

UConn

GLOBAL



A STRATEGIC PLAN

June 2016

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MISSION STATEMENT

Global Affairs provides university-wide leadership to build and sustain global education at the University of Connecticut. We service international students and scholars; nurture strategic global partnerships; manage student, faculty and staff mobility programs; promote and publish international research; develop curricula that builds global competency; and, deliver educational and professional programs that support human rights and sustainable economic development.

INTRODUCTION

By articulating “Global Engagement” as one of its core values, the University of Connecticut recognizes the strategic importance of building sustainable networks with partners around the world and producing “global citizens with multicultural awareness and respect” (*Creating our Future: UConn’s Path to Excellence*, 2014). As the state’s flagship University, UConn’s mission is to serve the local community and state, but increasingly, our footprint has extended internationally, as faculty, students and staff have been actively involved in study, research and teaching abroad. While the university has a long history of successful global engagement, the creation of the position of Vice Provost for Global Affairs in 2012 facilitated the coordination and centralization of key international initiatives, offices and programs. *UConn Global Affairs* is now a large and complex hybrid academic-administrative entity and the Vice Provost position has been upgraded to Vice President (see Global Affairs organizational chart at <http://s.uconn.edu/36e>).

As a first step in developing a comprehensive strategic plan, the Global Affairs Advisory Board was convened in the fall of AY 2013-2014 to discuss how the university could grow its global presence and work toward meaningful and important programming with international partners. Members were chosen from academic departments in each college across the campus (see Appendix A). By the end of the year, the Board had produced nine core strategic objectives that were then presented to each division in Global Affairs. These core objectives provide the groundwork for our goals, aspirations and specific strategies for implementation.

The work of the Board also took into account the University mandate for generating academic plans from each college/school in the University. A thorough review of the completed plans revealed an almost universal commitment to global engagement as part of their individual “paths toward excellence,” and in many cases, an emphasis on solving critical global issues (see Appendix B). Taken as a whole, these plans have provided valuable insight into how each individual school/college envisions its role moving forward in terms of preparing globally competent students and supporting globally focused, and often interdisciplinary research and collaboration. They have also helped Global Affairs to review and assess UConn’s collective strengths, needs and aspirations as an increasingly global university, and served as a catalyst for crafting our own strategic plan.

PATHS TOWARD EXCELLENCE: THE IMPORTANCE OF GLOBAL EDUCATION

UConn's commitment to Global Engagement reflects a paradigm shift that has influenced all of higher education, both nationally and internationally. Institutions have moved from regarding "international education" as a conglomerate of unrelated and often fragmented activities that either pertain to study abroad and international student recruitment or curriculum in disciplines, such as area studies and international relations (Jones and DeWit, 2012:35). The nation's best known models of international studies since the early 1960s were associated with elite private universities with reputations for training US diplomats and other public servants. Harvard, Yale, Brown, Columbia, Stanford, Tufts and Princeton have had prestigious programs in international studies, which are also associated with research and policy think-tanks and heavily oriented towards international relations. Public universities offered a much broader range of approaches to international studies ranging from replicating the policy think-tank approaches of the Ivys to the public service/international affairs duality of the Humphrey School at University of Minnesota, the Jackson School at the University of Washington, and the University of Texas Linden B. Johnson School. Many land grant institutions, on the other hand, were deeply involved in international development projects, but often disconnected from home institution curricula and study abroad programs.

By the 1990s, higher education institutions were grappling with the need to connect the growing number of international activities on campus by creating internationalization plans. This process intensified in the following decades as universities contended with rapidly changing technology, increased mobility, and new networks and flows of people, ideas, goods and services across international borders. Expanded global interdependence created a new set of opportunities and challenges for institutions of higher education as the focus of international engagement turned from 'the other' to the understanding that 'the other' includes all of us. Global imperatives created the demand for institutions of higher education to prepare 'inter-culturally competent' students to solve the world's most critical issues.

In order to achieve more of a global presence, American universities quickly realized the importance of collaborations and partnerships to promote student and faculty mobility, research, development and service in diverse locations around the globe. Marlene Johnson, President and CEO of NAFSA: Association of International Educators, writes about this need for universities to engage in strong, reciprocal international relationships:

...most of the world's most important problems are not bound by national borders and thus require internationally collaborative solutions. A strong capacity for international collaboration, discovery, and partnership are necessary to pursue responsible stewardship of the planet's resources, the imperative of nonproliferation, the eradication of disease, the marginalization of extremism, and other great challenges of our time (Johnson, 2015: 4).

