

# University of Pittsburgh

## Global Credentials for Global Citizens

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**Global Credentials for Global Citizens:**  
A Benchmarking Study of the Implementation of  
International Programming for Undergraduates



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# Introduction

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Most four-year colleges and universities in the United States profess that the themes of global learning, intercultural understanding, and the development of a global perspective are important to their educational mission. A review of various school websites and institution-wide strategic plans makes this abundantly clear. In the University of Pittsburgh's own Plan for Pitt, for example, “Embrace the World” is identified as one of the six strategic goals and is interwoven into other areas across the plan (The Plan for Pitt, 2016). Pitt's various schools offer a range of programs and activities to global learning.

With there being widespread interest in global education initiatives at U.S. colleges and universities, the questions become:

- How should these programs be designed?
- What are the real, and not just the perceived, benefits to students?
- How can these programs be effectively delivered across each layer of the university?
- How can student proficiency and competency be quantified and measured by the institution?

These questions are not easy to answer. Kevin Hovland (2014), senior director for global learning and curricular change at the Association of American Colleges and Universities (AAC&U) states, “there [is] not a single model of global learning that fit all institutions” (p. 4).

The purpose of this benchmarking study is to examine the ingredients necessary to design, build, implement, and sustain an integrated, school-wide global learning experience that culminates in an academic credential for students. Specifically, we will focus on universities whose global learning programs are designed with elements of the curricular, co-curricular, and experiential, and as such can be examples for the University of Pittsburgh.

# State of the Issue

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## Popular Global Learning Initiatives

Higher education institutions currently address global education in many ways. Study abroad programs give students the opportunity for international travel, exposure to different world cultures, and coursework in an international setting. According to the most recent Open Doors report by the Institute of International Education (IIE), more than 313,000 U.S. students studied abroad for academic credit in 2014-15 (2016 Fast Facts, 2016). Another method of global learning is to offer curricular components, such as majors, minors, and certificates, through individual schools of study that correlate with an international focus. Colleges and universities have also established international studies centers that specialize in research, academic support, and coordinating international-themed events for students, faculty, and staff.

What is absent in each of these approaches, according to Fernando M. Reimers, Ford Foundation Professor of International Education at the Harvard Graduate School of Education, is that they do not represent a school-wide, unified effort to integrate global learning across the entire curriculum (Reimers, 2014).

In higher education at large, there are many courses that cover topics global, comparative, and international — but there are few global education requirements, curricular sequences, or clear pathways to well-defined global learning outcomes. There are many foreign language courses, study abroad programs, international centers, and student-generated initiatives, but few systems to assess students' overall global learning or the effectiveness of global education efforts, and little recognition for students who demonstrate mastery. (p. 6)

## Benefits of Global Learning

Higher education institutions are interested in enhancing their global-learning portfolios because this type of learning has many educational benefits to students. In a recent study of nine large public research universities in the United States, researchers determined that, in terms of developing intercultural competency, students who had interactions *on-campus* with students from diverse ethnic backgrounds showed greater proficiency than peers without the interactions who had *studied abroad* (Soria & Troisi, 2013). Examples of on-campus events where these cross-cultural interactions may occur include Chinese New Year events, foreign film festivals, and ethnic heritage dances.

The reason that cross-cultural interactions on campus can be more impactful than study abroad is because a student simply going to another country does not ensure meaningful intercultural exchanges. While on foreign soil, students tend to self-segregate into homogenous groups of peers, and there is a risk that interactions that do occur with foreign individuals — when they occur outside the realm of academic boundaries — may only serve to reinforce false stereotypes rather than serve as moments of learning (Otten, 2003).

## Challenges

There are many challenges to the implementation of global learning programs on a campus-wide scale. These include achieving buy-in from all stakeholders, generating sufficient interest among students, developing relevant program content, and creating tactics for incentivization. Although most institutions include a focus on preparing students for roles in a more intercultural society as part of their strategic plan, the process of executing that plan can be complex. Most colleges and universities have an international-learning requirement for undergraduate students, but as Brustein (2007) points out, completing a course or two is typically not enough to develop a student into a globally competent individual. Furthermore, transitioning to a more experiential and complex program often has a budgetary impact. Financial constraints are a potentially large barrier to program implementation, especially in an environment in which college budgets are getting tighter year after year. This is especially true of efforts to develop an internationalization program that could demand more campus activities and more student programming.

Another challenge that institutions face in bringing these programs to fruition is the potential for students to disregard the programs, beneficial as they may be to the students' education. Brustein (2007), who was at one time the director of the University Center for International Studies at the University of Pittsburgh, points out that students studying science, technology, engineering, and mathematics (STEM) are some of the most sought-after on the job market. Some of these fields, engineering for instance, have inflexible curricula requirements that do not allow for extra courses or experiential learning (Sperandio, Grudzinski-Hall, & Stewart-Gambino, 2010).

Although Brustein (2007) does support the need for these students with STEM degrees to develop global competency, the logistics that make it work for those students, as well as all other students on campus, can prove difficult. Expanding on that idea further, there also arises the potential of conflict with faculty who may object to too many of the globalization credential requirements occurring outside of the classroom. This is especially worrisome for the aforementioned students with STEM degrees, as their courses are often laid out sequentially and there is little flexibility for extracurricular events.

Another challenge for schools that offer global-learning programs is the difficulty of measuring the effectiveness of such efforts. Assessment of global awareness as a functional skill is, in many respects, an intangible concept. There are a variety of global aptitude assessment tools available from private companies and educational organizations. One example is the global-learning rubric developed by the Association of American Colleges and Universities (AAC&U). The rubric includes the domains of Global Self-Awareness, Perspective Taking, Cultural Diversity, Personal and Social Responsibility, Understanding Global Systems, and Applying Knowledge to Contemporary Global Context (Hovland, 2014).

This report will address how these challenges were faced by institutions that have successfully implemented programs that allow students to think critically about and engage in activities related to globalization.

## **University of Pittsburgh Current Global Learning Offerings**

The University of Pittsburgh is striving to become one of the top universities in the world through its foundational strengths in research and in academic programs that prepare students for meaningful lives. In 2016, a five-year strategic plan, “The Plan for Pitt,” was created, with the purpose of strengthening educational programs, advancing frontiers of knowledge, and sharing expertise with local and global communities. The global vision of the University of Pittsburgh is one of “embracing the world,” as it “engages with the world to explore and address global issues that improve life in the world’s local communities” (The Plan for Pitt, 2016).

In support of these efforts, the University Center for International Studies (UCIS) developed the Global Plan. The plan addresses the needs, interests, and expectations of both internal and external stakeholders. The Global Plan has four goals: Pitt to the World and the World to the Pitt, Global Ready, Global Impact, and Global Operations Support. Together, these goals are designed to enable internal and external engagement through various departments on campus (Embracing the world - A Global Plan for Pitt, 2016).

Global Ready is the goal that specifically addresses the student population. It states that the University of Pittsburgh’s mission is to “cultivate globally capable and engaged students toward lives of impact in their communities and beyond” (Embracing the world - A Global Plan for Pitt, 2016). To this end, there are four initiatives: earning a global distinction, engaging students with world, supporting student success, and increasing international diversity.

