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Developing Global Citizens Task Force Report

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Developing Global Citizens

A Report to the Provost



May 9, 2006

Dr. Peter Nicholls
Provost

Dear Provost Nicholls:

I am pleased to present to you the report of the Provost's Task Force on Developing Global Citizens in response to your charge of February 2006. The Committee members, listed within the report, demonstrated remarkable energy, enthusiasm, commitment, insight, and industry, as you will see when you read the subcommittee reports. We appreciate your interest in this initiative and hope that you will see fit to capitalize on the momentum that has been generated by enacting the recommendations of the Task Force.

Sincerely,

A handwritten signature in black ink that reads "Veronica Makowsky". The signature is written in a cursive, flowing style.

Veronica Makowsky
Vice Provost for Undergraduate Education
and Regional Campus Administration

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Provost Nicholls' Charge to the Task Force

I would like the Task Force to present to me by May 2006 a five-year plan that would include but not be restricted to:

- 1) Recruiting at least one hundred international undergraduates;
- 2) Increasing the percentage of UConn students studying abroad to 30%;
- 3) Developing an international living learning community;
- 4) Inventorying the curriculum, organizing what we have into clusters, plans, minors, or majors, and identifying our curricular needs.

As you work on this charge, please determine how these components can also support the other two main goals of undergraduate education: an individualized experience for each undergraduate and the promotion of engaged learning.

Mission Statement

Globalization has given new meaning to higher education. The University of Connecticut is committed to providing our undergraduates with the knowledge, skills, and cultural competence to meet the challenges of an increasingly complex and interconnected world as responsible, informed and engaged global citizens.

Those goals would be achieved by:

- ❖ An undergraduate curriculum that offers an array of global, multicultural, and international opportunities.
- ❖ Enhanced opportunities for study abroad.
- ❖ An increased number of students from abroad studying at UConn.
- ❖ Co-curricular activities that promote global learning including Living Learning Communities.

Executive Summary

The recommendations of the Provost's Task Force on Developing Global Citizens are directed toward implementing the Mission Statement.

The four subcommittee reports are highly synergistic. For example, in order to recruit and retain international students, a Global Living Learning Community is vital. In turn, a Global Living Learning Community contains students who are participating in a global curriculum, as well as pre- and post-study abroad students and international students. Study abroad students profit from their contacts with international undergraduates in the Global Living Learning Community and from a curriculum that contextualizes their experiences in another country. And so forth.

The Task Force Recommendations fall under these broad and mutually reinforcing categories.

- * Promotion of awareness and discussion of developing global citizens throughout the UConn community.

- * Faculty development through research opportunities abroad and support for developing relevant curricula.

We also would like the needs of the Developing Global Citizens Initiative to be considered in the New Faculty Initiative (175 faculty).

- * Curricular opportunities and paths for undergraduate students, at UConn and abroad, that include and organize our many existing international courses, as well as some carefully selected new ones.

- * Co-curricular support for undergraduate students such as the global living learning community and informed and enthusiastic advising.

- * Attracting international undergraduates by demonstrating the ways that we can incorporate them as integral members of the UConn community.

Action Items:

Provost: Appoint a small (about 6-member) Global Citizens Oversight Committee to coordinate the initiative for 2006-2007. The implementation committees of the units below will report to this committee twice in Fall 2006 and twice in Spring 2007.

Undergraduate Education & Instruction, Student Affairs, and International Affairs: Implement the Global Living Learning Community.

Enrollment Management, Student Affairs, Undergraduate Education & Instruction, and International Affairs: Implement the recruitment and retention initiative.

Study Abroad Director and Study Abroad Advisory Committee (of Undergraduate Education & Instruction): Implement the Study Abroad Strategic Plan.

Vice Provost for Undergraduate Education: In order to implement the recommendations of the Curriculum Subcommittee, 1) establish a university-wide global citizens curriculum committee; 2) coordinate the staff and resources of **Undergraduate Education & Instruction** in support of this initiative.

