

# What problem does this motion address?

- Growing interest at WPI and in higher education in general on global competency and/or multicultural competency as outcomes of undergraduate education
- Current university-wide learning outcomes don't include these concepts, at least not explicitly

- In spring 2017, UOAC formed a Global and Multicultural Competency Learning Outcome Taskforce
  - Charge: to develop a global and multicultural competency undergraduate learning outcome for consideration for adoption by the Faculty of WPI, achievable by all students & through multiple mechanisms
- UOAC recommended a broad membership of individuals who have relevant expertise; Taskforce was formed by end of academic year 16/17
- Taskforce membership: Michael Brooks ('19), Leslie Dodson (UGS), Michael Elmes (SoB), Aarti Madan (HUA), Anne Ogilvie (IGSD), Jennifer Rudolph (HUA), Aaron Sakulich (CEE, Taskforce Chair), Charlana Simmons (Director, Office of Multicultural Affairs), and Seth Tuler (IGSD)

# UOAC and CAP recommend...

- Replacement of LO#8 with a new learning outcome (based on Taskforce's proposed language):

***Graduates of WPI will demonstrate global and intercultural competency by developing the capacity to identify, explain, and critically analyze the social, cultural, economic, and political forces that shape the self and others as they engage with local and global communities.***

- current #8: Graduates of WPI will be aware of how their decisions affect and are affected by other individuals separated by time, space, and culture.

# Why is this an improvement?

- Explicit reference to global & intercultural competency
- Replaces vague language (“...be aware of...”) with more operational language (“...will demonstrate...”) and is more conducive to assessment
- Aligned with current practice for outcomes addressing global or intercultural learning

# How students will achieve the learning outcome

- No change to undergraduate requirements
- Great Problems Seminars, work at off-campus project centers, coursework, and extra-curricular opportunities
- Collection of baseline information: what are we already doing well? Where are the areas for improvement?

# Assessment

- Immediate plan is to use data from the National Survey of Student Engagement, which is administered every 3 years
  - Standard NSSE survey can be supplemented with a Global Learning and Engagement with Cultural Diversity modules to add more relevant questions
- UOAC will continue discussions on other assessment approaches
  - In collaboration with other groups on campus

Questions?  
Suggestions?  
Concerns?

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# Definition of global competency:

- *Global and intercultural competency refers to the skills, knowledge, and dispositions enabling one to engage in open, peaceful, and productive interactions with diverse peoples and ideas on the basis of a shared respect for human dignity.*



# Current WPI learning outcomes

Graduates of WPI will:

1. have a base of knowledge in mathematics, science, and humanistic studies.
2. have mastered fundamental concepts and methods in their principal areas of study.
3. understand and employ current technological tools.
4. be effective in oral, written and visual communication.
5. function effectively both individually and on teams.
6. be able to identify, analyze, and solve problems creatively through sustained critical investigation.
7. be able to make connections between disciplines and to integrate information from multiple sources.
8. be aware of how their decisions affect and are affected by other individuals separated by time, space, and culture.
9. be aware of personal, societal, and professional ethical standards.
10. have the skills, diligence, and commitment to excellence needed to engage in lifelong learning.