

COEPS Strategic Planning and Budget Committee Minutes

October 25, 2017
11:00 a.m. – 12:00 p.m.
Winther Hall 1013

In attendance: Michael Hammer, Amy Barth, Beth King, Ozalle Toms, Jasmine Fields, Katy Casey

1. Prepare globally
 - a. Reviewed documents: UW Superior Global Awareness, AAC&U Global Learning rubric
 - b. Discussion ensued regarding the definition of global learning, or more broadly what we mean when we discuss “global learning”
 - i. Some background on the inception of this priority was provided. Previous work in the area centered around internationalizing the curriculum. However, concerns were raised about the practicality of revising or redesigning coursework to include global learning competencies.
 - ii. What is global learning? How does this differ from diversity?
 - iii. We reviewed the AAC&U framework and discussed the three competencies: Personal and Social Responsibility, Understanding Global Systems, and Applying Knowledge to Contemporary Global Contexts. These three competencies provided a clearer distinction between global learning and diversity
 - iv. We observed that diversity was one component of global learning, so global learner appeared to be more broad
 1. Global learning being the examination and analysis of different global systems and problems to better inform our practices and understanding of different cultures [or lived experiences maybe]. There is a good definition provided on the AAC&U rubric.
 - c. Additionally, there was discussion of what activities currently exist in the COEPS that reflect global learning
 - i. This will require some investigation. We know there is work being done.
 - d. Ideas moving forward
 - i. Evaluating and better communicating the opportunities students in the COEPS have to study abroad
 - ii. Use student voices to help explain the impact of a study abroad opportunity – not just focusing on the good time, but the value added to their chosen career. In what ways do students believe they will be better clinicians, teachers, therapists, etc. due to their studies abroad?

- iii. Take advantage of time/coursework that already exists to incorporate global perspectives (e.g., orientation upon admission to professional education)
 - iv. Provide a “menu” of opportunities for students to gain global perspectives versus just thinking they have to study abroad to gain global perspectives
 - v. Adopting a workshop model for professional development and student centered activities related to global studies
 - vi. Collaborate with those in GENED to connect concepts to major coursework (e.g., WOA or WOI)
 - e. Question for departments:
 - i. First, provide a brief summary of our conversation. Be sure to include the description of global learning- either what we came up with (b.iv.1) or what is on the AAC&U rubric (definition at top of rubric).
 - ii. Is the distinction between diversity and global learning is clear?
 - iii. What activities they know of the reflect this concept?
 - iv. Any ideas on how to adopt, expand, adopt the global learning concept in the COEPS?
2. Meeting schedule, we need to reschedule our meetings in Dec. and March. What other days/times will work?
- a. Dec. 27th is cancelled, we will meet Dec. 20th instead
 - b. March 28th is cancelled, we will meet March 21st instead