



# Global DEI Models and Methods

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# History of MSU Diversity Distribution Requirement



## CRUE Chapter IV: Graduation Requirements (1988)

The core program will consist of course whose subject matter areas and themes are chosen from the knowledge and skill areas of:

- Language, arts, and humanities:
- The physical and biological sciences; and
- The social, economic, and behavioral sciences; AND

The emphasis areas of international and multicultural experience, national diversity, historical consciousness, and values and ethical judgements.



## Current Academic Programs Guide

Many of the courses in the Arts and Humanities area and in the Social, Behavioral, and Economic Sciences area, emphasize **national diversity** (designated "**N**" at the end of the course title), or **international and multicultural diversity** (designated "**I**" at the end of the course title). Some courses emphasize **both national diversity, and international and multicultural diversity** (designated "**D**" at the end of the course title).

Students must include at least one "N" course and one "I" course in their Integrative Studies programs. A "D" course may meet either an "N" or an "I" requirement, but not both.

<https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=110#s287>



# Internationalizing the Student Experience Report

In 2007, a campus-wide committee proposed aligning international and multicultural goals under the concept of global education, now often called global DEI

They outlined a set of “global competencies” for undergraduate education that integrated global DEI perspectives into the existing undergraduate learning goals (ULGs)

- [Undergraduate Learning Goals](#)
- [Global Competency Report](#)

<https://undergrad.msu.edu/uploads/features/final%20report%20for%20posting.pdf>



## Reviewing & Expending our Efforts



Current implementation of the MSU Diversity requirement does not reflect current trends, theories, and pedagogies related to global, anti-racist, and DEI education

The importance of learning in these areas needs to deepen and expand, which means MSU needs to:

- assist instructors with teaching and learning in these areas.
- consider multiple approaches to global DEI in the curriculum, including integration into majors and minors (integrated not added in).

The image features a stylized green elephant head on the left side, facing right. The elephant's head is composed of various shades of green, with a white outline for its ear and trunk. The background is a light gray with a low-poly, geometric pattern. The text "Words Matter" is centered in the upper right area in a purple font.

# Words Matter



## Different meanings, different worldviews

### International

- Relationship between nation states
- Emphasis on geographical regions, socio-political actors, and political boundaries

### Intercultural

- Communication and engagement between cultures, nationalities, and language groups
- Skills and culture-general theories about navigating diverse cultural contexts

### Global

- Focus on issues affecting people and cultures that transcend time and space
- Emphasis on macro-systems that influence humanity
- Attention to local-global connections and ethical concerns

### Multicultural

- Relationship between cultural and ethnic groups in terms of social, economic, & political power
- Typically, a domestic focus in U.S. focusing on “core” racial-ethnic groups





## Other prominent approaches

**Identity-conscious, equity-minded, and culturally responsive pedagogies** – students bring in diverse experiences and perspectives related to their cultural backgrounds; educators should try to acknowledge, affirm, and support these identities ([Be Identity-Conscious - Center for Excellence in Learning and Teaching \(iastate.edu\)](https://iastate.edu/center-for-excellence-in-learning-and-teaching/))

**Anti-racism** – proactive, deliberate efforts to address the individualized, institutional, and systematic oppression of BIPOC (Black, Indigenous, People of Color) communities in a culture that privileges whiteness ([Being Antiracist | National Museum of African American History and Culture \(si.edu\)](https://si.edu/being-antiracist))

**Critical Race Theory** – “understanding and rectifying the ways in which a regime of white supremacy and its subordination of people of color in America has had an impact on the relationship between social structure and professed ideals such as “the rule of law” and “equal protection”” ([What Is Critical Race Theory, and Why Is Everyone Talking About It? | Columbia News](https://www.columbia.edu/~c4n/2020/05/14/what-is-critical-race-theory-and-why-is-everyone-talking-about-it/))



# Focus on Global Citizenship

## Pro

- Metaphorical
- Conceptually meaning that students view themselves as connected to the world
  - Global-minded, globally-aware, globally-engaged
- Development of a responsibility to other peoples and places
- Acknowledging connection between one's action and global effects

