Carnegie Mellon

Crossing Borders : Partnerships and Approaches to Optimize Global Learning and Civic Engagement

AACU 2010 "The Wit, the Will and the Wallet"

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Our theme –optimize for integrative learning through strategic collaborations

As demands for various "literacies" and high impact activities increase, need to develop holistic model for global learning and student engagement.

Optimize system for integrative learning by blurring institutional boundaries of faculty and student affairs

Use individual areas of expertise to complement each other

Build partnerships, share resources – with neighboring universities, campus abroad for specific courses

The "Will" takes time to evolve – facets of CM education

- "Liberal Professional education" – President Robert Doherty 1936 – 50 in a global research university
- Learning by solving "real-world problems, our region" – priorities in research and education
  - Project courses started (1940's)
  - Focus on environment (1970's)
  - Educating the whole student & metacurriculum (1990's)
  - Educating for global awareness (2003)
- Reflected in our strategic plans

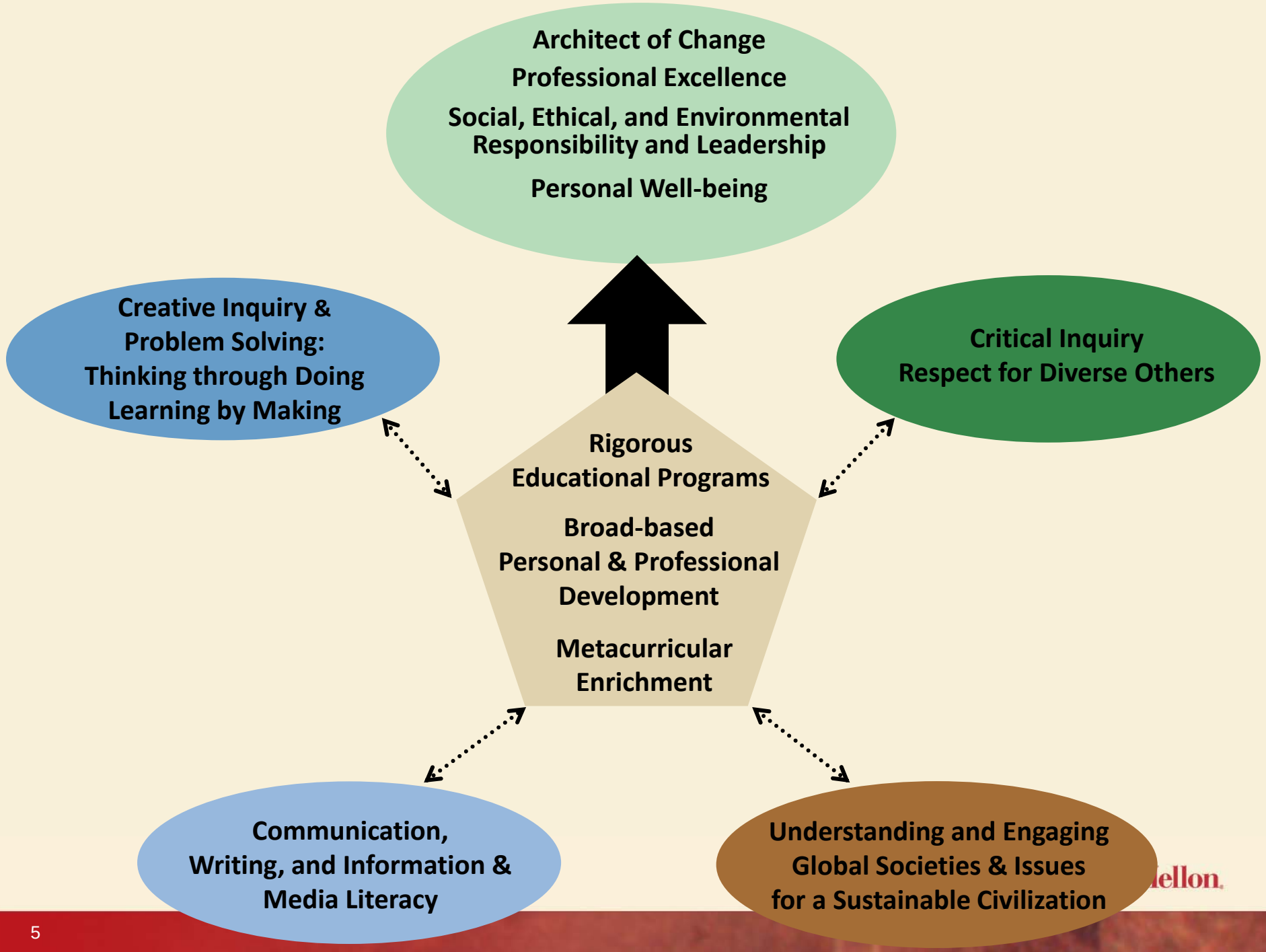
==>Educational ethos of "Crossing boundaries" natural in disciplinary, organizational, national contexts