### **How To Get There? Areas to Incorporate**

This benchmarking report examined the ingredients associated with the design, structure, and implementation of an undergraduate credential in global learning. The analysis focused on three components for the credential: curricular events, co-curricular events, and experiential events.

#### **Curricular Events**

The American Council on Education notes the need for relevant curriculum to match a commitment to global work in a school’s mission and vision statements (Charles & Deardorff, 2014). Curricular events extend directly to the classroom and can be faculty-guided to solve the issues happening in the world (Charles & Deardorff, 2014). In fact, faculty need to be supportive of this initiative so that they can carry it out in the classroom. For the University of Pittsburgh, this could entail collaborating on international research with other scholars for a biology class. Or, this component could look similar to a French class or a class about theater around the world. The possibilities are endless in terms of a university being able to incorporate the credential, so long as the institution provides opportunities for students to encounter various global perspectives (Charles & Deardorff, 2014).

## **Co-curricular Events**

Co-curricular events are also necessary to make the credential stand out. Students who attend a conference on global topics might go because they are interested in the topic, even if they do not receive academic credit. However, students will gain valuable knowledge and skills, as well as some global competencies from their participation. The co-curricular component of a global credential could help capture and define these experiences. According to a report conducted in 2011 by the American Council on Education, support for activities with a global focus has dropped since 2006, although half the schools that participated in the survey indicated that they included some reference to global education in their mission statements or strategic plans (Fischer, 2012). Thus, for co-curricular programs to have success, institutional support is essential. Eddy et al. (2013) claim that campus leaders must be present for these activities on campus in order to demonstrate that they do support them. Hence, if the leaders find importance in their own school's values, students can also find that importance in a global credential.

## **Experiential Events**

The last area of interest for this benchmarking report deals with experiential events or experiential learning. Experiential learning is "learning in which the learner is directly in touch with the realities being studied. It is in contrast to the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process (Keeton & Tate, p. 2, 1978 as cited in Kolb, 2014). It is important to take this area into consideration, because not only is experiential learning a growing field, it also helps students to understand the theory of learning (Kolb & Kolb, 2005). As indicated by Experiential Learning Theory, "learning is a holistic process of adaptation to the world. Not just the result of cognition, learning involves the integrated functioning of the total person — thinking, feeling, perceiving, and behaving" (Kolb & Kolb, p. 194, 2005).

Thus, to help students become better thinkers, universities must offer them experiences where they can use their respective learning styles that allow them to act, think, feel, and reflect on how a global experience can contribute to society (Kolb & Kolb, 2005). Examples of experiential learning at global credential-granting institutions could include study abroad, internships with global partners, or volunteering in the community with a company that has global roots. Experiential learning helps students meet head on the issues that are facing the community, as well as to incorporate reflection in their learning.

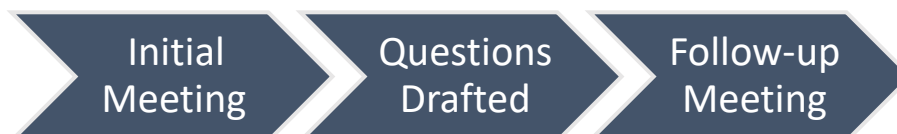
## **Need for the University of Pittsburgh**

Because there is widespread interest in and a definite need for the globalization and internationalization of U.S. college campuses, the implementation of a global credential at the University of Pittsburgh falls in line with current trends. Furthermore, it is consistent with the school's strategic plan and the entire Pittsburgh community. Enacting a three-pronged program that incorporates the curriculum, co-curriculum, and experiential learning will allow students to meet the credential through new and innovative measures, bringing them to the next level of internationalization. The benefits of this form of global learning outweigh the challenges, making it a way for all students to have the opportunity to be globally engaged.

## Methodology

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The benchmarking team began the project by meeting with clients at the University of Pittsburgh. Dr. Ariel Armony, Dr. Belkys Torres, and Dr. Michael Goodhart gave the team background information on the current status of a project that is aimed at creating a global credential for undergraduates at the University of Pittsburgh. The project parameters and vision of the University Center for International Studies (UCIS) staff members guided the team in their next steps. Each member of the benchmarking team conducted research on colleges and universities from across the United States that had comparable attributes of the global-learning credential envisioned by UCIS. A second meeting was held with the clients to discuss the progress of the research, and to decide upon survey and interview questions that were appropriate for the goal of the project.



Universities were sent invitations to participate in the study via email, and were prompted to complete the written survey portion of the project. Once the survey was completed, each member of the benchmarking team became the main point of contact for the university that he or she had identified, and was then responsible for conducting a phone interview. Each university representative was contacted and the same interview questions were given to all participating universities. The benchmarking team members had the option of asking the representative additional detail-oriented questions, as deemed necessary, to better understand the layout and function of the program of the university in question.

Finally, survey and interview data was compiled and analyzed by all four members of the benchmarking team, and each participating university received a copy of the completed report.







# **Case Studies**

Florida International University (FIU) is a metropolitan public research university. FIU is classified as a Research-1 university with the highest research activity by the Carnegie Foundation and as a research university by the Florida Legislature. In the 1970s, Harold Crosby, FIU's second president, was insistent that the "I"

in FIU be highlighted, prompting the launch of new programs with an international focus and faculty recruitment from the Caribbean and Latin America.

- Founded in 1965
- Miami, FL
- 39,901 Undergraduates
- Office of Global Learning Initiatives

### **University and Global Learning Initiatives Overview**

The FIU Office of Global Learning Initiatives prepares students to be successful global citizens who develop global awareness and a global perspective, and use their passion to make the world a better place. The office achieves its mission through the Global Learning for Global Citizenship initiative, in which every student engages in active, team-based, interdisciplinary exploration of real-world problems. The office also support FIU's faculty by offering an annual Global Learning Conference, which consists of workshops and fellowships that leverage their expertise, while helping them hone the skills they need to develop successful global learning courses. To date, faculty members have created more than 170 global learning courses. Students choose among these courses, offered in every academic department, to meet their two-course global learning graduation requirement.

### **Global Learning Medallion Program Overview**

With the Excellence in Global Learning Medallion program, students design their own experience — choosing from available global learning courses, globally focused activities, study abroad programs, foreign languages, and original research in order to earn this graduation honor. The office also offers of co-curricular activities including the Peace Corps Prep, the Tuesday Times Roundtable, and many student clubs, including Students Offering Support and GlobeMed.

The Excellence in Global Learning Medallion is an interactive, participatory program consisting of a series of courses and activities designed to enhance students' global awareness, global perspective, and attitude toward global engagement. Participation connects students to high-impact opportunities such as exclusive internships, student organizations focused on international and intercultural issues, study abroad, and the opportunity to exchange ideas and network during roundtable discussions. Medallion students receive personalized mentorship in order to identify the specific, qualifying opportunities that are most relevant to their academic and career goals. Completion of the program offers evidence and recognition of students' specific achievements and experiences to employers and graduate schools.

