

COMMITTEE ON ACADEMIC POLICY

Minutes of Meeting #15, Academic Year 2015-2016

February 15, 2016

Present: L. Brady; L. Capogna; J. Doyle (Chair); F. Egan; M. Elmes; J. Hanlan; A. Heinricher; J. Rulfs

Guests: P. Hansen; I. Shockey; T. Thomsen

Peter Hansen, Ingrid Shockey, and Tom Thomsen joined CAP at this meeting, at the invitation of Prof. Doyle, as a means of discussing ways in which CAP might become engaged in strategic planning issues. The focus of the discussion was on global learning and global learning outcomes. Our guests represent a working group on global learning outcome formed by the Major and a Mission strategic planning implementation team. Global competency emerged early in strategic planning discussions as something that every WPI student might achieve even if they did not go abroad. Those students who do go abroad as part of their undergraduate education acquire both academic and cultural competency as a result of their experience. The importance of cultural competency more generally was reiterated last fall when diversity and inclusion were discussed on campus. Three areas were discussed:

1. Curricular developments and enhancements, especially to the global programs. Professor Hansen discussed coursework that can precede and follow a global project experience, and various types of “re-entry” experiences now available to students; the Morgan Center also had issued a Call for Proposals for course development related to global/cultural competency and proposals have been submitted.
2. In terms of areas where CAP and UOAC might become involved. The working group recommends that WPI consider how global competency or global learning could be incorporated into WPI’s undergraduate learning outcomes. Similarly, the rubrics and definitions of global learning by the AACU (Association of American Colleges and Universities) were pointed out as a resource.
3. WPI’s existing International Programs are diverse beyond the global project centers and these initiatives could be better coordinated.

Related issues discussed were: the need for an agreed upon definition of global competency; an exploration of the role of extra-curricular and co-curricular elements; the role of required courses; development of an across-the-curriculum model; development of a model of e-

portfolios as a tool for students to show that they have met the requirement for global competency. The working group mentioned that a wider group of people should be included in these discussions, and CAP would be in a good position to charge a Task Force in order to investigate these issues further.

The above are all issues that the working group had discussed. Upon completion of their work, they plan to submit a very brief report of their investigations.

Respectfully submitted,

James P. Hanlan