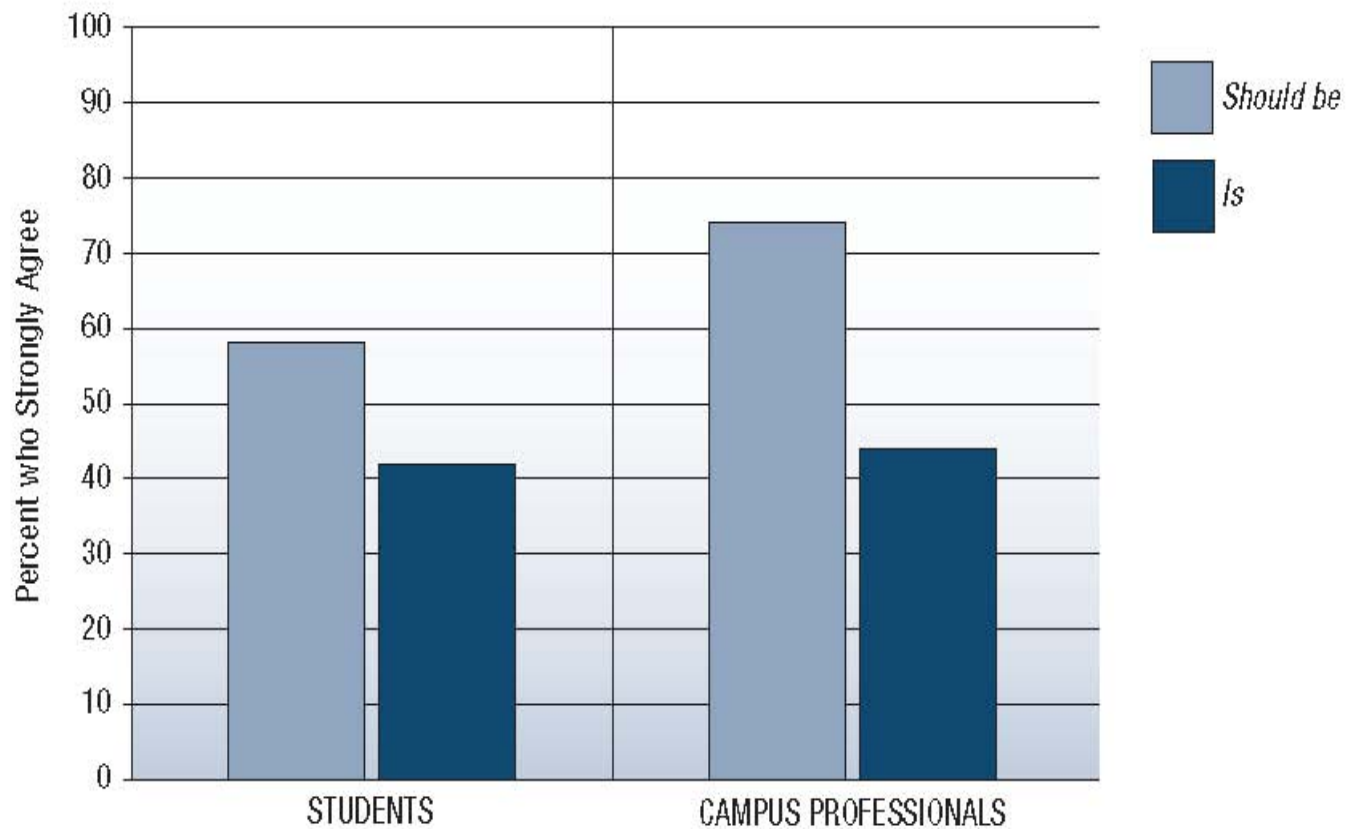


Key Findings

- Across all categories, students and campus professionals strongly agree that personal and social responsibility should be a major focus of a college education.
 - Across all groups surveyed, they also strongly agree, however, that there is a clear gap between what should be and what actually is.
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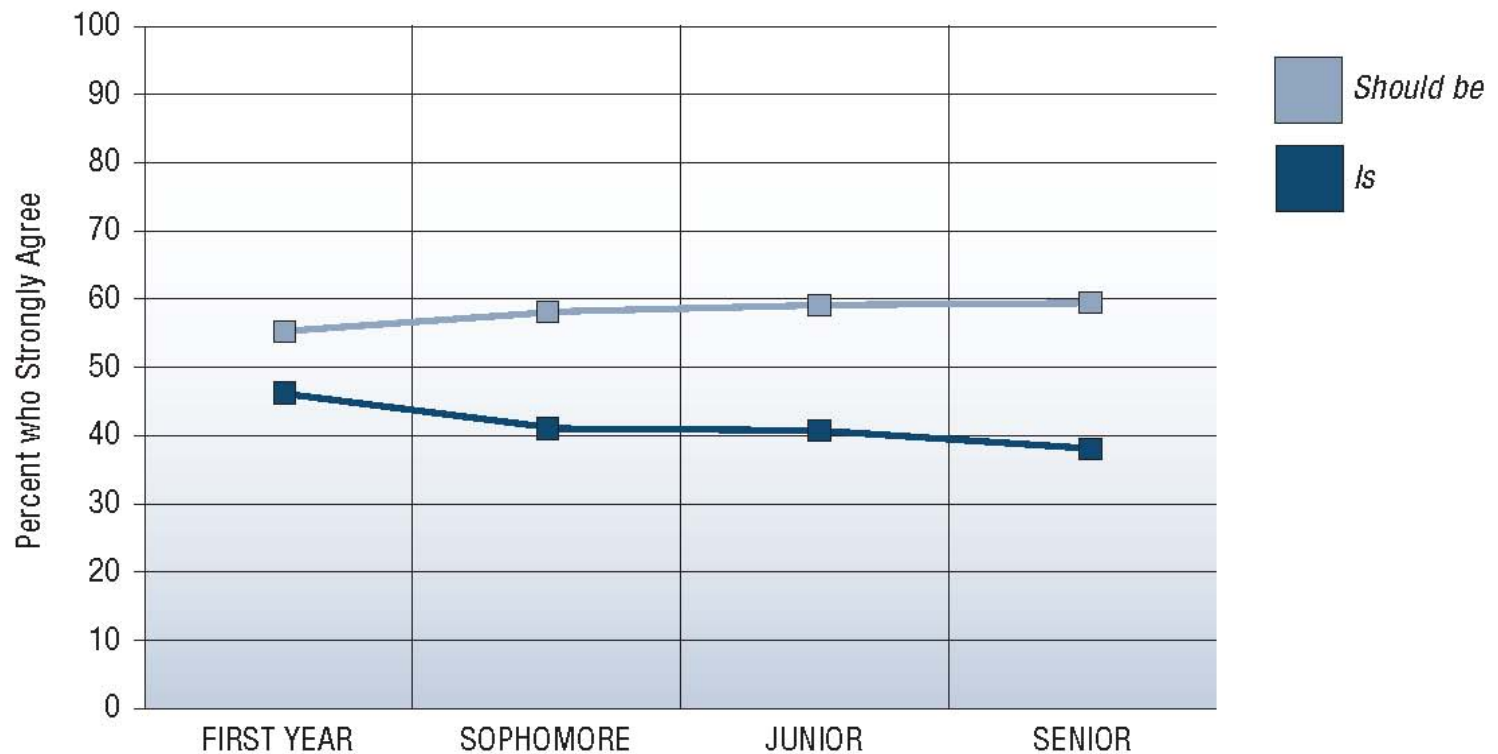
Ought vs. Is

FIGURE 2. Institutional focus on contributing to a larger community



What happens the longer students stay in college?

FIGURE 3. Student responses to “should be” versus “is” by year in school




Institutional Commitment

TABLE 1. Perceived institutional commitment to contributing to a larger community

| PSRI SURVEY ITEM | PERCENT WHO STRONGLY AGREED | | | |
|--|-----------------------------|-------------------------|---------|-------------------------------|
| | STUDENTS | ACADEMIC ADMINISTRATORS | FACULTY | STUDENT AFFAIRS PROFESSIONALS |
| Contributing to a larger community is a responsibility that this campus values and promotes. | 45.0 | 54.8 | 50.0 | 51.8 |
| The campus actively promotes awareness of U.S. social, political, and economic issues. | 40.4 | 42.0 | 37.7 | 37.0 |
| The campus actively promotes awareness of global social, political, and economic issues. | 39.0 | 44.6 | 38.7 | 38.2 |




One more PSRII Finding

- Across all groups, there is strong agreement that students leave college having become stronger across the five dimensions of personal and social responsibility. *It matters that we educate for these capabilities.*
