

# Liberal Education, Globalization, Ethics and Politics

CCAS November 5, 2011

Presiding:

Joe Hardin, University of Arkansas – Fort Smith

Panelists:

Edward Sankowski, University of Oklahoma

David Caldwell, University of Northern Colorado

Patricia Mosto, Rider University

# Liberal Education, Globalization, Ethics and Politics

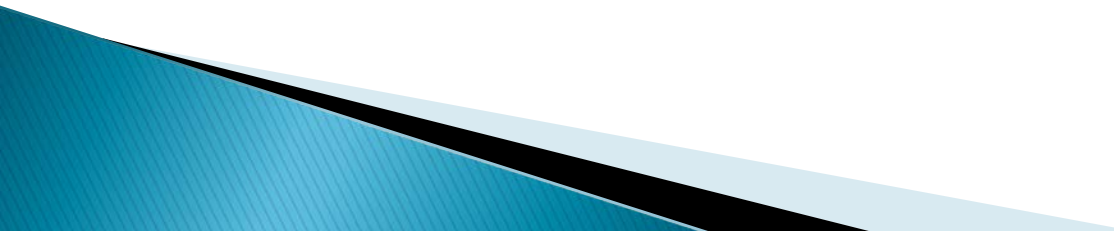
David Caldwell

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In 1914 president Zachariah X. Snyder donated an Alaskan totem pole to the institution. Topped by the representation of a bear, which is the University of Northern Colorado mascot, the totem became a campus icon known as “Totem Teddy.” For almost 90 years no consideration was given to the origin of this totem carved by the Tlingit people.

# Multicultural, intercultural and global ethical dimensions

- Teacher preparation
  - Language instruction
  - Communication Studies
  - Anthropology /Archaeology
  - Journalism
  - Institute of Professional Ethics
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# Curricular and instructional consequences of ethics-driven planning with intercultural and global dimensions:

- Spanish for heritage learners
  - ESL emphasis in teacher preparation
  - B.A. degrees in Africana Studies and Mexican American Studies with a Social Science teaching emphasis
  - Cooperative learning: real time online interaction in international contexts
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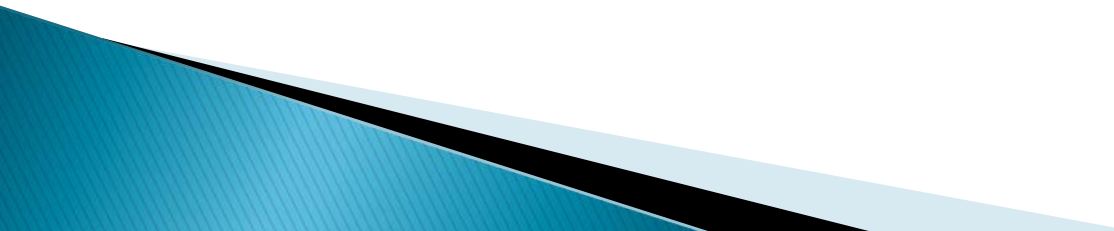
# The Institute of Professional Ethics

Dr. Nancy Matchett, Director

[http://www.unco.edu/ethics/our\\_activities.html#B](http://www.unco.edu/ethics/our_activities.html#B)



# Goals of the Institute of Professional Ethics

- ▶ Become a clearinghouse for best practices in “Ethics Across the Curriculum” at UNC and beyond.
  - ▶ Help constituents recognize the ethical dimension of their choices and deliberate more effectively about how to reach resolutions.
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# Center for Ethical Deliberation

A project of the University of Northern Colorado  
Institute of Professional Ethics


- ▶ *Students* and others can use the CED to clarify their thinking about ethical issues they may face.
- ▶ <http://www.mcb.unco.edu/ced/index.cfm>



# Center for Ethical Deliberation

## ▶ *Services for Faculty*

We can help you incorporate ethics in your classroom. (Check out our discussion of Ethics Across the Curriculum.)

