

Mason Core  
October 20, 2015  
12:30 p.m. – 2:00 p.m., Merten Hall 3300

**Attending:** Janette Muir, Dominique Banville, Melissa Broeckelman-Post, Kim Eby, Becky Ericson, Doug Eyman, Tarra Morgan, Stephanie Hazel, Kelly Dunne, Mara Schoeny, Andrea Weeks, Matt Shearer, Cheryl Druehl

### **Global Understanding - Global Experience Discussion**

Janette began the discussion by providing background on the push for Global Experience at Mason. She reminded the committee of Solon Simmon's perspective on reorganizing Global Strategy at Mason. One of his ideas is that every unit would have a track in Global, however, this idea had some pushback. This perspective is in line with the strategic plan and President Cabrera's university-wide push that every student should have the opportunity for a meaningful global experience. Also, the President is pushing the Global Office to up the number of students who study abroad.

Questions presented to the committee: Looking at the Mason Core Global Understanding requirement, can this be changed/elevated to Global Experience? If so, what would this look like? What do we mean by Global? What do we mean by Global Experience?

The committee agreed that we need to start backwards by asking what is the significant global experience that we want students to have? What do we want students to walk away with? What are the learning outcomes?

Wrestling through these questions, the committee struggled with Global Experience. Some committee members feel that experience is harder to achieve, meaning harder to quantify/measure. There was some wordsmithing going on. The committee seemed to feel more comfortable with the phrase "Global Engagement". Also, the committee feels that global understanding and experience is very subjective and depends on each student's background.

The committee agreed that Global Experience can potentially be part of the Mason Core similar to the Writing Intensive Requirement. One problem with this is the Guaranteed Articulation Agreement, which waives transfer students from Global Understanding. So this would need to be addressed.

All seemed to agree that whether or not Global Understanding changes to Global Experience, courses currently listed as Global Understanding need to be reviewed/reevaluated based on the new learning outcomes and objectives. If Global Experience is in fact the new direction for the Core, we would need to expand/add learning outcomes and objectives that satisfy the experience aspect.

Possible "Global Engagement" Core Options:

- Approved Global Understanding Course
- Study Abroad Experience

- Internship (Local or Abroad)
- Experiential Learning (Local or Abroad)
- Specific Course Related to Major

The committee will continue to explore this issue at upcoming meetings. We will also consider adding student learning outcomes to Global Understanding that would enable practica and study abroad work to count for this requirement.

Minutes provided by Tarra Morgan.

Options discussed were:

- Approved Global Understanding courses
- Study abroad
- Experiential learning
- Local “global” experiences
- Local internships (NGO, etc.)
- Specific courses related to the major

**What should a global experience include (learning outcomes or expectations)?**

- Systems understanding
- Interconnectedness
- Working with diverse groups
- Personal enrichment
- Competitive advantage
- Collective responsibility for the world

**How would be document what they are learning (validate/qualify their experience)?**

It should be competency based. There was a mention of portfolios that a student submits when they have completed their requirements that they can then use later to show employers.

**How do we “sell” this to the faculty (elevating the category)?**

- Gen ed is not a cash cow
- This is a job qualification for many students
- It gives us a competitive edge against other universities
- Require in the sophomore year or junior for transfer students

If we are going to elevate this category, we need to do this (with full Faculty Senate approval), but February 16 to make the AY 16-17 catalog.

If we do this, we will require all courses in the inventory to resubmit – no rubber stamp approval.