Global Pathways in the Majors Implementation Team
Meeting Agenda
July 31, 2014

I. Welcome and Introductions
II. Overview of QEP
III. Review of Global Pathways in the Majors and our task
IV. Parts of the Global Pathways strategy
   A. Courses
   B. Study abroad
   C. Undergraduate research
   D. Service learning
   E. Co-curricular activities
   F. Portfolio
V. Next Steps

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Representative Unit</th>
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<tbody>
<tr>
<td>1. James Cavendish</td>
<td>Chair, Religious Studies</td>
<td>School of Humanities, College of Arts and Sciences</td>
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<tr>
<td>2. Karla Davis-Salazar</td>
<td>Associate Dean</td>
<td>Office of Undergraduate Studies</td>
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<td>3. Danielle Dennis</td>
<td>Associate Professor, Literacy Studies</td>
<td>College of Education</td>
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<td>4. Betty Jordan</td>
<td>Sr. Assistant Dean, Undergraduate Programs</td>
<td>College of Nursing</td>
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<td>5. Janet Moore</td>
<td>Associate Dean</td>
<td>Office of Undergraduate Studies</td>
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<td>6. Danielle McDonald</td>
<td>Associate Dean for Students</td>
<td>Student Affairs</td>
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<td>7. Jackie Nelson</td>
<td>Senior Director, Undergraduate Affairs</td>
<td>College of Business</td>
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<td>8. Kay Perrin</td>
<td>Assistant Dean, Undergraduate Studies</td>
<td>College of Public Health</td>
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<td>9. Tom Pluckhahn</td>
<td>Associate Chair, Anthropology</td>
<td>School of Social Sciences, College of Arts and Sciences</td>
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<td>10. Steven Reader</td>
<td>Associate Chair, School of Geosciences</td>
<td>School of Natural Sciences and Mathematics, College of Arts and Sciences</td>
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<td>11. Sydney Resmondo</td>
<td>Director, University Affairs</td>
<td>Student Government</td>
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<td>12. Rene Sanchez</td>
<td>Assistant Director</td>
<td>Education Abroad</td>
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<td>13. Bea Smith</td>
<td>Director, Academic and Student Services</td>
<td>College of Behavioral and Community Sciences</td>
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<td>14. Wally Wilson/</td>
<td>Director, Art and Art History</td>
<td>College of the Arts</td>
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<td>Richard Olinger</td>
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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

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<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Abilities</th>
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<tr>
<td>Knowledge of global and cultural systems and issues</td>
<td>Ability to analyze global and cultural interrelationships and interdependencies across place and time</td>
<td>Ability to develop and/or apply context-appropriate actions to address complex issues and unfamiliar situations</td>
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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.

Students will be able to:
- trace the movement of people, goods, ideas, and/or information across place and time.
- analyze the impact of such movements (or globalization?) on global and cultural systems across place and time.

Students will be able to:
- synthesize different types and sources of information to assess situations.
- incorporate multiple perspectives (e.g., disciplinary, cultural, ethical) into decision making.
- communicate ideas and information to diverse audiences.

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

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.

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

Students will be able to:
- identify and describe major global issues.
- describe multiple dimensions of global systems (e.g., historical, political, economic, ethical, social, cultural, environmental, and/or technological).
- explain the connections among dimensions of global systems.
- recognize that global issues and systems are experienced differently at local scales.

Cultural Diversity
Ability to analyze interrelationships and interdependencies of cultural systems and issues across place and time

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.

Global Context
Ability to analyze interrelationships and interdependencies of global systems and issues across place and time.

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.

Cultural Diversity
Ability to develop and/or apply context-appropriate actions to address complex cultural issues or unfamiliar cultural situations

Students will be able to:
- differentiate patterns in human behavior, beliefs, norms, perceptions, and aspirations.
- synthesize different types and sources of information to assess cultural issues or situations.
- incorporate multiple perspectives into decision making when addressing cultural issues or situations.
- communicate ideas and information to diverse audiences.

