

Building a HIPS Based General Education Program through Backward Design

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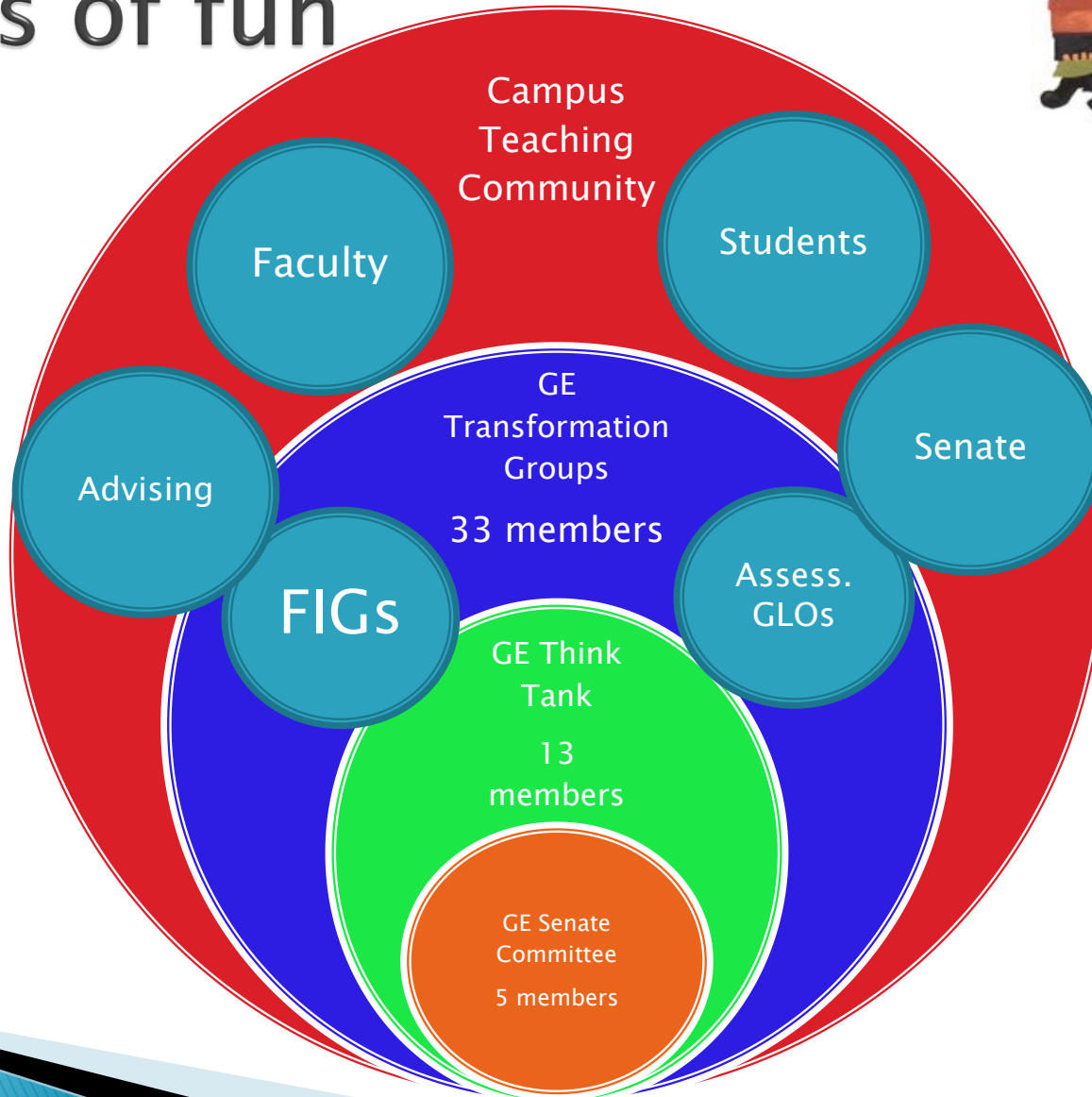
California State University San Bernardino

Focus of Presentation

- ▶ Intentionally Fusing HIPS into GE for Every Student
- ▶ Deeper Look into Global Perspectives as a HIP