## Con

- Literally not possible and conceptually a high bar to have the ability to truly “know” the world
- Many students lack sense of personal identity or knowledge of local DEI, so global too lofty
- No consensus definition
- Citizenship has become politicized; not all people can be citizens in certain contexts



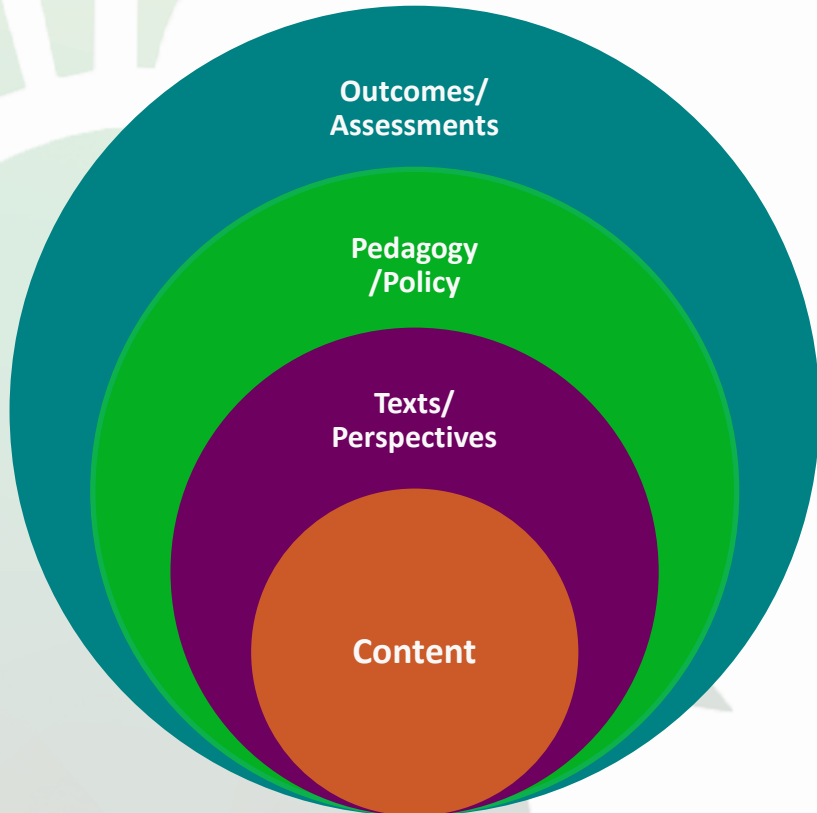
## Transition toward Global DEI

- Need to be clear about the terms we use and what we mean by them
- Not about “over there”, “only there”, or “there vs. here”:
  - Helping students engage with different people, cultures, and ideas
  - Thinking about the world and problems from a systems perspective; how does what I do affect others?; what is my responsibility to other people?
- Preparing students to consider wicked problems, enduring questions, and grand challenges
  - Social justice
  - Immigration and migration
  - Poverty and economic justice
  - Human Health
  - Sustainability
  - Peace and conflict
- Better reflects complex nature of today’s world and the types of challenges students will face in their lives and career

A stylized green elephant head is positioned on the left side of the image, facing right. Above its head is a white semi-circle with green vertical bars, resembling a sun or a decorative element. The background is a light gray with a low-poly, geometric pattern.