## **Implementation**

Prior to the creation of the Medallion program, many of the global-learning components (global learning courses, student clubs, roundtable discussions, and more) were developed as part of FIU's Global Learning for Global Citizenship initiative, which was fully implemented in 2010. About three years into the implementation of this initiative, the Medallion was proposed as a way to tie together the various global learning offerings into one package that could be marketed to students in an enticing fashion.

There are 800 students enrolled in the Medallion program at any given time during the academic year. Students who take courses fully online can also enroll in the Medallion program. These students are at various levels of commitment and activity. About 40 students complete the program annually. For a student who is starting from the very beginning, it takes a minimum of two years to complete the program. Some elements of the credential are verified and counted retroactively; thus, there have been students who, for example, have already taken certain global learning courses, studied abroad, and been leaders of globally focused clubs, and these students are able to complete the program in two additional semesters. Students are not allowed to sign up for the program in their last semester before graduation.

The Medallion program has been enthusiastically received campus wide and its implementation was fairly smooth. This can be attributed to the fact that the program supports and promotes a variety of existing campus programs, including study abroad, language courses, and lecture series, and is not a competitor of those programs. At this point in time, there is only one coordinator managing the 800 students each semester. Hence, the largest barrier to growing the program is a lack of staffing to support additional students or to enhance the systems that are used by students to find opportunities and track progress.

## **Measurement and Evaluation**

All Medallion students produce an ePortfolio and reflection when they graduate. The materials provide artifacts of participation, and offer the students' own thoughts on what they have learned, how their perspective has expanded, and what skills they have gained. Interviews are also conducted with participants to ask why they were drawn to the program and what they are getting out of it. FIU has also begun tracking student employment and graduate school placement for alumni.

The Medallion program currently uses the program "Zoho CRM" for tracking student progress. At present, the biggest downside is that students cannot log in online to see their progress. The office keeps detailed records of students' progress through the platform, and students keep track of their own progress via paper logs.

## **Marketing and Incentives**

The incentive to participate in the program is the end goal of the program itself — earning the Global Learning Medallion. Students are incentivized to participate in certain events and programs along the way because it will count toward earning the Medallion at graduation.

Some faculty members advertise the program in their course syllabi, the Office of Global Learning Initiatives staff make class presentations, and students also hear about it through their friends and staff of other departments. A successful component of marketing the program is that it is mutually beneficial for other departments' events to count toward the Medallion. For example, other departments will host an event and will advertise it to Medallion students via email. At the event, students who are not in the Medallion will see that others are getting credit for being there and will be motivated to sign up for the Medallion.

Lehigh University is a private institution with a total of 7,000 enrolled students. The school's primary mission is to "advance learning through the integration of teaching, research, and service to others." As an international university, this statement impacts the way in which students learn. The school also states within its mission statement that "the development of future leaders in our global society is first among Lehigh's purposes and first among our achievements."

- Founded in 1865
- Bethlehem, PA
- 5,080 Undergraduates
- Center for International Studies

### **Lehigh University and Globalization**

Lehigh University is the sixth university in the world to achieve a non-governmental organization status from the United Nation's Office of Public Information. Today, there are 1,600 Lehigh alumni who live overseas on six continents, 250 Lehigh study abroad programs offered in over 74 countries, and 43% of the recent Lehigh graduating class studied abroad at least once. Lehigh offers additional study abroad experiences each year through its Iacocca International Internship program and United National Partnership program. The centerpiece of the university's efforts, however, is its Global Citizenship Program.

### **Global Citizenship Program Overview**

The Global Citizenship Program was created in 2004, and each year since has had a cohort of students involved. The program was built from a grant by the Mellon Foundation that no longer exists because it has been completely used. However, the program has been so impactful that people have continued fundraising to keep the program. The program's mission is as follows:

The Global Citizenship program prepares students for engaged living in a culturally diverse and rapidly changing world. Emphasizing critical analysis and value reflection, the program structures educational experiences through which students learn to negotiate international boundaries and develop their own sense of personal, social, and corporate responsibility to the global community.

The program takes four years to complete and includes an introductory class, a cohort-based study abroad experience, an expected second study abroad experience, electives with an international focus, a senior capstone, and the incorporation of service learning while studying abroad. There are also leadership opportunities for students through the Global Citizenship Student Committee. The program just graduated its tenth cohort, and continues to provide international experiences for students.

All students who attend Lehigh University are eligible in their first year to participate in the program. Even before officially coming to campus, students may learn about the program through Accepted Students Day. The program is also promoted across all four of the school's

colleges and information is sent to the program chairs, as well as presented in class for those who may want to take the class in their second semester. Once interested, students must first take the Introduction to Global Citizenship course. After taking the class, they can fill out an application and write essays to officially be invited to the program. Demographic information is also taken into consideration so that there can be a well-rounded cohort of varying international experiences. The program has a goal to create a diverse cohort to ensure that students are thoughtful and motivated. From the approximately 60 students who take this course, 23 are selected to be in the cohort.

As sophomores, the cohort travels abroad together over their winter break. This has included trips to Cambodia, India, Malaysia, Costa Rica, and China. The study abroad intersession includes service projects selected by the trip leader and various other excursions. When the students become seniors, they complete a group capstone that is based on community engagement in Bethlehem and beyond. A recent example of this included artistic depictions of hate and hope, and discussions around diversity and inclusion.

### **Global Awareness and Cultural Competencies**

The director of the program believes that it certainly improves the global awareness of students. Based on the international charity Oxfam's curriculum of global citizenship, the director has created a social justice focus for the program. Through this and the introductory class taught by the director, the students are prompted every week to reflect on what they have learned, as well as evaluate their own "social-cultural empathy," defined by the director as being able to adopt someone's lens when navigating a new culture in a cross-cultural context.

### **Implementation**

The program received pushback during its initial implementation. The director stated that, "There have been people at the University who don't understand why a special or exclusive cohort-based program should exist." In earlier years, the cohort was picked prior to students entering the university. The current director created the first-year introductory class to reach more students and to work against some of the exclusive traits of a previous iteration of the program. Given that the program has a maximum capacity of 23 students, funding limitations are strict. Because of these constraints, the office is wise with its resources. The program is also a lot of work for one director. Therefore, other professors and staff help teach the introductory classes. Support is more readily available now than when the program started. Additionally, there has been turnover in leadership for the program, which has led to its own stability issues.

### **Marketing and Incentives**

As an incentive for being in the program, the entire cohort goes on an intersession trip. Students travel for free during the winter break of their sophomore year. The fact that there is no cost to be a part of the program has been the most effective incentive for students to want to join. Additionally, because there is an application process, the students who fulfill requirements are more motivated because they want to be there.

## **Measurement and Evaluation**

The Global Citizenship Program is measured by critical reflections written by the students. The director states that these reflections “help the students unpack their experiences and learnings throughout their courses and activities while providing a record of growth and development.” Additionally, students have a portfolio that they create over their four years, which they are able to look back on. Because students are tracking their own progress, the director can observe the student’s growth and satisfaction with the program, particularly in regards to experiences that have the greatest impact. This type of evaluation was chosen after careful consideration of the current literature on what global citizens can be, as well as Oxfam’s guides on global citizenship.