GE Transformation

4 years of fun



General Education Learning Outcomes at CSUSB

GLOs – An assessment integrated process

- ▶ 1) Learning How to Learn/Metacognition
- ▶ 2) Thinking Critically
- ▶ Critical Literacies
 - 3) Information Literacy
 - 4) Oral Communication
 - 5) Written Communication
 - 6) Quantitative Reasoning
 - 7) Technological Literacy
- ▶ 8) Diverse Perspectives
- ▶ 9) Global Perspectives
- ▶ 10) Integrative Learning
- ▶ 11) Ethical Responsibility
- ▶ 12) Collaboration

| Diversity & Inclusiveness Rubric (2017) | | | | |
|---|---|---|---|---|
| | Advanced (3) | Developing (2) | Emerging (1) | Initial (0) |
| 1. Understanding Social Structures | Student can describe forms and mechanisms of systemic oppression and privilege that are based upon race, ethnicity, class, sex, gender, sexual orientation, and ability, including the roles of intersectionality in both oppression and privilege. | Student can describe the ways that people can embody multiple identities simultaneously (e.g., intersectionality of race, ethnicity, sex, gender, class, sexual orientation). | Student can describe the concepts of race, ethnicity, class, sex, gender, sexual orientation, and diverse abilities. | Student cannot describe the concepts of race, ethnicity, class, sex, gender, sexual orientation, and levels of ability. |
| 2. Understanding Diverse Identities in Context | Student can demonstrate a knowledge of people, groups, and histories that represent diverse identities and how these identities and their histories shape contemporary experiences. | Student has an awareness that diverse individual and group identities are developed in part based upon shared histories. | Student has an understanding that people have both individual and group identities. | Student demonstrates no knowledge of people, groups, and histories that represent diverse identities. |
| 3. Diversity as Asset Fostering Collaboration | Student welcomes input informed by diverse identities and acknowledges personal responsibility to bring those perspectives into group decision making and collective efforts. | Student recognizes that diverse identities represent assets that can benefit group decision making and collective efforts. | Student has an understanding that diverse identities provide unique perspectives to decisions and collective efforts. | Student has no understanding that diverse identities inform decision making and collective efforts. |
| 4. Responsibility and Application | Student can provide examples of how they can promote a more just and humane society in which diversity is recognized as an asset and systemic forms of oppression and privilege are revealed, challenged, or dismantled. | Student acknowledges personal agency to work toward a more just and human society. | Student acknowledges a sense of personal responsibility to work towards a more just and human society. | Student cannot describe why or how they might work to create a more just and humane society. |

