

NYIT Core-Global Perspective

Assessment Day-8/28/2013

How College Can Influence the Development of a Global Perspective

AAC&U Report, 2013

- 5352 students
- 56 campuses
- 2009-2010 academic year.

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<http://www.aacu.org/liberaleducation/le-sufa11/braskamp.cfm>

GPI

Measures students' global perspective development through three dimensions:

- Cognitive development
- Intrapersonal development
- Interpersonal development

Three C' s

Academic and social environment that positively associate with students' global perspective taking

- Curriculum
- Co-Curriculum
- Community

Curriculum Items

- Multicultural course (addressing race, ethnicity, gender, class, religious issues)
- World history course
- Foreign language course
- Service-learning course
- Course on global issues and problems
- Course with opportunities for intensive dialogue among students with different backgrounds and beliefs

NYIT Examples

- (Core) Array of readings to raise awareness and global engagement
- (A&D) Redesign currencies from specific countries
- (CA) journalistic treatment of issues and crisis from different newspapers' perspectives; compare and contrast

NYIT Examples (cont'd)

- (English) Ethics tied with global perspectives; ex. Japan's initiatives to create the android helpers: well perceived in Japan, not so much in a western culture?
- (FA) Cultural differences in the representation of faces through masks
- (Math) Historical/cultural perspectives on mathematical concepts;

NYIT Examples (cont'd)

- At a senior course level:
- COMM371: capstone course, using website and social tools to be able to reach out globally; id for TV production, etc..

Ex: the Pangea example: students will call from all over the world for a focus discussion about the theme

Ex: production of a TV series of 5 episodes, addressing global perspective on a specific issue

NYIT Examples (cont'd)

- (English) Global discussion on Intelligent Technology
- Global human rights (project) with interdisciplinary/multimedia perspectives.
- (SoECS): Built-in global community with international students; developed ethics scenarios in courses.
- (SoECS): Group discussions on global issues.

NYIT Examples (cont'd)

- (SOM): BUSI 435 incorporates two programmatic learning goals which address globalization
- (SOM)BUSI 405 develops new or existing product or service and adapts it to a wide variety of marketplaces understanding its impact on the global environment.

Co/Extra-Curricular Items

- Events or activities sponsored by groups reflecting different cultural heritages
- Interactions with students from a different country, race or ethnic background
- Community service activities
- Leadership programs that stress collaboration and team work

Co/extra-curricular Items

- Lectures/workshops/campus discussions on global issues
- Following an international event/crisis by reading newspapers or magazines, watching television or using electronic devices
- (SOM): Study abroad programs: Germany, India, South Korea trip.
- (SoECS): Study abroad in Lyon

- (SoECS): UN awareness day open to all NYIT students.

NYIT Examples

- (COM) – Films
- (English) Advisor for the Golden Key International Honor Society; reaching out to alumni; setting internships; infusing cultural awareness/global etiquette, raising funds for global service initiatives;
- (AD) – study abroad groups about architectural projects
- (FA) – Global food events

- (ARCH)- addressing Sandy's aftermath issues throughout LI
- (Student Life) – Student Core engagement program, including the global competency
 - Global awareness student task force
 - Talent show about various cultural identities
 - Global Student Day

Note (DQ): How the co-curricular activities impact the curriculum and how can we assess that?

NYIT Examples

- (ADID): exhibition as a result/assessment of the co-curricular activities
- Scientific Research
- Global Calendars
- Technology advanced student calendar (for global students as well)
- Student social network groups i

Community Items

- Activities that develop students' affiliation with the college/university
- College/university activities that celebrate diversity and internationalism
- College/university environment and activities challenge students and encourage them to develop their strengths and talents

NYIT Examples

- (Core) : unsure of the actual and current sense of NYIT community from a global perspective
- (Student Life): Global Expo (twice a semester), where students share food, etc.. related to their own heritage;
 - Global Student Days (around the theme of service)

NYIT Examples

- Fran's question about synergies between the curriculum and other activities:
 - Guest Speakers for the courses
 - (English) Need to start talking as a faculty about our NYIT global identity; the assessment of the impact of extra-curricular activities on the curriculum seems to not being addressed yet.
 - (English) Before assessing, first implement the activities needed to develop global capacity. Logistical issues to be solved for creating/implementing such activities

NYIT Examples

- Career Services runs programs through community services outside the classroom to foster open communication between faculty and students.
- Career Services: Peru program has extensive orientation prior to the trip, online guided journal writing, guided interviews.
- Career Services: NYIT community service center

Resources

- Readings, Global Perspective Inventory, Case Study, Rubrics:

http://www.nyit.edu/planning/global_perspective_world_view/

****Please share any resources you have found useful and we will post them on the site – email to sli09@nyit.edu*

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By this time next year...

- Report on status across the university, including New York and global campuses
- Illustrated by student work that faculty want to share with others as examples of global competency