## St. Louis University

<https://www.slu.edu/globalcitizenship/programs/global-gateway-program>

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Saint Louis University is a private Roman Catholic research university. It is the oldest university west of the Mississippi River and the second-oldest Jesuit University in the United States, serving a total of 13,505 students.

- Founded in 1818
- St. Louis, MO
- 8,687 Undergraduates
- Center for Global Citizenship

### Center for Global Citizenship Overview

The Center for Global Citizenship is a 70,000-square-foot center that brings the Cross Cultural Center, the Center for Service and Community Engagement, the Center for Intercultural Studies, and the Center for International Studies under one roof. The facility is adjacent to the Des Peres Hall, the building housing the English as a Second Language Program, the Center for Sustainability, and the Office of International Services. The Center for Global Citizenship is available for events, both SLU sponsored and externally hosted, that are deemed to support the mission of promoting collaboration across the University as it relates to educating and engaging the SLU community for global awareness, responsibility, and participation. The consortium located in the Center for Global Citizenship and Des Peres Hall also collaborates to offer speakers, programs, and events that promote global citizenship. In supporting 1,000 international students at SLU, as well as nearly 350 students studying abroad each academic year, the Center for Global Citizenship is designed to help SLU transform students into educated and knowledgeable members of the global community.

### Global Gateway Program Overview

The goal of the Global Gateway Program (GGP) is to promote deeper global awareness, introduce intercultural competence, and instill in students a capacity to be active global citizens. The GGP is designed to enhance existing university programs and undergraduate learning outcomes, as well as make graduates more competitive as they enter the workforce in a wide variety of fields. The GGP is a supplemental enrichment program, not a degree or certificate. The GGP designation on students' transcripts is designed to enhance their opportunities in today's workforce, which is increasingly global and diverse. The program consists of academic, co-curricular, and service experiences. Students have the opportunity to choose from among a number of options in designing their own "Global Gateway" to fulfill program requirements.

The Global Gateway Program defines its key concepts as follows: “*Global awareness* is the ability to recognize pluralism of perspectives and worldviews, to transcend the horizons of one's own environment, and to appreciate the value of global interconnections; *Intercultural competence* is the ability to communicate across cultures, to understand cultural difference, and to apply these skills by engaging in work for the betterment of humanity; and *Service to humanity* is socially responsible action aimed at promoting the wellbeing of others, especially the marginalized, and thus contributing to a more just global community.”



## Implementation

In advancing these key program concepts, the GGP guides students in developing global perspective, global inquiry, and global engagement.

**Global perspective - a foundation.** The program begins with a required introductory workshop, which provides a framework for developing global awareness and understanding intercultural relations. Participants use tools to analyze cultural difference, and they engage in exercises that give them practice in applying these tools. The introductory workshop also reviews the program requirements and guides students on the e-portfolio system.

**Global inquiry - academic and co-curricular activities.** Academic and co-curricular activities in the GGP rely upon and promote existing courses, programs, and activities.

*Academic.* Students must submit five academic artifacts that demonstrate learning outcome achievement. Academic artifacts include written submissions, visual/media/art, and/or presentations created for university courses. Students must include the course name, number, and instructor for all academic artifacts, and are strongly encouraged to submit course syllabi. Students may draw from any relevant coursework to meet program requirements and are encouraged to submit artifacts from multiple disciplines. The GGP provides guidance on how to apply a cultural lens in a range of academic courses, and how to identify courses that might be helpful in producing artifacts that meet GGP program requirements.

*Co-Curricular.* Students must attend five co-curricular events that have a strong global or intercultural focus, and write a short reflection paper to be included in their e-portfolio. At least two of these five events must be of an academic or scholarly nature. The program outlines clear guidelines for eligible events and provides recommended programs, such as Atlas Week events, International Education Week events, lectures hosted by Intercultural Studies and International Studies, and the SLU-Saint Louis International Film Festival partnership screenings. Students are also encouraged to participate in university organizations, clubs, or activities with an international or intercultural focus, such as the International Ambassador Program, Global Brigades, or Service Immersion Trips. Students can also participate in off-campus community programs.

**Global engagement - service and solidarity.** All GGP students must participate in a GGP-approved service project equivalent to 40 hours. Students must provide verification from a supervisor at their service site and write a reflection on their service experience.

The program concludes with a focus on synthesis. The student submits his or her e-portfolio along with a capstone project reflecting the student's individual experience in the program. Students must complete a capstone project that may include any of the following mediums: artifact, video, blog, multimedia journal, short film, action project, essay, collection of creative

work, or presentation. The project provides a framework for reflection on program participation and asks students to synthesize learning related to the program learning outcomes.

### **Marketing and Incentives**

More than 400 programs are sponsored by academic departments and community organizations that meet the guidelines of international engagement opportunities and activities for students to participate in and earn credit for each semester. The GGP collaborates with SLU academic departments, and weekly email updates are sent to students about the activities and opportunities that qualify for program requirements. In addition, GGP students are alerted to approved programs and invited to share information about global programs via a GGP Facebook group.

### **Measurement and Evaluation**

Student artifacts are reviewed and evaluated by a program coordinator within the Center for Global Citizenship on an ongoing basis. Students receive feedback on the following metrics: Objective Met, Objective Minimally Met, Objective Not Met. Complete e-portfolios are reviewed by a committee of faculty and staff once per semester. Submitted work must meet all program requirements and demonstrate achievement of the GGP learning outcomes in order for the GGP designation to be listed on a student's transcript. Students must complete all program requirements with all submissions receiving at least an 'Objective Minimally Met'. Students with 'Objective Not Met' for any program requirement are ineligible to receive the designation. Student capstones are assessed based upon the full program rubric. In order to meet minimum program standards, the student's capstone must achieve an "Objective Minimally Met" or "Objective Met" for each of the six learning outcomes.

## **Texas Christian University**

*<https://studyabroad.tcu.edu/beyond-study-abroad/>*

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Texas Christian University (TCU) is a private, liberal arts university. It was founded as a religious institution, and after a few different names and locations, settled in Fort Worth in 1910 under its current name. The school's mission is "to educate individuals to think and act as ethical leaders and responsible citizens in the global community." To help TCU students understand this globally focused community, the Discovering Global Citizenship initiative was created.

- Founded in 1873
- Fort Worth, TX
- 8,546 Undergraduates
- Center for International Studies

### **History of Texas Christian and Internationalization**

TCU was the first co-educational institution in Texas, and despite its primarily Christian roots, TCU prides itself on "honoring the importance of everyone's faith and religious identity." TCU has a large Inclusiveness and Intercultural Services department in addition to its Center for International Studies and Study Abroad. While the Inclusiveness and Intercultural Services department is within the realm of student services, the Center for International Studies and Study Abroad is part of the larger Discovering Global Citizenship initiative, which includes five other internationalization programs. The Discovering Global Citizenship initiative, which in 2015 received the Institute of International Education Heiskell Award for Internationalizing the Campus, is close to implementing a Global Citizenship Credential (GCC) for undergraduates.