Institutions of higher learning were also confronted with the fact that global learning takes place both on and off campus, and many worked to create new academic pathways to study the impact of the local on the global and vice versa. It was also found that these curricular changes had the power to break down

academic silos and promote innovative interdisciplinary collaborations between colleagues and departments and new or redesigned courses for students.

Now in the second decade of the twenty-first century, most universities in the United States recognize the critical importance of growing their global presence. Like UConn, many are working to develop comprehensive action plans to centralize and coordinate the disparate international/global activities, programs, exchanges, partnerships, curricula, collaborations and research that take place both on and off campus. In order to help institutions rise to this challenge, Professor John Hudzik, former Vice President for Global Engagement and Strategic Projects at Michigan State University, has written extensively and coherently about how institutions can design their own sustainable global frameworks that integrate all levels of campus leadership through *Comprehensive Internationalization*, a term coined by the American Council on Education and adopted as a central concept by NAFSA:

CIZN (Comprehensive Internationalization) represents a paradigm shift in the scale and scope of internationalization, seeking to influence the institutional ethos, values and culture, touching all missions, all faculty and staff, and every student in every discipline. Internationalization is relevant for all higher education institutions.

Comprehensive Internationalization is a commitment, confirmed through *action*, to integrate international, global and comparative perspectives through the teaching, research, and service missions of higher education. It is a means to advance the core learning, discovery, and engagement objectives of higher education in a twenty-first century context (Hudzik, 2012:2).

Hudzik emphasizes that there is no best “model” of comprehensive internationalization, but the most important factor is adopting an approach that best matches the individual institution with a focus on four aspirations: 1) Mainstream - to make sure that internationalization touches the majority; 2) Integrate - embed CIZN into the core institutional teaching, research and service missions; 3) Expand - grow the number of stakeholders; and 4) Interconnect CIZN activities to produce “synergies and build partnerships across units throughout campus to support a bold unifying vision and outcomes” (ibid: 4).

The comprehensive internationalization blueprint that Hudzik outlines and his scholarship on globalization have gained international recognition among educators and scholars. His work has served as one important resource for Global Affairs in the strategic planning process.

Another resource has been the American Council on Education (ACE) initiative that explores the potential for collaborations between diversity/multicultural education and internationalization in higher education. Through ACE sponsorship, there have been two conferences (2006 and 2013) and an important publication entitled *At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education* (Olson et al 2007). This report reflects the joint effort of faculty and administrators who engaged in dialogue about intersections in areas often overseen by different groups of instructors and administrative structures, and “generally treated as though neither their goals nor their underlying themes have anything in common” (ibid:vii). The authors argue that this kind of institutional separation is outdated, impeding valuable opportunities that could enable students to “fully grasp the current global realities” by using multiple lenses:

...those that dissect global trends to understand their regional or local implications, as well as those that magnify local practices to see their regional or global implications. Combining the different lenses of internationalization and multicultural education can provide stronger analytical frameworks and experiential learning opportunities for students to understand complex phenomena. Such work applied to teaching offers students—future policy makers—a better analytical framework from which to propose appropriate solutions to pressing global and local issues (ibid: 3).

This initiative, along with the work of the Diversity Abroad Network, a consortium of educational institutions, government agencies, for-profit and non profit organizations dedicated to advancing diversity and inclusion best practices in international education, helps us to more fully understand and build upon the links that already exist between two of UConn's Core Values: Diversity and Global Engagement. Both values stress inclusivity, respect for difference, and engagement in order to foster "a welcoming environment in which all individuals can achieve their fullest potential." While issues of diversity by necessity focus on the overall campus climate, they also include how we provide access and support for students to study abroad, including those who are first generation, low income, underrepresented, LGBTQ, Veterans, and students with disabilities. In turn, our increased global connections affect diversity through the growing number of foreign students, scholars and faculty on campus and global curricula and programming.

The need to explore, strengthen and grow these linkages is identified in *UConn Diversity: A Task Force Report* (<http://s.uconn.edu/36i>) and will be one of the many exciting aspects of the new UConn Office of Diversity and Inclusion. The Task Force specifically recommends promoting intercultural competence in order to "educate faculty, staff and students working and living in an increasingly diverse and globally interconnected society." This objective is one of several that Global Affairs hopes to spearhead as we continue to move forward to find common ground between diversity and global education at UConn.