Report of the Student Recruitment and Retention Subcommittee

DEFINITIONS

1. **Definition of International Student:** For the purpose of measuring UConn's progress in recruiting, enrolling, and retaining international undergraduate students, "international student" will be defined as "full-time, degree-seeking, undergraduates who are not US citizens or permanent residents."
2. **Admission Standards:** Given the variety of high school systems, some standards of evaluation need to be developed for converting these myriad standards and systems into a UConn admission standard. For example, many European high school diplomas may be ahead of US diplomas, while other countries are behind. Thus, in addition, UConn may also need to develop modified programs of study based on diploma levels.
3. **Target Countries:** UConn should develop a hierarchy of countries to target based on cultural (and possibly economic) diversity as well as likelihood of recruitment success. (see Recruitment #2(c&f))

RECRUITMENT

1. **Financial Assistance:** A majority of those present proposed that need- and merit-based financial assistance be made available that is specifically targeted for international students. One justification is the special contributions that international students would make to the UConn community. Further, financial assistance should be used to develop economic diversity as well as international cultural diversity.

Some *options* discussed in this regard include the following:

- a. *Merit based scholarship and/or full tuition waiver:* Based on competitive criteria, scholarship and tuition waivers should be made available to highly qualified international students.
- b. *Tuition reduction:* Current tuition for out-of-state students is approximately \$19,500/year. The amount of financial assistance suggested ranged from out-of-state tuition waivers (in-state tuition is approximately \$7,000/year) to financial assistance as little as \$1,000/year.
- c. *Discounted accommodation.*
- d. *More on-campus jobs* (also relates to retention).
- e. *Other sorts of financial assistance* such as work-study programs for international undergraduate students (also relates to retention).
- f. *Summer internships* with industry, possibly as independent study courses (also relates to retention).
- g. *A discount on total cost alone.* This would significantly increase the number of international students; however, need-based aid may not be as attractive to international students who generally have much lower university tuition than in the US (thus, independent of income/need). One suggested compromise might be a blanket partial reduction plus some free summer courses. These free summer courses might be English language courses (see 2b).
- h. *Gather more study abroad organization information about tuition levels from peer institutions,* including information from IIE.org and from the Study Abroad Director. This should include comparisons to other peer public universities as well as private institutions.
- i. *Financial aid support from sources external to the university,* including an international student alumni group, industry, and foundations. Funds for international student financial aid/scholarships could be earmarked as such within the development office.

2. Increase International Outreach: Several complementary proposals were made to increase the visibility of UConn worldwide.

a. *Survey current international students* to determine how they learned about UConn and why they chose to attend. This would inform the development of the outreach and recruitment program.

b. *Expand and strengthen the links to English as a Foreign Language (EFL) programs in the US.*

- i. Enhance University of Connecticut American Language Institute (UCAELI) summer program at UConn. There were some concerns that this may not work as well here as in other universities because Storrs has a limited community in which to conduct English language activities.
- ii. Link free UCAELI summer programs or courses to admission. One suggestion was for UConn to provide a free English course for admitted international students who attend UConn. The students would start during the summer before they arrive for their first Fall semester. This would support international students who have learned English in their home schools but need/desire the extra boost to be really fluent. (UCAELI will need reimbursement for “free” classes given to international students as it is a self-supporting program.)
- iii. Work with US EFL programs as in the *USA Study Guide* <http://www.usastudyguide.com/eslschoolsinusastates.htm>. For example, in Connecticut the University of Bridgeport, or MA Intensive English Language Institute at Worcester State College, The New England School of English, Boston School of English, and the American Language Programs, Inc. Bring those students to campus to see what UConn has to offer.
- iv. Develop outreach programs to international high school exchange programs for international students currently in the US including linking to the organizations that facilitate these exchanges. It may also include developing a campus Visit Day for international exchange students.

c. *Develop specific international student recruitment materials* that recruiters and faculty can distribute when visiting other countries. These could expand beyond print to electronic formats, like DVDs. Currently, UConn does mailings to approximately 225 international schools, embassies, and other international contacts. There were some concerns that recruitment is most effective when there is direct recruitment by UConn personnel; materials alone make only a small difference in recruitment. (See 2d).