### **Global Citizenship Credential Overview**

Originally intended for implementation in spring 2017, TCU's Global Citizenship Credential (GCC) is a combination of curricular, co-curricular, and immersive experiences for undergraduate students. The program is meant to be conducted through an interdisciplinary lens, with six specific focal areas: social justice, cultural heritage, sustainable development, ethical leadership, helping people in society, and global communication/education. The vision is that the credential would be marked on students' transcripts upon graduation, and that students would declare their intent to participate within their first year of study.

### **Global Citizenship Credential and Cultural Competencies.**

TCU's GCC program is designed to increase multicultural knowledge, conscientiousness, and communication skills among student populations. A long-term goal of the GCC is to have students create a portfolio of their experiences, although that is still in the beginning stages.

The GCC program is one part of a larger initiative at TCU entitled Discovering Global Development. The other initiatives include:

- Global Innovators
- Virtual Voyage
- Local Global Leaders
- Global Academy
- Visiting Scholars

At TCU, individual departments are increasingly adding global criteria to their curricula in response to the increased focus on internationalization occurring all over the world. Each department initiative, combined with the university initiatives described above, has caused an overload of sorts on the staff and faculty responsible for running these programs. This issue, in addition to the potential for students to feel overloaded with global options, contributed to the delay in the GCC's implementation on campus.

## **Implementation**

As previously discussed, the GCC is not yet fully realized at TCU. Of the setbacks that have been encountered, one of the largest challenges concerns the scope and scale of the program. The university previously had a Certificate in International Studies, which was eliminated in connection with the implementation of the GCC, which was seen as being more comprehensive, especially in terms of the experiential requirement. The task of replacing a broad program with one that is more specific, while still being interdisciplinary, posed some issues. The intention was not to create new classes but to make the program an amalgamation of courses that already exist. As such, approval and input was required from the individual university departments with courses that would be involved. Identifying point people in each department willing to take on this extra role proved difficult. As a result, TCU is considering the creation of a committee for each of the six focus tracks that are offered. Due to these structural questions, as well as staffing concerns, the activation of the program has been delayed to spring 2018.

## **Measurement and Evaluation**

Although students are not currently enrolled in the GCC at TCU, efforts to establish how the program will track progress have been made. The university registrar has already established a system to track the courses taken by students and will be able to add any newly created courses to this system. Although the registrar is prepared, there is a delay in regards to determining which current courses apply to each of the six thematic tracks, in addition to determining how credit hours will fit into the tracks and how study abroad will fit into the overall credit requirements of the program. The University plans to use the Intercultural Effectiveness Survey (IES), a third-party cultural competency assessment, when the program is implemented, in addition to surveys both before and after the program.

## University of Delaware

<http://www.udel.edu/apply/undergraduate-admissions/enrichment-opportunities/world-scholars>

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The University of Delaware (UD) is a private research institution that is a “land-grant, sea-grant, and space-grant” university. Part of the university’s mission is to ensure that graduates are “prepared to contribute to a global society that requires leaders with creativity, integrity, and a dedication to service.” Hence, the university has created programs that reflect its global commitment.

- Founded in 1743
- Newark, DE
- 18,510 Undergraduates
- College of Arts and Sciences

### History of the University of Delaware and Internationalization

UD holds the distinction of offering the first-ever study abroad program in the United States, established in 1923. Yet, it was not until 2000 that the school officially made internationalization part of its mission. The UD Center for International Studies (CFIS) was created shortly thereafter so that students, faculty, and staff could benefit from international initiatives implemented into their curriculum and extracurricular activities. In 2003, study abroad became a part of the institution-wide requirements for the curriculum, called the Discovery Learning Experience requirements. Today, UD has more than 100 study abroad programs in 40 countries and the university is known as having a global-friendly campus as noted by the recognition of the Heiskell Award in 2007 from the Institute of International Education, and thanks to the programs the Delaware Diplomats and the World Scholars Program that were implemented in 2015.

### World Scholars Program Overview

The UD World Scholars Program was established in 2015 in order to create educated global citizens. The program was designed in collaboration with the Enrollment Management office and other faculty and staff. Because the program is new, there has not been a complete cohort to progress through the program. However, there are currently 105 students enrolled, with 67 in their first year. Over 50 majors are eligible to apply and are invited to have a spot in this program when they are accepted to the campus.

The World Scholars program itself has components offered in each year of study, starting with freshmen studying abroad in their first semester in either Rome or Madrid. Prior to departure, students complete a summer orientation program in which they learn what it means to be a college student abroad. Several UD staff members accompany the students abroad for the first two weeks of the program and then return to the international location for the last two weeks. The structure is meant to maximize the support that students have from the institution. While studying abroad, students take several classes, before returning to campus in the spring. Once back on campus, students begin to meet with the director for a monthly meal to discuss global topics. The monthly meetings continue for the duration of the program.

As sophomores, the students live in a living learning community with international students. This benefits both the World Scholars and the international students, as each group learns valuable information about different cultures. The students do not travel abroad again until their junior year, and this time they complete an international internship instead of just taking classes. This professional experience provides them with a deeper immersion in a new culture than what was offered to them in their first international experience. Finally, as seniors, the students can either present a thesis at a symposium or take a capstone course focusing on global issues.

It is also important to note that the program is in the process of receiving its credential from the university. This credential would allow for the recognition of the program on the student's transcript. Currently, the course equivalent was approved for the program, but the director is still making strides to achieve transcript recognition.

### **Global Awareness and Cultural Competencies**

When asked how effective the program has been in improving the overall global awareness of the students, the director replied that it "skews their perspective just enough that they're different." The director believes that studying abroad in the program increases student maturity in that they come back to campus more focused. These attributes contribute to students' overall global awareness, making them culturally competent individuals.

### **Implementation**

Like many new and groundbreaking programs, the World Scholars program experienced initial pushback from university constituents. A pilot was conducted to give faculty and staff, and most importantly the higher-level administration, the opportunity to see the value of what the program could bring to campus. The department initially tested the program idea on spring-admits to the school to see if it would be effective. However, the faculty and leadership perceived the program as an enrollment tactic meant to create more housing space for other students while the cohort is studying abroad. This was not the intent of the director and the enrollment team, nor was making the first semester abroad was not just as another enrollment tactic.

Fortunately, the director says that after two years of operation, "the program now has greater respect from the university and an understanding of the value of these students as members of the larger University community." Ultimately, the school decided that the program would be more meaningful competency-wise if it were a four-year program for students. The program is in its second year, meaning that students have not yet reached the junior or senior levels. It is therefore premature to evaluate the overall effectiveness of the program and further implementation issues may lie ahead.

Since there is no credential designation on the student's transcript, the program director sought approval to change this from the faculty senate. The faculty senate asked the director to pull back the proposal because its members wanted her to start with a smaller initiative. At present, there is a non-academic certification status, but the director is continuing to work toward the goal of having the global credential be academically certified as an incentive that can be recognized inside and outside the institution.