- Guest lectures
  - Assignment design
  - Best practices in teaching ethics
  - Tools for assessing student thinking about values
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# Center for Ethical Deliberation

## ▶ *Services for Organizations*

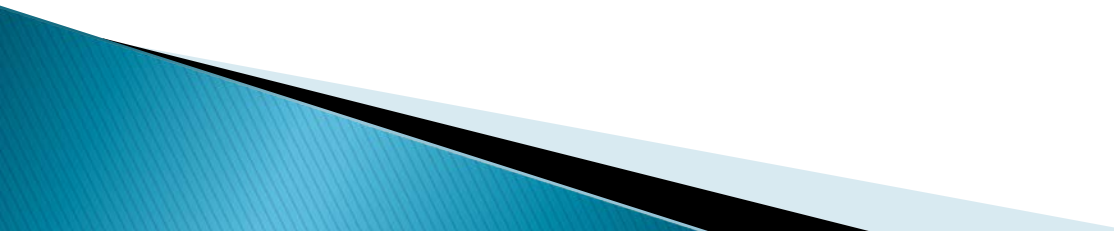
- Help developing and implementing new initiatives
- Research or training in applied ethics
- Programs tailored to specific organizational goals

<http://www.mcb.unco.edu/ced/index.cfm>

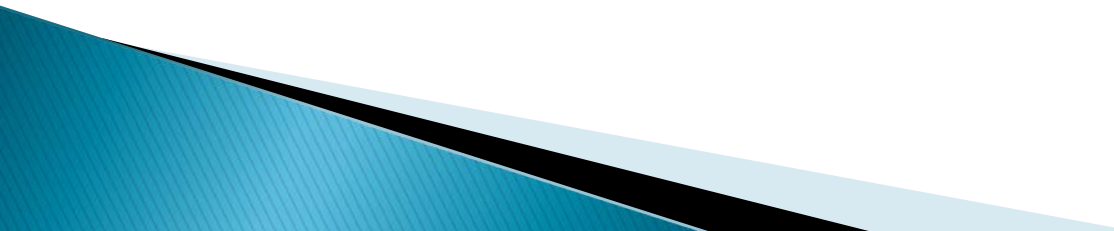


# CED's Public Relations Module

This area of the Center for Ethical Deliberation is designed to help you:

- ▶ 1. identify key concepts and issues that arise in a public relations setting, and
  - ▶ 2. deliberate more effectively about tough choices that are faced by Public Relations professionals
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# Implications

- ▶ Awareness of ethics as college-wide issue
  - ▶ Collaboration across disciplines
  - ▶ Community engagement opportunities
  - ▶ Collaboration on teacher preparation
  - ▶ Motivation for external grant applications
  - ▶ Student engagement, experiential learning
  - ▶ Revenue generation?
  - ▶ Possibilities for transformative campus experience
- 



In 2003 ethical considerations led to the repatriation of Totem Teddy to the Tlingit people in an official ceremony involving tribal elders and the university president. The totem now stands in its original location in Angoon, Alaska.

UNIVERSITY *of*  
NORTHERN COLORADO

Bringing  
education  
to life.

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# Liberal Education and Globalization

Pat Mosto  
CCAS 2011

# AAC&U Global Rubrics



- *Understanding Global Systems*
- *Experiential Knowledge/Application to Real-World Contexts*
- *Intercultural Competence*
- *Perspective Taking*
- *Self-Awareness and Empathy*
- *Personal and Social Responsibility*



# Rider Definition of Global Learning



*“Global learning is the ability to define and address from an informed and ethical perspective the ill-structured problems that are the consequence of an increasingly interdependent world.”*



# Globalization at Rider

- Core Revision Process
- Move Toward Multidisciplinary Courses
- Horizontal and Vertical Integration
- Focus on Competencies & Global Learning.

# Transforming the curriculum



- Create courses that transcend departmental boundaries
- Develop multiple approaches to team-taught courses
- Develop linked courses
- Promote vertical and horizontal integration
- Infuse globalization through the core curriculum

# Course Design Principles



- Challenge students to adopt multiple perspectives
- Focus on a key issue that engages global perspectives
- Include the evaluation/integration of global information

# Foundational Competencies



- Quantitative thinking
- Critical reading, writing and speaking
- Linguistic and cultural understanding
- Scientific thinking

# Woven Throughout



- Global understanding
- Historical perspectives
- Ethical values
- Technological expertise

# Faculty Implications



- Support faculty in creative course design
- Foster integration within and between courses
- Use faculty as resources for each other
- Facilitate meaningful assessment

# Faculty Expectations



- Attend preparatory workshops
- Select readings and design syllabi
- Design assignments that meet global principles
- Assess student global learning
- Include co-curricular activities





# Questions

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