UConn GLOBAL AFFAIRS TODAY

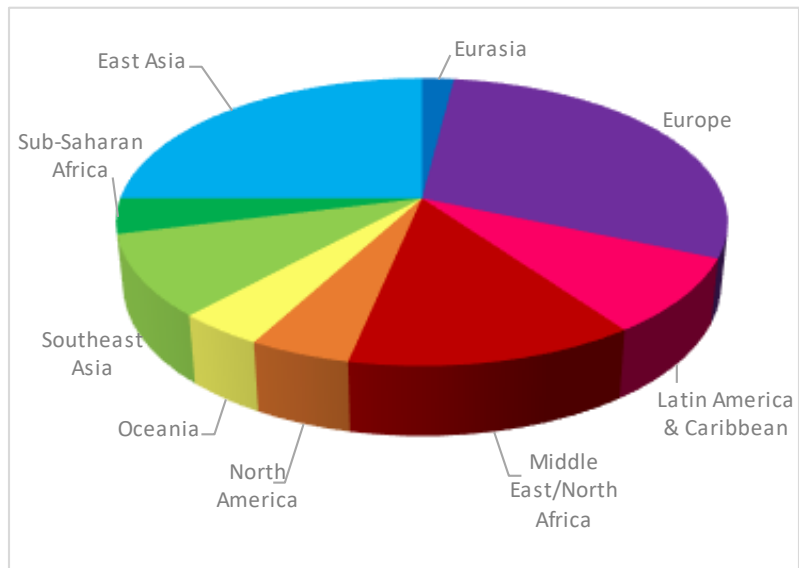
Global Affairs has grown steadily over the past three years to become a unified and hybrid administrative-academic division; we are 47 staff, 21 faculty members, and several temporary consultants and instructors housed within 14 departments and programs. One new entity under the Global Affairs umbrella is the International Studies Association (ISA), whose headquarters were relocated to UConn on July 1, 2015 upon the appointment of its new Executive Director, UConn professor Mark Boyer.

The Baden-Württemberg Germany Exchange Program administration was also transferred from the Connecticut Office of Higher Education to the University of Connecticut in July 2015, and will be housed in Education Abroad. This exchange began in 1991 as the result of a legislative partnership between the State of Connecticut and the German state of Baden-Württemberg. The agreement invites students enrolled in participating Connecticut colleges and universities to study at institutions of higher learning in Baden-Württemberg. In turn, students from participating Baden-Württemberg institutions are able to study at participating institutions here in Connecticut.

GLOBAL PARTNERSHIPS

Global Partnerships has been working with UConn Colleges and Schools, the Office of the General Counsel, the Connecticut Office of the Attorney General and various units throughout the University to standardize agreements and the process by which international partnerships are established. UConn presently has 152 partners in 45 countries. The regional distribution is illustrated below:

World Regions (as of April 2016)	# of Partners
East Asia	38
Eurasia	3
Europe	45
Latin America & Caribbean	13
Middle East/North Africa	20
North America	7
Oceania	6
Southeast Asia	14
Sub-Saharan Africa	6
TOTAL	152