- i. It was suggested that UConn develop a hierarchy of countries to target based on cultural (and possibly economic) diversity as well as likelihood of recruitment success (see Definitions #3).
- ii. It was further suggested that identifying and promoting “signature programs” that might attract any student, but especially international students, would aid recruitment. The scope of “signature programs” still needs further discussion.

d. *Develop direct recruitment by UConn personnel.* UConn should develop a recruitment program for international students similar to the current program developed for recruiting out-of-state students in the US. This could include participating in existing international student tours of regional universities (e.g., Big East or New England), developing international and foreign school faculty/counselor visitation days at UConn, and developing targeted international and foreign school recruitment tours by UConn personnel. It was roughly estimated that for UConn to break even on recruitment expenses and scholarships, UConn would need to recruit an additional 15 international students at full out-of-state tuition for every \$6, 300 spent on recruiting. It was further suggested that UConn faculty already in a foreign country on other (non-recruitment) business should be compensated (hotel, per diem, etc.) to allow for additional stays of an extra day or two in the foreign country in order to promote recruitment.

e. *Expand and strengthen the Study Abroad Program at UConn.* Utilize the resources and established vehicles under the UConn Study Abroad program to promote and recruit students.

f. *Establish working relationship with selected universities and colleges in various countries* and have special programs such as students/faculty exchanges. UConn could have academic programmatic relationships with selected universities and colleges all over the globe. This may included aligning course curricula for compatibility, setting up a process for transfer credits, offering summer internship opportunities, and having exchange program between students and faculty members.

g. *Develop an International Student Alumni Group* that is a subset of the UConn Alumni Association.

3. **Link with International Living Learning Community at UConn:** Formally linking international students with the international living community at UConn would be an effective means for providing international students with systemic support for social, non-academic issues.

RETENTION

1. **Understand Current UConn Retention Support:** Through the Department of International Services and Programs. The key to retention is proactive support that reaches out to international students often and in multiple ways.

2. **Link with International Living Learning Community at UConn:** This link, noted above in #iii for Recruitment, will also impact retention.

3. **Create Proactive Human Links within UConn:** This suggestion was meant to counteract international student loneliness and confusion. All suggestions include training and support for the faculty, staff, and community members who participate. It would also include some system for facilitating people matches.

- a. Social Connections

- i. Faculty advisors targeted to small groups of international students
- ii. Host Families for invitations to events, holidays, and family meals
- iii. Individual “student buddies” for each international student (can also include an academic component)
- iv. Links with student cultural centers and clubs on campus
- v. Planned activities, including field trips, events, etc.

- b. Academic Connections

- i. Orientation materials targeted for international students (will likely include social and financial connections too)
- ii. Sections of the First Year Experience classes and the Senior Year Experience classes especially for international students
- iii. Mentoring services targeted for or sensitive to international students
 1. Small group faculty advisors
 2. Tutorials
 3. Proactive general academic checks

- c. Financial Connections: This relates to and continues the financial support under recruitment.

- i. Scholarships assist both recruitment and retention, especially for low-income students
- ii. Proactive on-campus work assistance both during the school year and during the summer. This can assist both financially and with social and cultural adjustment.

Report of the Study Abroad Subcommittee

Goal: To increase the number of UConn students who graduate with an international experience to 30% annually by Academic Year 2010-11.

With an average graduating class of 4000 students, 30% translates numerically into 1200 students. Since 2002-03, the percentage of students participating in study abroad has grown from just under 7% to just over 12%, or from 270 to 500 students.

Strategic Initiative #1: To increase the number of UConn students who participate in short-term (eight weeks or less) study abroad programs to 450 annually by Academic Year 2010-11.

Strategic Initiative #2: To increase the number of UConn students who participate in semester or academic year programs to 750 students annually by Academic Year 2010-11.

Recommendations:

- **Increase to 750 students annually (approximately 63.5% of all study abroad students) participating in semester or academic year programs by 2010-11, distributed as follows:**
 - 1. Proprietary program participation goal: 310**
 - 2. Exchange/direct enrollment participation goal: 150**
 - 3. Third-part program participation goal: 290**

Obstacles to Increasing Enrollments:

a. Affordability. The average cost of a proprietary or third-party semester-long study abroad program is more than twice that of the cost of spending a semester at UConn for in-state students.