Global Context
Ability to develop and/or apply context-appropriate actions to address complex global issues

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 when addressing global issues.
- consider local and/or global impacts of planned actions.
- weigh options/planned actions and/or formulate possible solutions.
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<tr>
<th>Communication (CAEC)</th>
<th>Mathematics (CAMA; CAQR)</th>
<th>Natural Science (CANL; CANP)</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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<tr>
<td>ENC 1102 English Comp</td>
<td>MAC 1147 Precalculus Algebra and Trigonometry</td>
<td>ANT 2511 Biological Anthropology</td>
<td>AFA 2000 Intro to the Black Experience</td>
<td>AFH 3100 African History to 1850</td>
<td>ART 2201C Concepts and Practices I</td>
<td>AFA 2380 History and Theory of Genocide</td>
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<td>MAC 2241 Life Sciences Calculus I</td>
<td>MAC 2242 Life Sciences Calculus II</td>
<td>BSC 2011 Biodiversity</td>
<td>CCI 3014 Crime and Justice in America</td>
<td>AMH 2010 American History I</td>
<td>MUC 2301 Intro to Electronic Music</td>
<td>ANT 2412 Cultural Anthropology</td>
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<td>MAC 2242 Life Sciences Calculus II</td>
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<td>BSC 2050 Environment</td>
<td>CGS 2014 Computers &amp; Impact on Society</td>
<td>AMH 2071 African American History to 1865</td>
<td>MUC 2020 The History of Blues and Rock</td>
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<td>MAC 2281 Engineering Calculus I</td>
<td>MAC 2282 Engineering Calculus II</td>
<td>BSC 2086 Anatomy and Physiology II for Health Professionals</td>
<td>ECO 1000 Basic Economics</td>
<td>AMH 2572 American African History after 1865</td>
<td>MUC 2051 Folk &amp; Traditional Music of World Cultures</td>
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<td>MAC 2312 Calculus II</td>
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<td>AST 2009 Stellar Astronomy/Cosmology</td>
<td>EDSN 3615 Engineering Economics with Social and Global Implications</td>
<td>AMH 2170 Twentieth-century American Culture</td>
<td>MUL 3011 Western Art Music in Your Life</td>
<td>EGN 3855 Globalization and Technology</td>
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<td>CGS 2080 Intro to Computers and Computer Programming</td>
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<td>CHM 2032 Introduction to General, Organic, and Biochemistry I</td>
<td>GED 2000 Introduction to Gerontology</td>
<td>ANS 2210 American History</td>
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<td>EDA 2000 World Regional Geography</td>
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<td>FIN 2100 Personal Finance</td>
<td>PHI 2011 Intro to Formal Logic</td>
<td>CHM 2046 General Chemistry II</td>
<td>GED 4512 Psychology and Aging</td>
<td>ARC 2211 Intro to Architecture</td>
<td>GED 2400 Human Geography</td>
<td>GED 2173 The Cultures of East and West II</td>
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<td>QMB 2100 Business and Economics</td>
<td>GED 2200 Introduction to Physical Geography</td>
<td>ECO 2217 Energy, Environment, and Sustainability</td>
<td>GED 5400 Social and Behavioral Sciences Honors</td>
<td>ARS 2270 Southeast Asian History</td>
<td>REL 2390 Introduction to World Religions</td>
<td>REL 3111 New Religions in America</td>
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<td>STA 2122 Social Science Statistics</td>
<td>GED 5400 Social and Behavioral Sciences Honors</td>
<td>GED 2300 Introduction to Physical Geography</td>
<td>EHM 5400 Seminar in Applied Ethics</td>
<td>CIL 3370 Classical Mythology</td>
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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)
  - 15 hours of pre-approved global/cultural engagement or service linked to/mentored by USF
  - 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 hours of pre-approved globally/culturally engaged 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
3) “Globalize” (up to?) three courses 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
4) 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?)
5) Working with the Office for Undergraduate Research, identify global/cultural research opportunities...
6) Working with the Office of Community Engagement and Partnerships, identify global/cultural service learning/community engagement opportunities...
7) 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
8) Create a discipline-appropriate template of a Global Citizen portfolio
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