**What if my course content does  
not lend itself to global DEI?**

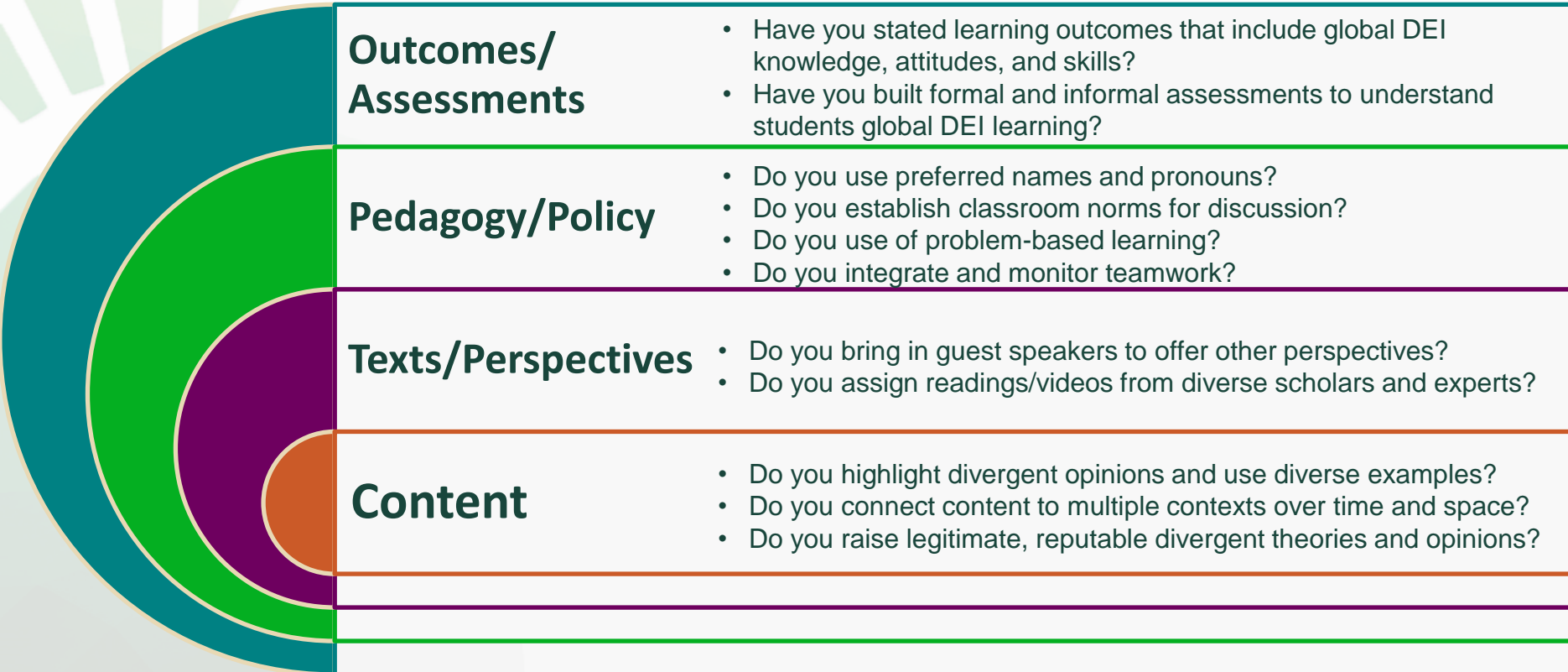
# Model for creating Global DEI Classrooms



- Content is only part of what a global DEI classroom entails
- Even if your course content does not lend itself to direct global DEI content, you can still model and further students' exposure to learning in that area



# Conceptual Model for creating Global Classrooms





# Content vs. Process Approaches

## Content Approach

- Focuses on knowledge of a specific idea, culture, or language
- Knowledge of the geography, history, religion, etc. of a specific region or culture

## Process Approach

- Ability to understand how culture and language influence worldview
- Ability to apply cultural and language to successfully navigate diverse situations

**Focus on the application of global DEI learning to assist the students in thinking about ideas in increasingly complex ways and navigating cultural situations successfully**



# Additive vs. Integrated Approaches

## Additive Approach

- Adding a unit to a course or a course to a curriculum
- Including a single reading or example
- Treating the topic as disconnected from the core concepts of the class

## Integrated Approach

- Permeating global DEI throughout a course and major curriculum
- Showing a multitude of ways that the topic is relevant or applicable

**Integrating global DEI across a course/major curriculum shows its importance and avoids the topic being “othered” or marginalized**