Signature Features building Integration Using HIPS

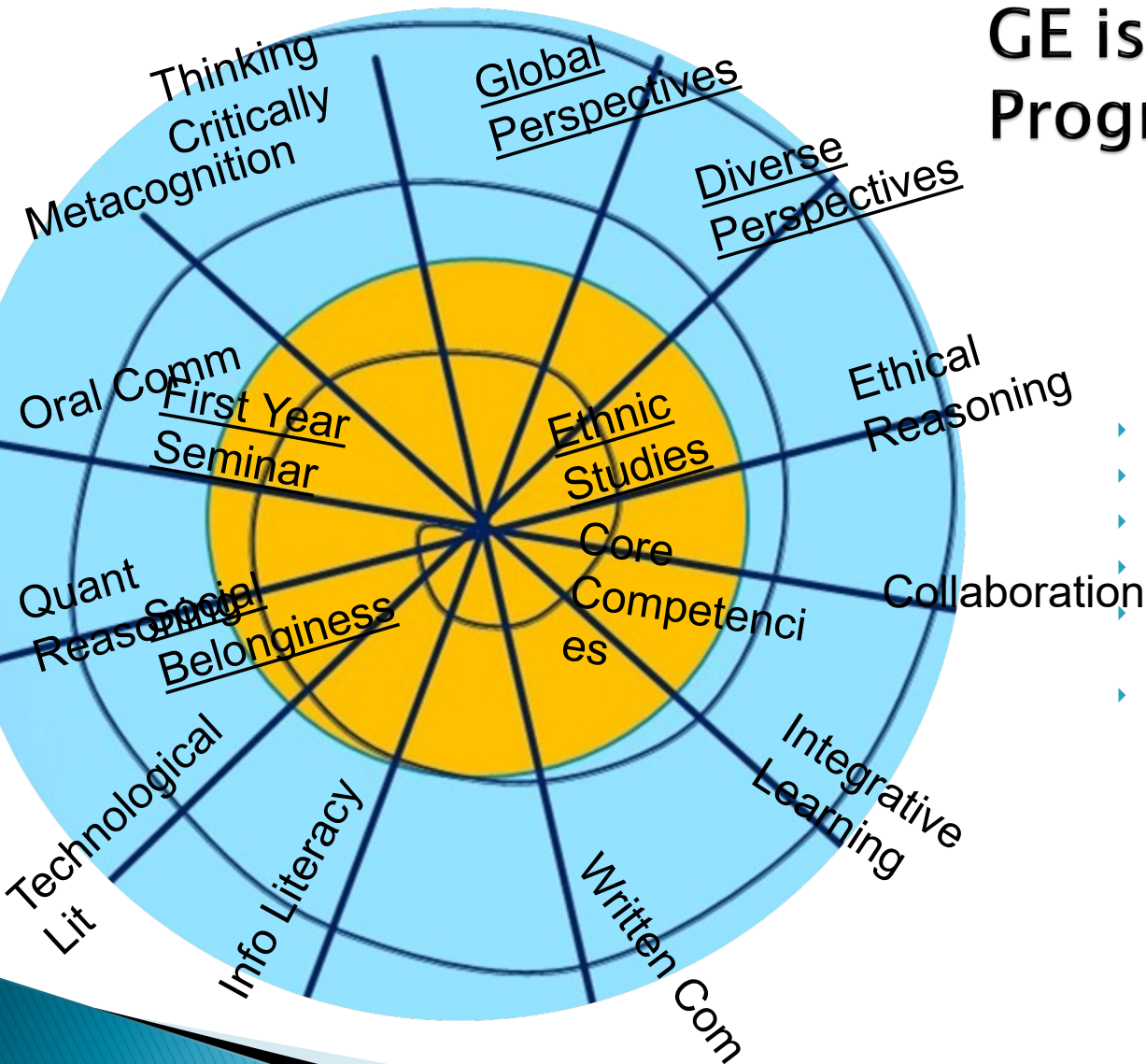
Required

- ▶ First Year Foundation Seminars
- ▶ Developmental Model with multiple GLO experiences
- ▶ Ethnic Studies Requirement
- ▶ Diversity and Inclusiveness Designation
- ▶ Global Perspective Designation
- ▶ Writing Intensive Designations
- ▶ Collaboration at a minimum of 3 experiences

Optional

- ▶ Thematic Pathways
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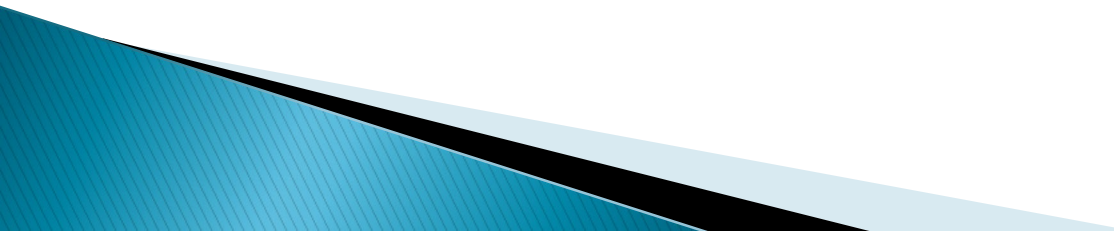
GE is a Developmental Program



- ▶ GLOs including collaboration
- ▶ Ethnic Studies
- ▶ First Year Seminar
- ▶ Writing Intensive Designation
- ▶ Diversity and Inclusion Designation
- ▶ Global Perspectives Designation

Alignment with University Goals

Impact for students

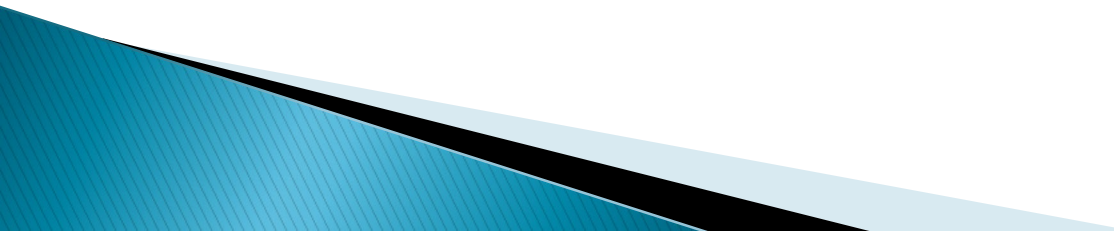
- ▶ Developmental Foundation for GLOs
 - ▶ HIPS in GE for all students
 - ▶ Higher Engagement through Integration
 - ▶ Increased Retention and Progress to Graduation
 - ▶ Alignment with ILOs
 - ▶ Integration with DEI Board
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➤ Deeper Look into Global Perspectives as a HIP

Kevin E. Grisham, PhD
Associate Dean, College of Social & Behavioral Sciences
CSUSB

What is Diversity/Global Learning as a HIP?