## **Measurement and Evaluation**

The program sends out the same survey to students as what is taken by all students at the university who study abroad. Since they study abroad twice during the program, the World Scholars are required to fill it out each time they leave the United States and return from their experience. In addition to this survey, the program also sends out a personal evaluation questionnaire to the scholars so that the program can gather data on their experiences. Students currently cannot track their own progress, but the program director is looking for further assessment and evaluation tools so that the program can continue to improve in all aspects.

The University of Kansas (KU) is a comprehensive public research and teaching institution, with more than 28,000 students across five campuses. A member of the prestigious Association of American Universities (AAU), KU generates \$240 million in research expenditures and has more than 60

interdisciplinary research centers and institutes. KU offers more than 370 degrees across its 13 schools of study, and operates the only schools of medicine and pharmacy in the state of Kansas. A truly global university, KU enrolls students from all 50 states and more than 105 countries around the world. In 2005, the University of Kansas was recognized by NAFSA with the Paul Simon Award for Campus Internationalization.

- Founded in 1865
- Lawrence, KS
- 18,734 Undergraduates
- International Studies Office

### **Global Awareness Program**

The mission of the KU Office of International Programs is to promote, integrate, and support global initiatives in the areas of research, teaching, and service. To that end, the office supports faculty grants, student programs, and international scholar and employee services. One of its signature programs, the Global Awareness Program (GAP), is a certification program for undergraduate students of any academic major who demonstrate sufficient growth in cultural knowledge, international perspective, and cross-cultural communications. The program consists of three components: academics, co-curricular activities, and international experience.

The academics component, for U.S. students, is interdisciplinary in nature. It requires a minimum of two semesters of college-level study in the same modern foreign language and three courses of study with a modern, international focus from three different departments. The co-curricular activities component, for U.S. students, requires participation in at least 20 hours of activities that provide the opportunity to explore different cultures, such as intercultural events held on campus. The international experiences component requires U.S. students to complete a university-approved study abroad program for academic credit. Upon return from study abroad, students must answer 10 short-answer reflection questions on their experience.

In order to earn the GAP certificate, KU students must complete two out of the three components. Those who complete all three components earn the GAP certificate with distinction. Students can track their progress along the way through their online e-portfolio.

### **History and Implementation**

KU's GAP program was designed and implemented at the behest of senior leadership. In 1999, the KU Provost declared that all undergraduate students should have the opportunity to have some kind of international experience prior to graduation regardless of whether they study abroad. In response, a university-wide Task Force on Internationalization was formed. In 2002, the Ad-Hoc Committee for Certification of the Undergraduate International Experience was



convened. It was charged with defining an international experience in a way that could be measured, certified, and rendered on the students' transcripts. From this, the GAP took shape, and in 2003, the GAP was approved by the Provost, the Dean's Council, and the University Senate. GAP began offering its certification to students in fall 2004.

### **Incentives and Marketing Tactics**

Students who complete the GAP have it noted on their university transcript. Students also receive a certificate. Both elements are useful to students because they are something tangible that can be referenced in job interviews when discussing global experiences or when applying for graduate school. Students also receive special recognition at a ceremony for those who have completed the GAP. At this time, no scholarships are available to support students.

The director noted that, going forward, there will be a greater effort to link participation in the GAP with career development objectives. Program administrators are working in partnership with the university's Career Services and Study Abroad offices to develop several events. The first event is focused on how students can effectively market their international experience to employers, and the second event is focused on networking and will include a panel of alumni who work in international careers.

The GAP is marketed to students in a variety of ways, including class presentations, e-mails, tabling at events, visits to student organizations, and social media. In-class presentations are particularly effective, especially when the focus is on introductory courses that have large numbers of underclassmen or on foreign-language courses given the foreign language requirement of the GAP curricular component. Targeted emails are also effective. The university's Office of Research provides a list of students who have already taken courses that fulfill GAP requirements. Additional marketing initiatives being planned include re-starting a GAP Ambassador program in which students help market the program peer-to-peer.

### **Participation Levels**

On average, 600 students participate in the GAP each year. Since its inception, more than 2,670 students have participated. During the past five years, 1,492 GAP certificates have been awarded, including 215 GAP certificates with distinction. Of the three components that make up the GAP — academic, co-curricular, and international experience — the academic component takes the longest for students to complete. The study abroad and co-curricular aspects can be completed in one semester each. The director says that KU prefers that students start the GAP early and complete all three components.

The GAP is open to all KU undergraduate students. Journalism students are the most popular major, accounting for 40% of participants. The next most prevalent majors are psychology (19%), political science (13%), global and international studies (10%), and business and biology (9%). According to the director, one focus moving forward is to recruit more students from STEM (science, technology, engineering, and medicine) fields. A challenge in recruiting engineering students, in particular, is that their schedules are rigid and allow little flexibility for the electives that are required for participation in study abroad and the curricular components of

GAP. The engineering school, however, recently decided to allow foreign language courses as a professional elective. The director says that an effort is now underway to better map the GAP to engineering student schedules.

### **Measurement and Evaluation**

The GAP aligns with the KU Common Core Goal #4.2: “Respect human diversity and expand cultural understanding of global awareness.” The learning outcome associated with this goal is that “students will be able to examine a variety of perspectives in the global community, distinguish one’s own cultural patterns, and respond flexibly to multiple worldviews.”

KU officials have taken several steps to evaluate the success of the program. First, the university has begun tracking how many students have completed the program and from which academic areas the students originate. Additionally, a GAP Advisory Board consisting of faculty, students, and staff was recently created. Board members are expected to guide the GAP and ensure that the program is on the right course. Furthermore, GAP program administrators are making a concerted effort to solicit feedback from participants who have completed the program or dropped out. In 2015, a University of Kansas journalism class conducted research on the effectiveness of the program for a class project. One of the findings was that the program challenges include awareness, how the skills learned through GAP translate to a job, and the erroneous perception on campus that the GAP is difficult to complete.

The University of Michigan is a large, public research university with approximately 44,000 total students. The university's Global Scholars program is a living learning community that was established nine years ago that aims to "equip students with the skills and knowledge to become inter-culturally competent leaders of tomorrow."

- Founded in 1817
- Ann Arbor, MI
- 28,983 Undergraduates
- College of Literature, Science and the Arts

### **History of the University of Michigan and Internationalization**

The University of Michigan is dedicated to continual efforts to increase diversity and equality on campus. The university was one of the first schools to admit women, has defended race-conscious admissions policies to the Supreme Court, and has online museum-type exhibits dedicated to the history of racial diversity at the school. The University of Michigan has been on the forefront of internationalization, and the development of the Global Scholars living and learning community almost a decade ago is a key part of the university's success.

### **Global Scholars Program Overview**

The Global Scholars living and learning community is a one-year residential and academic program designed to "expose students to a variety of global issues from multiple cultural perspectives." The community is comprised of approximately one-third international students, one-third U.S. residents, and one-third "third culture kids." This term, coined by Dr. Ruth Hill Useem, a sociologist and anthropologist out of the University of Wisconsin, describes children who have spent significant amounts of time in a separate culture from their parents. An example may be a student who on paper is an American student, but may split his time between Chicago and Mumbai.