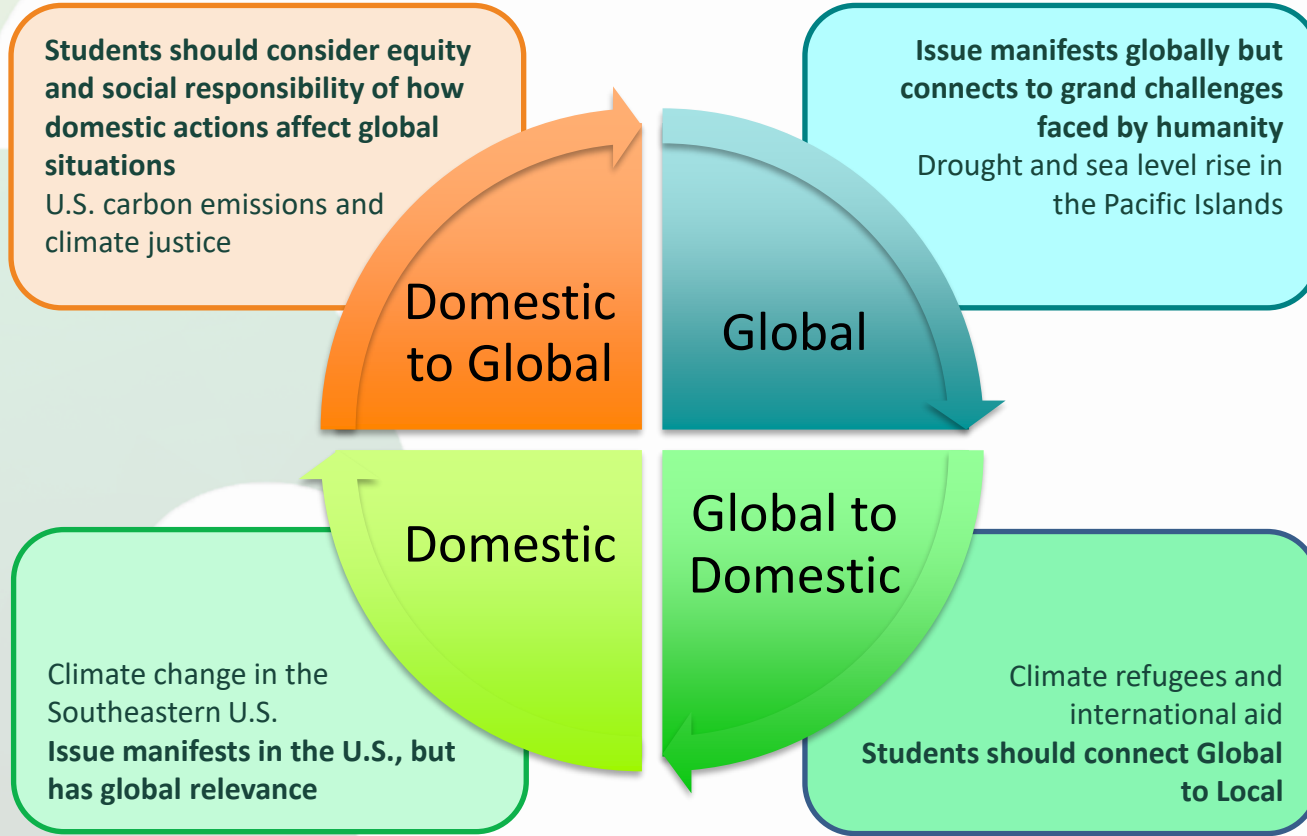


The image features a stylized green elephant head on the left side, facing right. The elephant's head is composed of various shades of green, with a white outline for its ear and trunk. The background is a light gray with a low-poly, geometric pattern. The text "How can I connect global and domestic diversity ideas?" is written in a bold, purple font in the upper right quadrant.

**How can I connect global and domestic diversity ideas?**



# Local to Global Model





## Making the GLOCAL Connection

- Depending on the context, your experience, and your students' experiences, your course might emphasize domestic diversity or international diversity as a starting place
- Regardless of where you start, a global DEI perspective suggests that we:
  - Connect global ideas to local contexts and situations to make the issue relevant to the student
  - Connect local ideas to global contexts to help students connect these ideas to broader contexts and complexities



## Resources

- [AAC&U Global Learning Resources](#)
- [APUE Global Learning at MSU](#)
- [College of Education – Internationalizing Curriculum](#)
- [Inclusive Teaching \(MSU Library\)](#)
- [International Studies and Programs](#)
- [NAFSA Global Learning](#)
- [Office for Inclusion and Intercultural Initiatives](#)



# Learning Outcome & Global DEI Education Support

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