

Global Learning Inventory Framework—A Smart Grid for Global Learning*

		Five Dimensions of Global Learning					
		Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	
		Knowledge- building	Social Responsibility	Intercultural Competencies	Experiential Engagement	Human Capital	
Domains of Campus Culture	Mission, Leadership, & Advocacy						A
	Curriculum: General Education						B1
		Majors					
	Student Life & Campus Culture						C
	Community- based Experiences						D
	Faculty & Staff Develop- ment						E
		1	2	3	4	5	

*This matrix was inspired in part by the Campus Diversity Evaluation Project Institutionalization Rubric found in AAC&U's *Making a Real Difference with Diversity: A Guide to Institutional Change* (2007), more fully developed in the Personal and Social Responsibility Institutional Matrix (http://www.aacu.org/core_commitments/documents/PSR_Institutional_Matrix.pdf), and adapted to a global context for Shared Futures.

Global Learning Smart Grid Elements

The grid is designed to help campus leaders answer questions about the different dimension of global learning and the pervasiveness of an institution's attempts to integrate global learning as part of the fundamental fabric of the institution.

BREADTH

Breadth describes the degree to which efforts are connected throughout the institution.

Isolated Initiatives

Initiatives are in place within individual units of the institution and function in isolation from one another. For example, a general education course, a language course, and a study abroad program might focus on global learning explicitly, but they occur without an overarching plan to connect them to each other or to other campus initiatives.

Integrated Initiatives

Integrated initiatives reflect a campus-wide effort that appropriately connects different units to effectively function together to ensure high levels of learning across all dimensions and markers.

DEPTH

Depth captures the degree to which the efforts are embedded throughout the institution.

Superficial

Superficial initiatives are less effective in moving global from the margins to the core values of the institution (e.g., having a study abroad program that has no preparation for it in the curriculum and no plan for following up on the experience after the student returns, or proclaiming creating global citizens as a goal for student learning in the mission statement without resources to invest in faculty and staff to acquire professional development needed to help students acquire new capacities).

Embedded

Education that uses global learning as a resource has become systematically embedded throughout institutional structures, so that it is reflected as a core value in all aspects of daily operations and campus culture. Considerations of student development and the need for assessing student learning in this area define and centrally shape various units' functions at every level within the university's structure. Institutional decision-making and resource allocation are informed by attentiveness to deploying global learning appropriately.

Significant breadth and depth is demonstrated through effective, sustainable, and comprehensive institutionalization of programs, policies, and procedures that support global learning as an educational resource and source of commitment to creating more humane, sustainable societies.

Five Dimensions of Global Learning (across the top of the grid)

We have identified five dimensions of global learning as examples for you to consider. Ultimately, it will be important to define specific dimensions that are especially appropriate for your institution and to frame characteristics of those dimensions in ways that converge with the institution's overall mission and your project goals. The following five dimensions along with their sets of questions are meant to start the conversation, not to finish it.

Knowledge-building

Where are students acquiring familiarity with global processes that lead to interdependencies in everyday life? Where are they expected to develop capacities to use a multiplicity of lenses for interpreting the world? Where do they use global frameworks as a means of posing additional questions and defining areas of inquiry? Where are they expected to develop

greater understanding of the legacies that account for current tensions in different parts of the world?

Social Responsibility

Where are students developing the ability to pose critical questions about power relations and asymmetries across the globe and within individual countries? Where do they identify ethical and moral questions from multiple standpoints within a given global issue? Where are they encouraged to think that individual and collective interventions in global social problems are both possible and consequential?

Intercultural Competencies

Where are students developing capacities to listen carefully to others and to share imaginatively in what it might mean to see the world from a different vantage point and historical experience? Where are they learning how to interpret aspects of others' cultures and countries with greater sophistication and accuracy? Where do students find experiences that help them become more tolerant of and curious about other people and able to traverse cultural borders with greater skill and comfort?

Experiential Engagement

Where do students encounter practical, hands-on experiences that foster deeper expertise in intercultural learning and global knowledge-building? Where are they expected to examine their own knowledge, perspectives, and values through engagement and partnerships with a variety of less familiar communities? Where do they gain experience working respectfully and effectively with others to address shared concerns, and apply language, cultural knowledge, or other skills in unscripted situations?

Human Capital

Where do students acquire a deeper understanding of how being part of a diverse institution, workplace, or local and global community can enhance learning, expand horizons, and add complexity? Where do they develop capacities to differentiate multiple kinds of diversities and understanding of how each is understood in different contexts, cultures, and histories?

Five Domains of Campus Culture (down the side of the grid)

The five global learning dimensions should be embedded in multiple areas of campus culture and institutional architecture. Like the dimensions, these domains should be selected to fit the specific context of your institution. **Please note, since this project focuses on general education, you will likely spend the most time and effort mapping the dimensions in the curricular area. In fact, it may be useful to subdivide that domain into at least two parts: general education and the majors.**

Again, the following five domains and questions are meant to start the conversation, not to finish it.

Mission, Leadership, and Advocacy

How is global learning supported in the goals of the institution and its leadership actions?

Curriculum

How is global learning expressed in curricular designs—at the student outcome level, course level, program level and curricular architecture? What parts of the curriculum provide global learning opportunities for all students? What are the pathways between general education and the majors?

Student Life and Campus Culture

How does the co-curriculum meet global learning goals? Do student affairs professionals share the global student learning outcomes vocabulary? Do academic affairs professionals share the student development vocabulary? What are the pathways between the curriculum and student life?

Community Based Experiences

How and where are students putting global learning into practice? Are these experiences framed with similar goals and questions?

Faculty and Staff Development

Who is teaching and/or leading global learning experiences? How are they rewarded? How are disciplinary identities reconciled with cross-disciplinary designs and experiences?

Degree of Pervasiveness

Within each box, teams should assess how strong each intersection is. Would you say that what is in place reflects a high, medium, or low rating? Place an H, M, or L in the corner of each box in the grid.

1. How well-connected are programs, activities, and courses? What integrative structures exist?
2. How do individual efforts build on already existing work?
3. How are activities “scaffolded” so that students become more sophisticated in these areas over time?
4. At what level are efforts taking place? (personal, departmental, institutional)
5. Is there congruence between reward systems and students’ development of global competencies?
6. How many students, faculty, or administrators (percentage of overall) are affected by efforts?
7. How will individuals know that efforts are making an appreciable difference to campus culture and student learning and development?
8. To what extent is global learning systematically integrated as an educational resource across academic affairs, student affairs, and administrative operations?

A Culture of Evidence

Within each box, teams should also consider the evidence that is available or might be collected to demonstrate success vis-à-vis global learning. Evidence should be described in your report.