Within the Global Scholars living and learning community, the students vary in demographics, including race, age, gender, and experience, which provides a richly diverse community with which to interact. Students are not allowed to request their own roommates, which is pivotal, as the program aims to provide intentional crossover as much as possible. The residential portion of the program is combined with an academic requirement: a two-credit class required in both of the semesters in which students are in the program. In addition to the course, which provides opportunities for critical thinking about global justice issues and follows a theme each year, the students also participate in group discussions once per week. These group reflections allow students to communicate their own thoughts and experiences with one another and their peer facilitators. The facilitators are typically alumni of the program.

The program also has a professional development piece, which allows students to obtain internships with non-governmental organizations that have international interests (e.g. Detroit Amnesty International). This aspect can be a crucial part of the students' year-long experience in

the program, as it provides them with opportunities to engage with individuals of other cultures and have a learning experience where coursework is applied. These work experiences are an incentive for student participation, especially for international students who often have difficulty in obtaining internships.

### **Global Scholars Program and Cultural Competencies**

Information gathered on the program's impact on students' cultural competencies has been mainly anecdotal thus far, drawn from surveys taken by students before they begin living in the community, and taken after they have lived in the communities. Additionally, one-on-one student feedback is gathered by the program. The program director feels that the experience truly makes a difference in the lives of participating students. Students report feeling that "their worldview has been stretched," that they are better at "developing relationships with people who are different than they are," that the program has "changed their assumption of what 'normal' is," and that the program aided them in "learning who they are as it relates to the world." The latter benefit, in which students are more self-aware in respect to the world at large, and recognize how their own identities can either provide them with unique access to resources or prevent them from having access to resources, is a main pillar of the program.

### **Implementation**

The Global Scholars program has been ongoing for approximately nine years. As with most active programs, there is a constant learning process. The internship portion of the program is only two years old, and although it is now a huge focus of the program, it took almost five years to garner the necessary support and approvals for implementation. The director is investigating ways to improve the program year over year, as evident by the current focus on developing a more data-driven assessment strategy.

### **Measurement and Evaluation**

The Global Scholars program is investigating options for a new assessment system that is more evidence-based and empirically driven. During the last several years, students have completed a survey designed to collect information on student satisfaction and student learning outcomes. This survey is heavily incentivized, and there is an 80-90% response rate. Students are evaluated on five primary categories: attendance and participation, engagement in dialogue, internship performance, research inquiry, and reflective practice. Students can track their progress and grading through a system called Gratecraft, which is a portal that was developed by the University of Michigan and is being piloted.

The evaluation process allows students to accumulate points by participating in activities, rather than deducting points from students for their mistakes. The director has found that this "produces more risk taking in terms of student learning," as students choose challenging topics to attempt to gain points instead of choosing easy topics so that they do not lose points.

## University of South Florida

<http://www.usf.edu/gcp/students/global-citizen-awards.aspx>

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The University of South Florida (USF) is a large, public research university and confers a wide variety of undergraduate, graduate, specialist, and doctoral level degrees. The institution has 14 schools of study and ranks 41st in the nation for research expenditures.

The USF Strategic Plan 2013-2018 identified

Global Impact as one of its five themes, defining global impact as “exposing students to international perspectives and creating programs that emphasize sustained engagement with foreign academics and professionals, community members, and fellow students.”

- Founded in 1956
- Tampa, FL
- 36,463 Undergraduates
- Global Citizens Project Office

### Global Citizen Award

The Global Citizen Award is an undergraduate credential implemented by the Global Citizens Project Office at USF. The award is open to all undergraduate students at USF. Students earn the award by completing requirements in the curricular, co-curricular, and experiential-learning space. Students declare their intent to pursue the award by attending an orientation called the Starting Your Adventure workshop. Students must then complete activities related to globally focused coursework, on-campus events, study abroad, and community engagement.

To earn the Global Citizen Award, students must complete each of the following three requirements:

- Participation in eight pre-approved, on-campus global events (they may select from a wide menu of options)
- Completion of two of the following six globally focused activities
  - Curricular or co-curricular community service (45 hours)
  - Undergraduate research (45 hours)
  - Internship with a global focus (45 hours)
  - Study abroad experience (1 week minimum)
  - Global Citizens coursework (final grade of B or higher)
  - Foreign language coursework (final grade of B or higher)
- Evidence of meaningful reflection throughout

### History and Implementation

In a student survey from several years ago, 87% of respondents said USF was a diverse place, but only 57% said they were receiving a global education. Established in fall 2015, the Global Citizen Award is part of the broader Global Citizens Project. The Global Citizens Project is a university-wide initiative designed to enhance students' global competencies through developing impactful curricular and co-curricular experiences. The project has the support of the university's executive leadership because it aligns with the university's strategic plan and the USF Quality Enhancement Plan. The latter is tied to the university's accreditation reaffirmation.

The Global Citizen Award was developed by a committee of students, faculty, and staff. It took about one-and-a-half years to develop the award, and it was met with little resistance from the school community. This was for several reasons. First, school leadership provided their full support. Second, the development of the program did not require creating many new courses, programs, or activities. The infrastructure was already in place, and the Global Citizen Award was designed, in essence, to get students more involved in preexisting activities.

## **Marketing and Incentives**

USF offers a variety of incentives for students to earn the Global Citizen Award. Students who complete the program will earn a “designation” that is noted on their official transcript. The award is not, however, an official academic certificate. Students who complete the program will also be recognized at commencement by having their names printed in a special section in the program, and they will also receive a medal and ribbon. Participants who complete the program are also invited to an award ceremony hosted by the university’s Center for Leadership Engagement. Additionally, participants are eligible for a study abroad scholarship of \$2,500. As long as students are actively working toward their certification, they are eligible for the scholarship. About 45 scholarships are available each year.

According to the program director, the Global Citizen Award is marketed to students on the university website, and through flyers, new student orientation, and on social media. Next year, a greater focus will be placed on building a sense of community among participants. The objective of this tactic is to help more students progress from participation to completion.

## **Participation Levels**

The 715 students enrolled in the Global Citizen Award program represent a wide range of majors across the arts and sciences programs at USF. According to the director, practically every major, from education to engineering, is represented. The Global Citizen Award is a relatively new program, and, as a result, only six students have completed it. While the award can be completed in a single academic year, students progress through it at their own pace. This makes moving students through to completion a challenge. As a result, there will be a greater emphasis next year on working with participants to ensure they complete the program.

## **Measurement and Evaluation**

USF defines a global citizen as one who “engages meaningfully and effectively with diverse people, places, events, challenges, and opportunities.” The Global Citizen Award and the broader Global Citizens Project are evaluated based upon rubrics for the development of global competencies and student learning outcomes. USF uses the following three global competencies: global awareness, global responsibility, and global participation. Likewise, USF identifies the following six student learning outcomes: self-awareness, willingness, practice, knowledge, analysis, and synthesis. A self-report measure and the Global Citizens Project Assessment tool (now under development) are being used to evaluate how well the school is achieving these metrics. One challenge USF has encountered is that faculty members are resistant to using a self-report measure due to concerns over data validity.