Recommendations:

1. Conduct financial analysis to determine the average debt load of students who study abroad;
2. Raise scholarship funds through a combination of private donations and university resources;
3. Eliminate Continuous Registration and Infrastructure Fees for study abroad participants.

b. Degree Progress. There is a wide-spread perception among students and academic units that studying abroad for a semester delays graduation.

Recommendations:

1. Conduct study to determine average time to graduate for UConn students who study abroad;
2. Introduce new course numbers for study abroad courses that are linked with the new General Education Requirements;
3. Encourage departments to approve course credit based on syllabi and course descriptions rather than review of work completed upon return; take to Senate Scholastic Standards Committee for discussion.
4. Expand system for precedents to all departments for courses that have already been awarded credit;
5. Encourage departments to find equivalency credit for courses taken abroad: standard of 60% overlap may be used;
6. Publicize more broadly that study abroad courses can substitute for General Education requirements;
7. Develop and implement review system for precedented courses (courses previously awarded credit);
8. Standardize and deploy grade conversions according to country;

9. Record study abroad grades on transcript but cease factoring them into GPA; take to Senate Scholastic Standards Committee for discussion;
10. Empower Study Abroad Advisory Committee (SAAC) to implement new study abroad program proposal process and to review existing programs on regular basis using Forum on Education Abroad's *Standards of Good Practice*.

c. Charging Tuition for Non-Exchange Programs: UConn in London and UConn in Granada. In contrast to other research extensive public universities, UConn charges study abroad participants UConn tuition on top of operating costs, i.e., the costs of hiring local instructors, renting classrooms and office space, excursions, etc. As a result, the costs of our programs average about \$3,000-\$4,000 more than those of our peers.

Recommendations:

1. Cease charging tuition and replace with departmental course buy-outs, as is already the case for UConn-UNH in Granada;
2. Do not introduce tuition for new faculty-led proprietary programs.

d. Start-up costs for International Field Seminars.

Recommendations:

1. Provide Faculty Incentives for Running International Field Seminars;
2. Provide Departmental Incentive (Course Buy-Outs) for Releasing Faculty;
3. Raise Endowment for International Field Seminar Program.

e. Too few exchange partners; hard to find exchange partners.

Recommendations:

1. Introduce 20 more exchange agreements;
2. Introduce asymmetrical exchange agreement model of 2:1, whereby 1 student from developing country receives tuition dollars of second UConn student as scholarship;
3. Change status of incoming exchange students from non-degree to visiting, thus guaranteeing on-line registration of courses;
4. Hire staff to develop co-curricular program for incoming exchange students;
5. Invite incoming exchange students to live in Global Living Learning Community
6. Count incoming exchange students as international students, alongside international degree-seeking students;
7. Deepen relationships with exchange partners to include faculty exchanges, graduate student exchanges, symposia, etc.

f. No incentives for faculty to lead short-term study abroad programs.

Recommendations:

1. Include study abroad courses as part of faculty teaching load;
2. Provide faculty start-up funds for course development on competitive basis.

g. High operating costs of short-term programs.

Recommendations:

1. Set standard salary for teaching short-term study abroad courses at level independent of summer school;
2. Do not charge summer tuition for short-term study abroad programs.

h. Too few students from underrepresented groups.

Recommendations:

1. Develop independent outreach plan for minority students;
2. Provide scholarship funds for minority students.

Report of the Global Living-Learning Center Subcommittee

Introduction

The Global Living-Learning Center (GLLC), a residential learning community, will house a mix of domestic students and international students who have expressed interest in international issues, languages, and experiences.

GLLC supports a variety of University priorities, including:

- Increasing global awareness among all members of the University community by
 - Promoting Study Abroad
 - Promoting language study
 - Promoting intercultural communication skills
 - Providing opportunities for interaction between domestic and international students
- Recruiting high-ability students who have demonstrated interest in international studies
- Providing support and coordination of activities (programs, speakers, cultural events) that are planned by multiple offices across campus but often are disadvantaged by a lack of coordination
- Providing a “home” for international students that coordinates services that these students need during transition to the US.

