

## **Office for Global Engagement**

### **University Teaching Committee Grant**

#### **Global Learning Across the Disciplines (GLAD)**

The Office for Global Engagement (OGE) is offering grants of up to \$10,000 for departmental or interdisciplinary teams composed of a minimum of three faculty members to improve global learning as part of the Global Learning Across the Disciplines (GLAD) project at the University of Utah. We define global learning “as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (Olsen, Green and Hill, 2006). We also believe that global learning at the University of Utah connects with three other themes that reflect the institutional mission and values. They include diversity, environmental sustainability and community engagement.

This project calls on all academic departments and interdisciplinary programs to develop a global learning strategy involving the following activities:

- Articulate global learning outcomes in the language of their respective disciplines, filtered through the lens of the other core themes of diversity, environmental sustainability, and community engagement
- Conduct an audit of existing academic coursework and other activities offered to determine the extent to which global learning already exists in the curriculum
- Develop strategies both within the curriculum and co-curriculum to help students achieve the global learning outcomes to which the academic program is committed.
- Develop and implement assessment strategies to establish the degree to which students are realizing specific global learning outcomes

#### **Background**

The themes of global learning, community engagement, diversity, and sustainability align with the U’s institutional mission and values forming the core principles around which students gain global competence and knowledge. The four themes are interwoven and connected within the curriculum. General outcomes for these themes are as follows:

##### **Global Learning**

Students will learn how to analyze, synthesize, and evaluate the interconnectedness and interdependence of the human experience on a global scale.

##### **Community Engagement**

Students will actively participate in projects in an experiential setting with members of the campus and local community as well as communities regionally, nationally, and globally to

gain first-hand expertise in cultural, social, political, economic, and environmental issues impacting these communities. Students will acquire an understanding of the wide range of cultural perspectives and needs of communities and their diverse members. Additionally, students will gain practical skills associated with service projects.

### **Environmental Sustainability**

Students will acquire the skills and knowledge base to understand the importance of and options for environmental sustainability in local and global terms. Students will also acquire an understanding of the range of ethical perspectives concerning the uses of natural resources and the impact of these perspectives on creating a sustainable relationship to the natural environment.

### **Diversity**

Students will learn about and critically reflect upon the nature and consequences of diversity in both the social (e.g. ethnic, religious, cultural) world and the natural environment, and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction.

The GLAD aims to equip students with the skills, knowledge and dispositions to understand, negotiate, and succeed in a globalized world. By facilitating opportunities for students to have multiple, substantive and intentional encounters with global perspectives throughout their respective academic experiences, both in the curriculum and the co-curriculum, it is the objective of the GLAD to help prepare students to be globally competent upon graduation. Students will learn the global dimensions of their respective disciplines in the core courses of their program and related co-curricular activities; they will have opportunities for cross-cultural learning through the study of languages, residency in an international living and learning environment, and/or by participating in learning abroad (study, research, internship) experiences; and they will have opportunities to understand how the themes of diversity, community engagement and environmental sustainability interact in a global context with respective academic majors.

The GLAD gives faculty complete control of transforming the curriculum to assure that students have appropriate global learning experiences. The expectation is that faculty will design coursework and other learning experiences guided by the global learning outcomes adopted by their respective academic units. It is also expected that faculty will connect learning outcomes to the General Education curriculum (for General Education Learning Outcomes see: <http://ugs.utah.edu/gen-ed-reqs/outcomes.php>) and the Global Citizenship Block U (for more information see: <http://ugs.utah.edu/blocku/citizenship.php>) as well as the co-curriculum to further global learning. Finally, it is expected that faculty will regularly assess student learning to determine how effective the academic experiences they facilitate for students are in helping them to achieve the global learning outcomes.

The GLAD makes every learning experience, be it a course, a lab, the visit of a distinguished scholar or a fieldwork experience an opportunity for learning about the global context of our lives. There is a global narrative to every course and every learning experience while acknowledging that this may be more difficult in some courses/disciplines than in others. For the disciplines for which this may be more challenging, faculty are encouraged to reach out to other colleagues, both within and outside of their own discipline for ideas and to persist at exploring how best to engage students with global perspectives, even if it may not seem intuitive. Once faculty engage in a focused way with the task of internationalizing the courses they teach, they typically discover many innovative strategies, that they would be most adept at implementing these strategies, and that they can be much more effective at this than any university-wide committee formed for this purpose.

### **Proposals**

**Deadline: March 20, 2015**

Please follow the instructions for the GLAD Teaching Grant Application Form.

Two grant awards are available for the March 20 deadline.

Once proposals are accepted for funding, Sabine Klahr, Deputy Chief Global Officer, will work with the team to provide consultation regarding the development of the global learning strategy. Beyond the required final report, OGE expects grant recipients to assist with consultation for future projects as feasible, and agree to present the process, outcomes, and lessons learned to the campus community on occasion and based on team members' availability.