- “Explore cultures, life experiences, and worldviews different from their own [and] may address U.S. diversity, world cultures or both” (AAC&U, 2013)
 - Generally combined with experiential learning including study abroad
 - Learning experiences that help to build global citizens
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Why is the Diversity/Global Learning HLP Important?

Limited global knowledge and skills

Between 5 and 10 percent of college students achieve basic competence in a language other than English, take more than four international studies classes, and participate in study abroad programs (Adelman, 2004)



Ignorance About the World One Lives In

Why is the Diversity/Global Learning HIP Important?



The Need for Skills and Knowledge

Needed skills and knowledge for the future

“Employers do not want, and have not advocated for, students prepared for narrow workforce specialties. . . . [They] require a working appreciation of the historical, cultural, ethical, and global environments that surround the application of skilled work.” (Roberts T. Jones, president, Education Workforce Policy, LLC) (2005)

Why Global Designation as part of General Education at CSUSB?

- Connections from our Mission Statement to our Core Values to Our Institutional Learning Objectives to GE Learning Objectives (GLOs)
 - CSUSB ensures student learning and success, conducts research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally connected society.
 - Core Values (5 of the 8 values): Inclusivity, Integrity, Respect, Social Justice and Equity, and Sustainability
 - #4: Diverse Perspectives, #5: Global Perspectives, and #7: Ethical Responsibility

GE Learning Objectives (GLOs)

Diverse Perspectives

Explore multiple perspectives in order to collaborate respectfully and effectively with others across a variety of cultures and contexts.

Global Perspectives

Develop the ability to understand global contexts and to contribute to an ever-changing and pluralistic world.

Ethical Responsibility

- Recognize that they are ethically responsible for the impact that their ideas, decisions, and actions have upon their lives and local and global communities.



Global Learning Ecosystem
(Gobbo and Hoff, 2020)

What is a CSUSB Education?

Important Overlays
Diversity and
Inclusion (DI)
Writing Capability
(WI)
Global Perspectives
(G)

Students could be
exposed to global
perspectives in GE
and/or their majors



Thread of What is Important
In a CSUSB Education

Designating Global

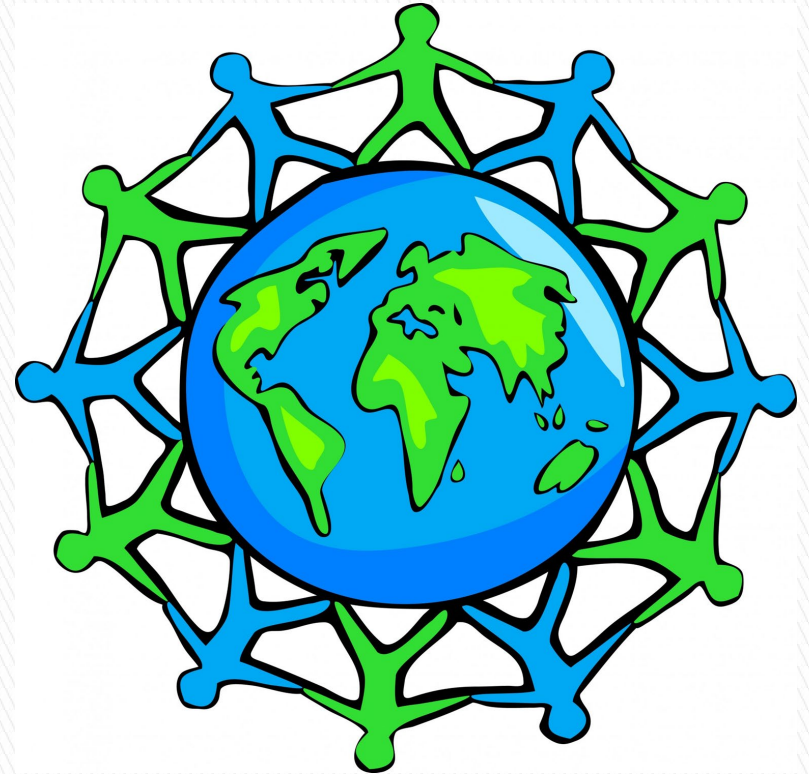
- Faculty created curriculum and requested designation from GE Committee, University Curriculum Committee and Faculty Senate
- 108 Classes with G designations
 - Four of the Six Colleges (Not College of Education & College of Extended and Global Education)
 - Examples: Waters in the West, Global You/U, Leadership for Global Challenges, and the UN System and Global Governance