Participation Levels

Many students may have interests related to global issues, but their choice of major or other obligations keeps them from full participation in this program. For that reason, GLLC offers a continuum of involvement for students. Some may choose to live in GLLC (“Fellows”) and be fully involved in co-curricular and curricular opportunities. Others may choose to live elsewhere but participate fully in co-curricular and curricular activities. Still others may choose to participate in limited curricular or co-curricular opportunities. All of these students will benefit in some significant ways from their participation.

Students may apply to be a Fellow for a second year, and hopefully GLLC will be able to accommodate all who are interested in doing so. Some students may have less involvement in their first year (perhaps choose not to live in the GLLC), but then decide they want a deeper level of involvement in a second year.

Students can continue to participate in GLLC activities and curriculum throughout their matriculation, helping to build a long-standing community of well over a hundred students and faculty deeply committed to issues of global importance. Students involved in language study will especially be encouraged to continue their participation in order to improve their fluency in a supportive environment.

Options for participation will be developed in detail by the Planning Team.

Curriculum

GLLC will require its Fellows to take a 1-credit INTD colloquium. The Advisory Team will develop a coherent course that will either cover one topic per semester related to an issue of international significance or a set of topics that cohere around permanent and visiting faculty. Examples include child labor, water rights and use, sustainable development, human rights, and might include field trips to places such as the United Nations. While there would be one instructor of record, there might be several guest lectures. GLLC Fellows will also be required to take a certain number of globally-focused courses during their residency. These courses should support the variety of majors expected to be represented in GLLC.

Non-residents can also join GLLC and participate in the curriculum and co-curricular activities.

Co-curriculum

GLLC will take advantage of the wide range of activities already planned through academic and student life programs related to international and global issues (examples include the Human Rights Institute, International Affairs, various area studies programs). Student Activities and Residence Life will develop meaningful co-curricular opportunities, especially involving leadership development and student organizations. The Planning Team will work with partners across campus to develop and coordinate these opportunities. An area of special interest will be language study in a co-curricular context, with activities planned that will allow students studying language to spend time together to improve their fluency with one another and with instructors.

Faculty Involvement

GLLC will be led by a Faculty Director who will be advised by an Advisory Team. The Director's specific job responsibilities will be developed by the Planning Team. Ideally, this will be a tenured faculty member who will serve a specific term as director. Other faculty will be recruited to serve as GLLC faculty, teaching one of the courses in the designated curriculum (which could also be open to non-GLLC students), perhaps for a specific term as well.

Residential Life Involvement

A staff member from Residential Life will serve on the Planning Team. S/he will coordinate with Residential Life to identify the best location and staff for this project. Senior administrators will provide this staff member with appropriate authority to advocate for the program within the department. Details about location and staffing will be determined by the Planning Team.

Proposed Budget: Global Fellows Living Learning Community

This budget represents plans to spend 2006-2007 planning the implementation of the Global Fellows Living Learning Community (GFC). During the planning year, a lead faculty planner will coordinate all aspects of this effort, supported by an advisory group of faculty and staff (Academic Affairs, Student Affairs, and Admissions). Planning year activities may include an intensive curriculum planning retreat and a focused visit by a consultant.

The program will be implemented in Fall, 2007. The budget assumes enrollment of 40 students (a mix of first-year US and international students). The second year assumes that a second class of 40 will be brought in, and another 40 will include returnees and new students recruited from currently enrolled students.

Beyond 2008-2009, the program may remain capped at 80, or depending on University needs, grow incrementally, requiring additional funds.

Two models are presented: one assumes the Faculty Director will be bought out from his/her home department with an agreement to serve for three years. The other assumes the Director's salary is shared with a home department. Other possibilities include providing housing and/or a meal plan as part of a compensation package, which may reduce this salary.