"Will" crystallized in the last two decades

Carnegie Mellon recognized by Higher Education Research Institute (UCLA, Helen Astin) as "most transformed in student perception" in *Transforming institutions (2000)*

- Contextual learning - Revitalizing all aspects of the undergraduate education, maintaining deep disciplinary education combined with relevant breadth
- Metacurriculum – integrative learning - Establishing a strong Student Affairs Division with expertise in learning, development, and social responsibility
- Interdisciplinary teaching (99-xxx) - Structural facilitation

==>Ideal environment for academic-student affairs collaboration; next natural step for our campus experience


Architect of Change
Professional Excellence
Social, Ethical, and Environmental Responsibility and Leadership
Personal Well-being
Creative Inquiry & Problem Solving: Thinking through Doing Learning by Making
Critical Inquiry Respect for Diverse Others
Rigorous Educational Programs
Broad-based Personal & Professional Development
Metacurricular Enrichment
Communication, Writing, and Information & Media Literacy
Understanding and Engaging Global Societies & Issues for a Sustainable Civilization

Systems approach to organization of education—Good pedagogy, helps "wallet"

- Metacurriculum--close collaboration between academic and student affairs
  - Last Lecture
  - Big Questions
  - "Privilege, Responsibility, & Community"
  - Short courses with country focus
- Already an existing practice, this model can be an "innovation" in time of financial constraints
- Viewing student education as a system rather than divided organizationally
- Use faculty and student affairs personnel in their areas of strength

"Wit" – recognizing strengths, capabilities, comfort zones and opportunities

- Faculty members ready and eager to lecture in areas of expertise in a course whose theme explores a larger context.
- Student Affairs professionals bring expertise and practice in student development and in engaging students in discussion and reflection.
- Economic and efficient way for interdisciplinary class.
- Different institutions have different strengths.
- Campus abroad provides "global learning" implicitly and explicitly.

Privilege, Responsibility & Community-Civic Engagement

Course objectives:

- Analyze the relationship between privilege, power, and responsibility in a broad social context.
- Critically assess the intersection and impact of multiple personal identity constructs.
- Construct thoughtful arguments by synthesizing ideas from a variety of source materials.
- Explore the relationship between self and others through shared membership within a community.
- Engage relevant others within the campus community in meaningful dialogue around course issues.

Successes

- Opportunity for sustained engagement with diverse peers
  - 322 students from all disciplines
    - 38% humanities and social sciences
    - 19% engineering, 12% science, 11% business, 9% fine arts, 8% computer science
  - Relatively balanced in terms of class level/race/ethnicity/gender
  - Fall 2009 course offered via videoconference between Pittsburgh and Doha
- Benefits of respective areas of expertise
  - Weekly lectures by faculty drawn from anthropology, computer science, engineering and public policy, history, psychology, statistics
  - Each lecture followed by dialogue led by student affairs professionals
- Commitment to reflective practice
  - Students submit written reflections on course readings
  - Required to reference course lecture and discussion material as well as anecdotes from personal lived experience to promote integration and synthesis

Challenges

- Continuity of curricular experience
  - Creating a unified course with 4-5 faculty lecturers in 7 weeks
  - Single instructor from Student Affairs integrates experience with development of syllabus, class schedule, assignments, and grading
- Class size
  - Class sizes have ranged from 9 to 61 students
  - Balance desire to offer course broadly with commitment to creating a meaningful experience
- Demand
  - Enrollment across all disciplines has steadily increased and course is now open to students in Pittsburgh and Doha
  - Juniors and seniors tend to report most impact from course experience, particularly reflection about their place in the world

A Student's Perspective

- "We all came in probably roughly knowing what the facts were regarding poverty, ethics, community, etc., but we didn't appreciate them or ever get a change to synthesize them into some sort of meaningful knowledge…[This course] changed my outlook on community problems from 'there is a problem in *some* community (the one I happen to live in)' to 'there is a problem in *my* community,' which makes me more aware of the fact that it is, at least in some part, up to me to make a difference."

