Global FKL Implementation Team
Meeting Agenda
Aug. 22, 2014

I. Welcome and Introductions
II. Overview of QEP
III. Review of Global FKL and our task
IV. Next Steps

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Representative Unit</th>
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<tbody>
<tr>
<td>Maryellen Allen</td>
<td>Assistant Director, Instructional Services</td>
<td>Library</td>
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<tr>
<td>Ross Andel</td>
<td>Associate Professor, School of Aging Studies</td>
<td>College of Behavioral and Community Science</td>
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<td>Abdool Aziz</td>
<td>Senator</td>
<td>Student Government</td>
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<td>Jeff Cunningham</td>
<td>Associate Professor, Civil and Environmental Engineering</td>
<td>College of Engineering</td>
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<td>Pat Jones</td>
<td>Associate Professor, Teaching and Learning</td>
<td>College of Education</td>
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<td>Karla Davis-Salazar</td>
<td>Associate Dean</td>
<td>Office of Undergraduate Studies</td>
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<td>Autumn Mueller</td>
<td>Academic Advisor</td>
<td>College of Arts and Sciences</td>
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<tr>
<td>Scott Rimbey</td>
<td>Senior Instructor, Mathematics</td>
<td>College of Arts and Sciences</td>
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</table>
## University Mission
Deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment

## University Strategic Goal #1
Prepare well-educated and highly skilled global citizens through our continuing commitment to student success

### Global Citizen
Engage constructively with diverse people, places, events, challenges, and opportunities

### Knowledge
- Knowledge of global and cultural systems and issues

### Skills
- Ability to analyze global and cultural interrelationships and interdependencies across place and time

### Abilities
- Ability to develop and/or apply context-appropriate actions to address complex issues and/or unfamiliar situations

### Cultural Diversity
- Knowledge of diverse cultures and associated ideologies, languages, histories, geographies, technologies, and artistic/cultural expressions

### Global Context
- Knowledge of global systems and issues and associated dimensions (e.g., historical, political, economic, social, cultural, environmental, and technological)

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**Students will be able to:**

- identify global and cultural systems.
- describe dimensions of global and cultural systems.
- explain connections among dimensions of global and cultural systems.

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**Students will be able to:**

- describe multiple dimensions of cultures (e.g., environmental, ideological, linguistic, communicative, historical, geographic, technological, and/or artistic).
- explain the connections among dimensions of cultures (cultures as systems).
- recognize that cultural systems experience historical and geopolitical processes differently.

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**Students will be able to:**

- analyze cultures as complex systems shaped by relations of power and interdependence
- compare how cultural systems structure basic social categories (e.g., sex, gender, sexuality, age, class, disability, nationality, race, ethnicity, immigration status)
- compare the impact of historical and geopolitical processes on cultural systems.

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**Students will be able to:**

- analyze global issues and challenges, their histories, and impacts
- analyze the ethical, social, and environmental challenges of global systems
- compare how global issues and systems are experienced at different scales.

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**Students will be able to:**

- synthesize different types and sources of information to address complex cultural issues or situations
- incorporate multiple perspectives into decision making when addressing cultural issues or situations
- communicate ideas and information to diverse audiences.

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**Students will be able to:**

- synthesize different types and sources of information to assess global issues.
- incorporate multiple perspectives (e.g., disciplinary, cultural, ethical) into decision making.
- weigh options/planned actions and/or formulate possible solutions.
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<thead>
<tr>
<th>Communication (CAEC)</th>
<th>Mathematics (CAMA; CAQR)</th>
<th>Natural Science (CANL; CNAP)</th>
<th>Social/Behavioral (CASB)</th>
<th>Humanities (CAHU)</th>
<th>Fine Arts (CAFA)</th>
<th>Human/Cultural Diversity in a Global Context (CAGC)</th>
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QEP 2015: The Global Citizens Project

Global FKL

1. All courses in Social/Behavioral Sciences, Humanities, and Fine Arts address either Human/Cultural Diversity (HCD) or Global Context (GLC) through course learning outcomes.
2. All courses in Human and Cultural Diversity in a Global Context address both Human/Cultural Diversity and Global Context through course learning outcomes.
3. Transition courses through the recertification process (send out recertification schedule to departments to let them have time to prepare)
4. Courses must include a Global Citizens project/assignment (labeled as such for students) to be used in assessment. Must be problem based.
5. Agreement to use Human/Cultural Diversity and/or Global Context assessment rubrics, as appropriate, to assess Global Citizens project/assignment
6. GEC will use FKL Course Review rubrics to determine if course addresses HCD or GLC learning outcomes.
Global Citizen SILVER Award

To earn the Global Citizen SILVER Award, complete General Education requirements* and the following:

✓ 8 on-campus global/cultural events sponsored by any of the following USF entities:
  - USF World
  - Confucius Institute
  - Center for India Studies
  - Institute on Black Life
  - ISLAC
  - Humanities Institute
  - Cybersecurity at USF
  - Center for Strategic and Diplomatic Studies
  - Office of Multicultural Affair
  - Common Reading Experience
  - Undergraduate Research & Arts Colloquium
  - Other pre-approved global/cultural events

✓ TWO different globally/culturally engaged activities:
  - 6 credit hours of foreign language study at the intermediate level or higher
  - 9 credit hours of Global Citizen coursework outside of general education
  - An academic year in the Global Citizens Living Learning Community
  - Short-term study abroad (min. 1 week of a USF program)
  - 45 contact hours of pre-approved globally/culturally engaged curricular or co-curricular community service
  - 45 hours of globally/culturally engaged undergraduate research (~3 hrs a week during a single semester)
  - Other global/cultural activities, as approved

*Transfer students: please submit a short essay on your global experience(s) in your past general education curriculum.

All Students: You need to have completed your general education requirements to earn the SILVER Award, but you can get started on completing the above activities on your first day of matriculation!

Upon completion of the Global Citizen SILVER Award, you will earn a Global Citizen Silver Lapel Pin and certificate, which will be awarded to you at the Celebration of Leadership Awards. You also become eligible to apply for a $2500 Global Citizen Study Abroad Scholarship!
Global Citizen GOLD Award

To earn the Global Citizen GOLD Award, complete the Global Citizen SILVER Award and the following:

✓ 15 contact hours of pre-approved globally/culturally engaged curricular or co-curricular community service (above SILVER requirements)

✓ ONE of the following pre-approved activities:
  • An additional, separate study abroad experience (min. 3 weeks of a USF program)
  • Globally/culturally engaged semester-long internship
  • Globally/culturally engaged research/community engagement project (IDS 4940)
  • An additional 6 credit hours of foreign language study at the intermediate level or higher
  • Global Citizen Capstone course

✓ ONE of the following:
  • Presentation at the Undergraduate Research and Arts Colloquium
  • Culminating performance; artistic expression (need to define better)
  • Global Citizen Portfolio (need to talk with Gretchen Koehler)

Upon completion of the Global Citizen GOLD Award, you will earn a Global Citizen Gold Medallion and certificate, which will be awarded to you at the Celebration of Leadership Awards. You will also be recognized at Commencement!
QEP 2015: The Global Citizens Project
Developing a Global Pathway in the Major

Goals

1) To infuse the Global Citizen student learning outcomes into the major thus creating a “global pathway” linking general education with the major
2) To provide students with a plan to earn the Global Citizen Awards

Method

Build off of eight-semester plan:

1) Write a short statement on how the major advances/links with global citizenship (to be incorporated into eight-semester plan description)
2) Define discipline-specific learning outcomes aligned with Global Citizen learning outcomes (incorporate into ALCs?)
3) Conduct a review of existing courses and other opportunities in the major to determine where global/cultural content and/or skills are already addressed
4) “Globalize” (up to?) three courses outside of gen ed but required within the major
   a. Define and incorporate course-level learning outcomes that align with the Global Citizen learning outcomes
   b. Incorporate a Global Citizen project/assignment (designated as such) that addresses the Global Citizen learning outcomes (which then will be used for assessment purposes)
   c. Commitment to assess Global Citizen projects/assignments using GC rubric
5) Identify where in the program of study, study abroad best fits in and develop an outline of 1-3 study abroad programs that would enhance the major (location, focus, semester/format: fall/semester long, embedded into course via spring break, summer/4 weeks?)
6) Working with the Office for Undergraduate Research, identify global/cultural research opportunities...
7) Working with the Office of Community Engagement and Partnerships, identify global/cultural service learning/community engagement opportunities...
8) Working in collaboration with Student Affairs and other offices, as appropriate, identify other global/cultural experiences that would enhance the major, such as on-campus service opportunities, internships, research/community engagement projects, etc.
   a. Office of Multicultural Affairs
b. Center for Leadership and Civic Engagement  
c. Center for Student Involvement  
d. INTO USF  

9) Create a discipline-appropriate template of a Global Citizen portfolio  

10) Develop a communication plan to undergraduates that makes clear the global/cultural knowledge, skills, and abilities gained through the globalized major, including career implications.  

Support  
- $3500 to department for release time for faculty lead (at the level of associate professor, full professor, or permanent instructor) designated by the department chair  
- $1,000/course (max. 3 courses) for course development/redesign  
- $1,000 stipend for faculty lead upon completion of plan  
- ATLE workshops on developing portfolios  
- Education Abroad workshops on developing study abroad programs  
- CREATTE Faculty Grants ($2,000/course) – up to eight per year  
- Community Engagement Faculty Grants ($1000/grant) – up to four per year