Global Fellows stipends are optional. If the planning committee chooses to eliminate these, all budget projections below (except for the planning year) can be reduced by \$20,000.

Some programming and activities funds can be raised through a fee charged to students to live in the Global House. Residence Life may also contribute to programming funds.

Note: The Task Force wishes to extend its heartfelt thanks to Dean of Students Lee Williams for the leadership, knowledge, and experience essential to this report.

2006-2007 (Planning year)

Lead Faculty Planner buyout (1 course x 2) (LFP will undertake significant role in convening the faculty planning team, enlisting campus partners, researching, developing budget, overseeing appointment of Program director)	\$10,000
Curriculum Planning Retreat (October)	\$1400
Consultant visit	\$3000
Administrative costs (materials, etc)	\$500
Marketing (material, postage)	\$1500
Total	\$16,400

2007-2008 (First Year, 40 students)

Model A

Faculty Director (half-time, 3-year appointment) buyout (1 course x 2) (advising, recruiting and marketing, curriculum planning, faculty recruiting)	\$10,000
Graduate Teaching Assistant (teach 1-credit “colloquium”, oversee co-curricular programming details)	\$20,000
Programs and activities	(\$100 x 40 students) \$4000
UConn Global Student Fellows Stipends*	(\$500 x 40 students) \$20000
Administrative costs	\$2000
Marketing (material, postage)	\$1500
Total	\$57,500

*optional

Model B

Faculty Director (half-time, salary shared with home department, teaches 1-credit colloquium in addition to other responsibilities listed in Model A)	\$50000
Program Coordinator (Residential Life employee, shared position) to oversee co-curricular programming details	n/c (salary and benefits paid by HRL)
Programs and activities	\$4000
UConn Global Student Fellows Stipends* (given to first-year residential students only, to be used for academic and travel costs)	\$20000
Administrative costs	\$2000
Marketing costs	\$1500
Total	\$77,500

In either model, additional costs supported by Student Affairs: student staff stipends, hall director salary (special hire done in collaboration with Global House), additional costs for keeping residence open during Thanksgiving, Winter and Spring Breaks.

2nd year (80 students) and beyond (80 students)

Model A

Faculty Director (half-time, 3-year appointment) buyout (1 course x 2) (advising, recruiting and marketing, curriculum planning, faculty recruiting)	\$10,000
Graduate Teaching Assistant (teach 1-credit “colloquium”, oversee co-curricular programming details)	\$20,000
Faculty buyout (one additional course each semester)	\$10,000
Programs and activities	(\$100 x 80 students) \$8000
UConn Global Student Fellows Stipends*	(\$500 x 40 students) \$20000
Administrative costs	\$3000
Marketing (material, postage)	\$1500
Total	\$72,500

Model B

Faculty Director (half-time, salary shared with home department, teaches 1-credit colloquium in addition to other responsibilities listed in Model A)	\$50000
Faculty buyout (one additional course each semester)	\$10000
Program Coordinator (Residential Life employee, shared position) to oversee co-curricular programming details	n/c (salary and benefits paid by HRL)
Programs and activities	\$8000
UConn Global Student Fellows Stipends*	\$20000
Administrative costs	\$3000
Marketing costs	\$1500
Total	\$92,500

*optional

Report of the Curriculum Subcommittee

The report of this subcommittee is last, but not least. In fact, curricular planning for developing global citizens is so intricate and so profound in its impact that a detailed plan will need another year of work.

Transforming a curriculum in order to develop global learning is a large endeavor that many institutions across the country are undertaking. The curriculum subcommittee considered reports of internationalization initiatives from various universities in the attempt to define global learning. It appears that no consensus has emerged on the meaning of this concept and a thoughtful and deliberate process will be required to establish precise criteria for “global learning” courses at UConn. It is clear that no single type of course produces global learning. Courses on global issues, such as environmental sustainability, analyze issues that transcend national boundaries. Courses on one or more countries outside the United States, such as language courses, help students gain knowledge, perspectives, and skills to understand and contribute to today’s complex and pluralistic world. Further, there is an intimate connection between interdisciplinary courses and global learning.