 - BUT there are significant discrepancies between student perceptions and campus professionals about the level of the gains—and *plenty of room for improvement.*
- 




How can we close the gap?

1. Reclaim the Truman Commission's vision of how to recalibrate fundamental aims of higher education.
 2. Capitalize on the consensus agreement that PSR should be one of the four essential college learning outcomes.
 3. Maximize the integration and power of diversity, global, and civic educational reform movements.
- 



Closing the Gap, part 2


4. Strategically use employers' support of key aspects of global learning—and expand on their definition.
 5. Appeal to the public's yearning for more ethical behavior and to the continuing generosity of the American people towards those in need.
 6. Tie knowledge to action and offer ways for students to demonstrate within courses how they are doing that.
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Kevin Hovland, AAC&U Director of Global Initiatives

“Global questions require students
to connect, integrate, and act.”





“Otis College is training us to use the skills they have taught us to solve the world’s problems. We work together and learn from each other because we can’t save the world on our own.”



A Student at Otis College of Art and Design

FOR FURTHER INFORMATION, contact

- Caryn McTighe Musil
Senior Scholar and Director of Civic Learning and
Democracy Initiatives
Association of American Colleges and Universities
musil@aacu.org www.aacu.org
- To view *Diversity & Democracy*, visit:
<http://www.aacu.org/diversitydemocracy/index.cfm>
- To download or order *A Crucible Moment*, see:
http://www.aacu.org/civic_learning/crucible/index.cfm