Excerpt from Spring 2009 Final Paper
Senior, School of Computer Science

“Country” Today – global learning

Themes of crossing borders, capitalizing on expertise and innovative educational constructs:

- **Short** courses developed collaboratively with colleagues at University of Pittsburgh
- Way to offer breadth opportunity for global competency in an integrative manner that students saw was reasonable given their curricular demands
- India Today, October 2008; China Today, March 2009; Brazil Today, October 2009 and Russia Today, March 2010.
- Course is presented over a weekend: Friday evening, all day Saturday and half a day on Sunday.
- Required analysis-synthesis paper for course credit

Brazil Today: Ethnicity, Economy and the Environment

Introduction – Ethnic Heritage of Brazil

– Reid Andrews (History)

Race in Brazil Today ; Video: *Brazil in Black & White*

Brazil: Models of Success – Anne Nemer (Business)

Geography, Colonization, Inequality and Economic Development

- John Frechione (Geography), Marla Ripoll (Economics)

The Brazilian Economy: Successes and Failures of Industrialization and Neo-Liberal Policies

- Werner Baer (Economics)

Text*: Brazil: A Century of Change* (2009) + readings

Brazil Today: Ethnicity, Economy and the Environment (2)

Observations about Doing Business in Brazil

- Stewart Sutin (Policy), Lucio Soibelman (Civil Engineering)

Food and Health in Brazil – Kathleen Dewalt, Anthropology

Deforestation and the Future of the Amazon

– Daniel Munari (ecologist)

Case Study: Environment, Ethanol & Sugar

- Michael Griffin, (Environmental science, Business)

What is on Brazil's Political Horizon?

–Amy Erica Smith (Political Science)

Successes

Benefits of respective areas of expertise

- Faculty asked only to deliver a lecture in their area of expertise to "educated citizen"
- The faculty director determines readings, selection of text book and grading of papers
- Logistics and mechanics of the course are handled by Student Affairs and other administrative colleagues
- Community members welcomed to attend

Commitment to academic rigor

- Required Analysis-synthesis paper integrates lectures, readings and class discussions
- Students from diverse backgrounds and disciplines gain global insight and perspective

Challenges

- Mechanics of Curricular Coordination
  - Defining the scope of each faculty lecture
  - Coordination of course numbers with partner university
  - Scheduling of the joint-campus course

- Class Management
  - Combination of students taking course for credit and others taking it as audit: managing attendance critical
  - Grading demand on single faculty director

Lessons learned

- Experiences add immense richness to student learning environment
- Build framework –concept, development & implementation

Additional aspects— students

- See and experience a "shared understanding" of their education
- New modes of learning that fit time constraints
- Learn about institutional collaboration
- Faculty see new venues for getting to know students

==> A fourth "W" is central ---a lot of WORK

But worth it!

Responsive University (1998)

"Keep focus on systems and structures……. Too often we look for academic heroes…"Leadership" becomes the battle cry of Board of Trustees ..

The problems -- and the solutions-- lie not in individual acts of courage or ill will, but in the structures that frame how we act."

-- William G.Tierney

Student Affairs College Liaison

- Senior members of the Division of Student Affairs who work in partnership with each college regarding student concerns across a wide range of issues:
  - Transitioning and adjustment issues
  - Mental and Physical health concerns
  - Financial and enrollment concerns
  - Leaves of absence and withdrawals
- Provide faculty and staff with information about campus resources, support services and opportunities available for student
- Deans and Associate Deans are primary partners
- Expanding model to include others: Career Consultants, Enrollment Services, Athletics, International Education