An extensive inventory of undergraduate courses, which can be broadly categorized as global learning courses, was undertaken by the curriculum committee based on previous work in International Affairs by Elizabeth Mahan. This undertaking revealed that significant faculty expertise and professional interest in undergraduate courses, which enhance global learning, exist. It also underscored the substantial intellectual resource available to the University to move toward the goal of developing global citizens. However, such a goal needs to be communicated to the various components of the University: departments, colleges, faculty, and administration, so that a coordinated and sustained effort can be made for undergraduate global learning.

There are at least three different ways in which courses may contribute to global learning.

1. They may provide content and knowledge about other places and cultures.
2. They may give insight into the processes that are important to the global context and understanding of how the world works.
3. They may provide tools necessary for functioning in the world, e.g. language, cultural competence.

It is important that students develop a broad view of the world and that this view contains an awareness of their own situation within the world. Global citizens understand themselves and how others perceive them, their country, and their culture. This understanding contributes to their competence and leadership potential in a globalized world.

A number of critical steps are required to promote global learning at UConn.

1. Promote discussion around the university on what is meant by global learning and its value to students. Develop a list of learning outcomes expected of globally educated students. Such a list will need to be flexible, to take account of the rapidly changing global situation and the needs of individual students.
2. Create an inventory of classes that could be part of a global learning curriculum.
 - a. Develop criteria for inclusion of courses, e.g. they provide content, understanding of process or tools relevant to global learning; they inform contemporary issues.
 - b. Create list in consultation with schools/colleges/departments.
 - c. Ensure that courses on this list are offered regularly and are available at the regional campuses.

A key question requiring resolution here is the proportion of a course that needs to be dedicated to global issues in order for it to warrant inclusion on this list.

3. Create global learning pathways/streams for students. These would be in the form of advising documents that would assist students in course selection in the context of their other program requirements.

Such pathways would include:

- a. GenEd pathway
- b. Arts and humanities pathway
- c. Social science pathway
- d. Science, engineering, and technology pathway

The first pathway would use global learning to provide greater coherence to the students' general education programs. The latter three pathways would be selected by students in the cognate disciplines to bring a global focus to their major field of study.

4. Enhance and support existing programs that emphasize or contribute to global learning. Some of these are based within departments, while others are interdisciplinary. Consideration should also be given to the creation of new interdisciplinary programs, e.g. Global Environment, International Business and Multinational Corporations, provided appropriate resources and supervisory structures are available.
5. Include the ability to contribute to global learning at the university as one criterion to be considered when filling new faculty positions.
6. Provide training and development opportunities to faculty who wish to enhance the global content of their course(s). These would include:
 - a. ITL-sponsored workshops and learning communities.
 - b. Short and long-term faculty exchanges with institutions in other countries.
 - c. Mechanisms to promote collaborative research with investigators/institutions abroad.
 - d. Mechanisms to encourage faculty to participate in study abroad courses/programs.
 - e. Use of the Fulbright Senior Specialist's program or CIEE Faculty Development Seminars to expand overseas experience of faculty.
7. Work with the Study Abroad Advisory Committee to develop curricular structures at UConn that support and enhance study abroad programs, both prior to and after the experience.
8. Explore the creation of courses that will provide interaction on the web between UConn students and students from one or more other countries.
9. Develop and support co-curricular activities that promote global learning and encourage more interaction between diverse cultural groups. Establish a colloquium fund.

Timeline

- a. A priority for the first year is to initiate broad discussion across the university about the value of developing global competence in our students and to define the characteristics of that competence.
- b. By the end of year one, a set of learning outcomes we expect of our globally-educated students should be developed. This will then allow the articulation of criteria for courses that deliver these outcomes to be included in the global curriculum.
- c. Simultaneously, the faculty development initiatives need to be pursued, since these will strengthen the whole program.
- d. An advisory structure should be established through Undergraduate Education and Instruction, including the University Advising Counsel, that will inform freshmen, sophomores, and juniors about global learning courses and the pathways they can choose to pursue their special global interest.

Members of the Developing Global Citizens Task Force

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Curriculum

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