Training for Global

Global Designation Committee
Included Dr. Gilbert (Chair
of GE Committee), Dr.
Dany Doueiri (CAL Rep),
Dr. Dong Kim (JHBC Rep),
and Dr. Kevin Grisham
(CSBS Rep and Professor
of Global Studies for
CSUSB)

Workshops that included
assessment rubrics for
building global classes

Discussed unpacking one's



Building a ecosystem of
global learning

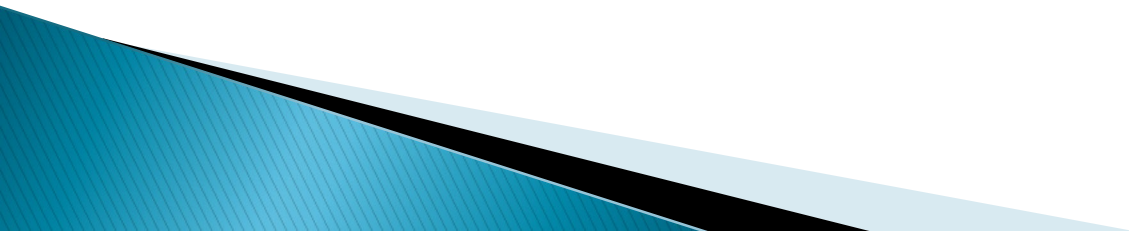


Continued to be needed
to be addressed regardless of
the time

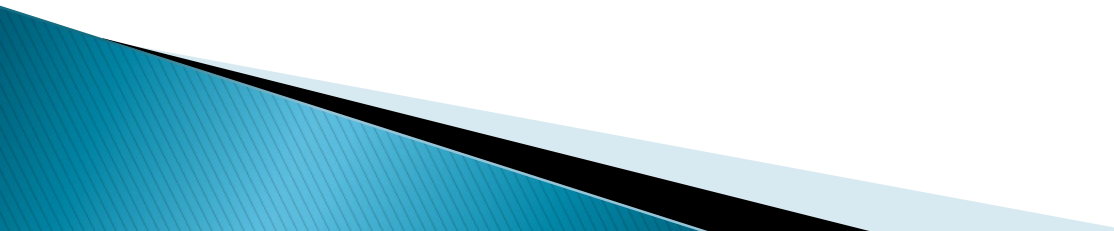
Global Perspectives Rubric (2017)

| | Advanced (3) | Developing (2) | Emerging (1) | Initial (0) |
|---|--|---|--|--|
| 1.Global differences and changes | Student understands that interpretations of and experiences of global contexts change across historical time, as well as across geographic space. | Student understands that nations and regions other than their own have histories, customs, and values that may differ from their own and that seeking to understand these differences is central to acting as a global citizen. | Student understands that nations and regions other than their own have histories, customs, and values that may differ from their own. | Student has little or no understanding that regions other than their own have unique cultures, histories, customs, and values. |
| 2.Respect | Student can provide examples of how differences across regions can present both challenges and opportunities. | Student recognizes that regional differences have implications for cooperation, conflict, and competition. | Student can describe how regions other than their own have unique cultures, histories, customs, and values. | Student has little or no understanding that regions other than their own have unique cultures, histories, customs, and values. |
| 3.Responsibility | Student can describe their roles and obligations as global citizens in promoting human rights, regional differences, and interconnections in a global world. | Student can describe social, historical, cultural, ideological, economic, and political interconnectedness across regions and nations of the world, and their role as a global citizen. | Student has an initial understanding of global interconnectedness limited to one area such as politics or economics, and how this relates to their choices personally. | Student has little or no understanding of the interconnected nature of the globe. |

Questions?



Prompts

- What opportunities are you exploring to intentionally integrate HIPS for all students?
 - How do you view global learning in the context of your university?
 - How can you envision an ecosystem of HIPS throughout the student experience at the university?
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Thank You

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