Students use the Canvas course management system to monitor their progress in the program and to submit their self-reflection materials. For example, when completing the self-reflection associated with event attendance, students must submit responses based upon the six student learning outcomes listed in the preceding paragraph. USF uses the United Nations Sustainable Development Goals as the framework for ensuring that the experiences offered to students as part of the Global Citizen Award are applicable.



# Comparison Matrices



Benchmarking Participant Overview								
	Florida International University	Lehigh University	St. Louis University	Texas Christian University	University of Delaware	University of Kansas	University of Michigan	University of South Florida
								
Institution Type	Public	Private	Private	Private	Private	Public	Public	Public
Year Established	1965	1865	1818	1873	1743	1865	1817	1956
Undergrad Enrollment	39,081	5,080	8,687	8,456	18,510	18,734	28,983	36,463
Graduate Enrollment	8,367	1,979	4,818	1,269	3,794	6,158	12,565	10,239

Program Details				
Institution	Program	Year Established	Department Responsibility	Student Participation
Florida International University	Global Learning Medallion	2010	Office of Global Learning Initiatives	800 total
Lehigh University	Global Citizenship Program	2004	Center for International Studies	92 total
St. Louis University	Global Gateway Program	2014	Center for Global Citizenship	100 total
Texas Christian University	Global Citizenship Credential	2018 (intended)	Center for International Studies	N/A
University of Delaware	Global Scholars Program	2015	College of Arts and Sciences	100 and growing
University of Kansas	Global Awareness Program	2004	International Studies Office	600 annually
University of Michigan	Global Scholars Program	2008	College of Literature, Science, and the Arts	~40-50 annually
University of South Florida	Global Citizen Award	2015	Global Citizens Project Office	715

Institution	Open Application	Cohort	Academic Level	Duration	Transcript Notation	Program Components		
						Curricular	Co-curricular	Experiential
Florida International University	Yes	No	Undergrad	4 years	No	Yes	Yes	Yes
Lehigh University	Yes	Yes	Undergrad	4 years	No	Yes	Yes	Yes
St. Louis University	Yes	No	Undergrad	4 years	Yes	Yes	Yes	Yes
Texas Christian University	Intended	No	Undergrad	4 year goal	Intended	Intended	Intended	Intended
University of Delaware	Yes	Yes	Undergrad	4 years	Yes	Yes	Yes	Yes
University of Kansas	Yes	No	Undergrad	Developing	Yes	Yes	Yes	Yes
University of Michigan	Yes	Yes	Undergrad	1 year	Yes	Yes	Yes	Yes
University of South Florida	Yes	No	Undergrad	N/A	Yes	Yes	Yes	Yes

## Key Learnings

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As a result of this benchmarking analysis of eight higher education institutions, a number of important learnings emerged. In general, institutions take two different approaches to structuring their global undergraduate credential programs. Some offer a broad-based, open-access credential, and some offer a highly selective, cohort-based model.

The broad-based programs are self-paced, open to all students, and provide guaranteed certification to students who satisfactorily complete the prescribed menu of curricular, co-curricular, and experiential activities. The cohort model is limited to a finite number of students and focuses heavily on building community. The cohort model sometimes follows a sequential order of activities and provides personalized experiences geared toward student development.

### Implementation

- A common feature of the universities that have successful programs is the involvement of university-wide planning committees that engage all stakeholders (faculty, staff, and students).
- Support from school leadership is critical to success, as universities with successful global credential programs had the backing of the provost or had initiatives that were tied to the university's strategic plan or quality enhancement plan.
- Obstacles to implementation include resistance from faculty who do not trust the academic merit of the programs, and the risk of overlap between the global credential and other internationally focused academic programs on campus.
- A challenge to offering these programs to the entire undergraduate population is that some majors, such as engineering, education, and health-related professions have a rigid course load and don't allow for outside electives. This makes earning the curricular component difficult.

### Marketing and Incentives

- There are a wide variety of marketing tactics available to program administrators, including:
  - Awareness raising - Peer ambassador programs, presentations in freshman courses or during orientation activities, or targeted email campaigns that reach students who have already fulfilled requirements through existing coursework.
  - Certification - Notation on transcript, academic certificate, or award.
  - Financial incentives - Scholarships to cover part or total study abroad costs.
  - Professional development - Activities linked to career development.

## **Evaluation and Assessment**

- Mandatory student self-reflection activities are an essential component in terms of the student connecting the global learning to their own personal experiences and individualized lens for viewing the world.
- Many schools allow students to track their progress by logging into an online system (although one school used a paper-based system).

## **Program Design**

- Cohort-based models are difficult to implement to a large population of students because they often entail the creation of new programs and activities.
- Open-access, broad-based programs typically make use of existing courses, activities, and study abroad. As such, they garner support from the stakeholders associated with these items because the program helps to increase participation and engagement.
- Cohort models offer a personalized and more intensive approach for student learners. Activities include group study abroad, residential learning communities, service-learning and capstone projects, and internship projects.

## **Final Summary**

While practically all U.S. colleges and universities strive to develop global understanding and competency in students, there are wide disparities in the programming offered to all students. Study abroad programs and globally focused majors or minors are common. What is far less common are programs designed to reach the entire student body.

This benchmarking report explored the implementation of a globally oriented credential for undergraduates. Data was gathered through interviews and analysis of eight universities that have offered, or are in the final stages of offering, a global credential to undergraduates.

While program designs varied, there were common features. The global undergraduate credential generally consisted of three components: curricular, co-curricular, and experiential. Successful implementation was associated with campaigns that had the backing of senior leadership and a broad consensus from all university stakeholder groups. Obstacles to implementation included reaching students with inflexible course pathways and a lack of resources to start new initiatives. A variety of marketing tactics and incentives were successful in increasing student participation and encouraging student completion. Assessment and evaluation emphasized student self-reflection, and an opportunity exists for schools to develop more robust evaluation systems to measure the success of the programs.

In conclusion, fostering a global worldview in students is an objective that most higher education institutions share. Undergraduate credential programs provide a pathway for this global learning to occur among students of all academic majors and interests.

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# Appendices

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## Appendix A: Survey Questions

1. What is your institution's name?
2. What is the name of your global credential program?
3. How was the program designed and implemented at your school?
4. How does a student become eligible to participate in this program?
5. On average, how many students participate in this program every year?
6. What are some of the ways that you incentivize students to participate in the program?
7. What is the range of time it takes for students to complete the program?
8. How is this program marketed to students?
9. What kind of mechanisms or tools are used to measure the effectiveness of the program?
10. What kind of platform is provided to students to track their own progress?
11. What are some obstacles that your program faced in the implementation stage (like opposition from key constituencies)?
12. What is your preferred method of contact?

## Appendix B: Interview Questions

1. How has the program improved the global awareness of cultural competency of your students?
2. When you encountered obstacles during implementation, what were some solutions to solve them?
3. Why did you/what motivated you to choose your particular incentives?
  - a. Which ones have been the most effective?



### **Appendix C: Key Contacts**

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