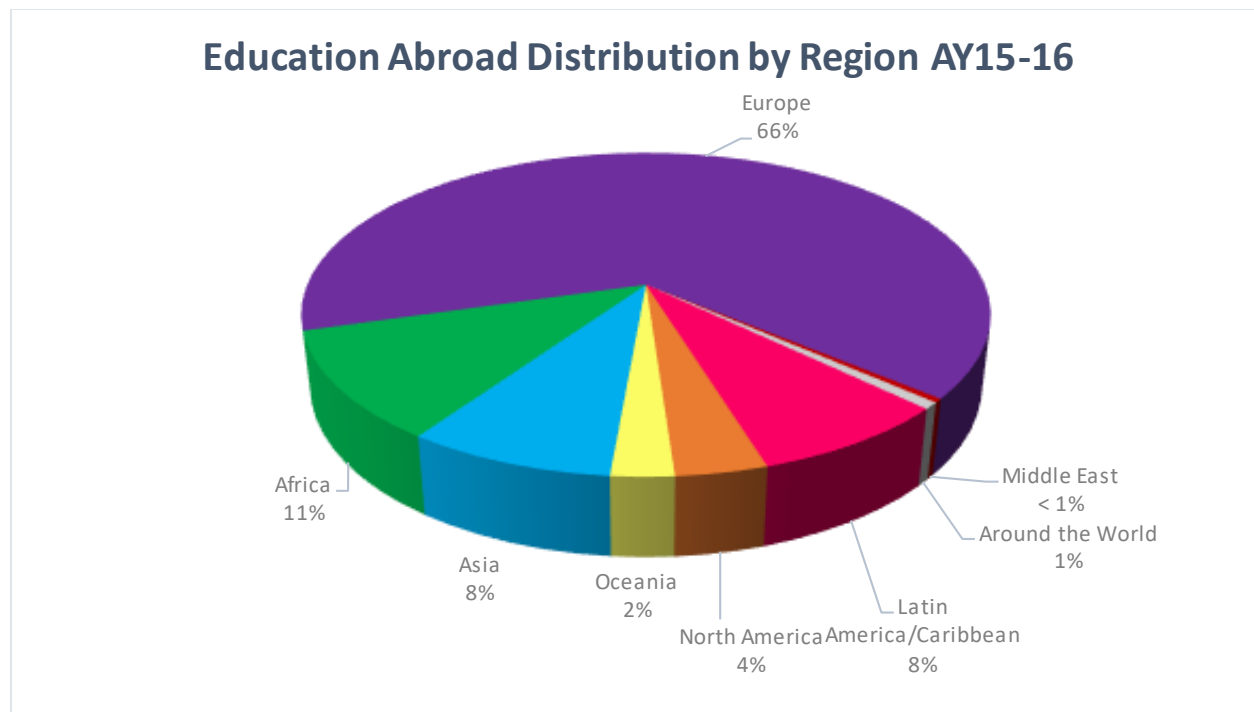


Global Partnerships also manages UConn’s membership in Universitas 21 (U21), a global network of 25 research-intensive universities. The network was begun in 1997 in Melbourne as a consortium working together “to foster global citizenship and institutional innovation through research-inspired teaching and learning, student mobility, connecting students, faculty and staff and wider advocacy for internationalization” (<http://www.universitas21.com/about>). U21 manages collaborations at many levels in partner universities, ranging from presidents, deans, and directors to discipline/school specific working groups and student exchange. In addition, U21 sponsors a variety of conferences throughout the year. At UConn, Global Partnerships works collaboratively with faculty, staff and students on campus to build strong connections with member institutions. It also provides funding for selected students to attend the annual Undergraduate Research Conference and U21 Summer School, and provides administrative support for the U21 Social Entrepreneur Corp in Guatemala. A new university-wide U21 oversight committee was recently established.

EDUCATION ABROAD

In keeping with the University’s 2014 strategic planning document—*Creating Our Future: UConn’s Path to Excellence*—and definitions of education abroad used by organizations such as the Institute of International Education (IIE) and the Forum on Education Abroad (FEA), Study Abroad was renamed Education Abroad (EA) in 2014. Alongside its traditional offerings of for-credit study abroad options around the world, EA has also begun coordinating student travel, volunteering, service, internships, research, and other non-study abroad program-based international opportunities. On the operational

level, EA provides individual and group advising, outreach, student support services, faculty program development and support, program orientations, and re-entry options. In addition, EA staff liaise with academic departments, faculty evaluators, and administrative units across campus in order to help students integrate their experiences abroad into their overall plans of study. In AY 2015-2016, EA sent 997 students out on education abroad programs and brought in 139 exchange students from our partner institutions. Our outgoing students went to the following regions:

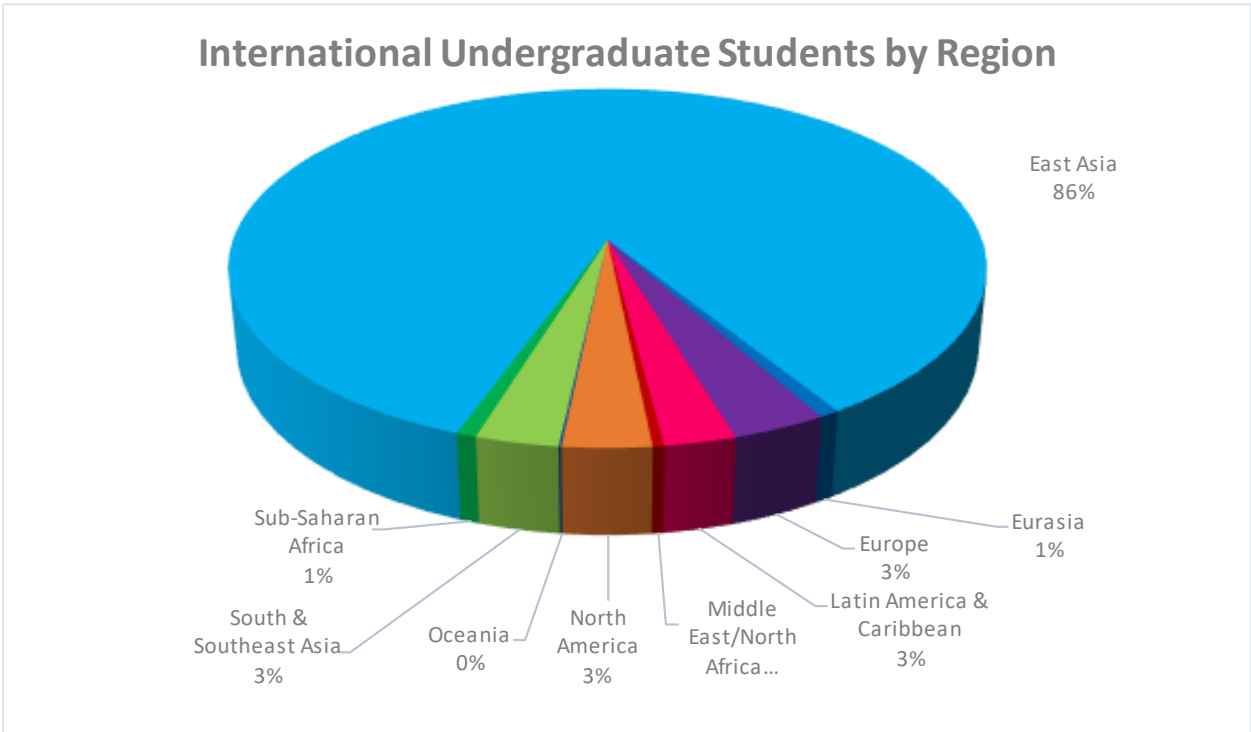
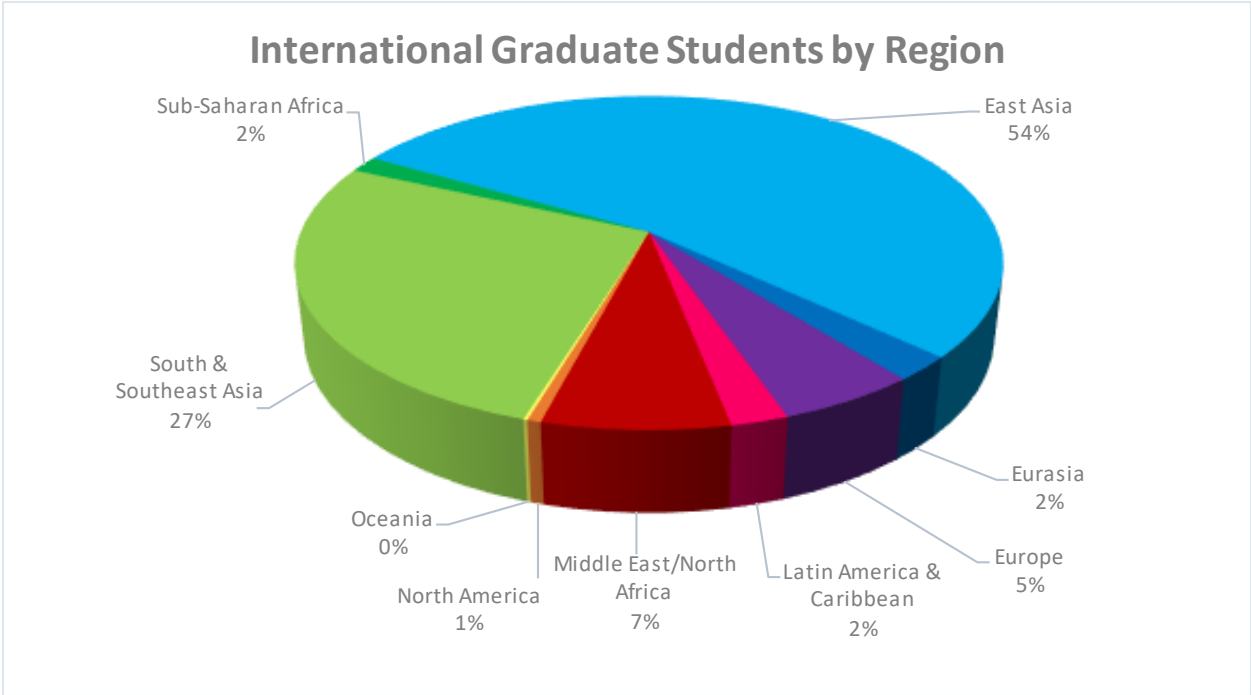


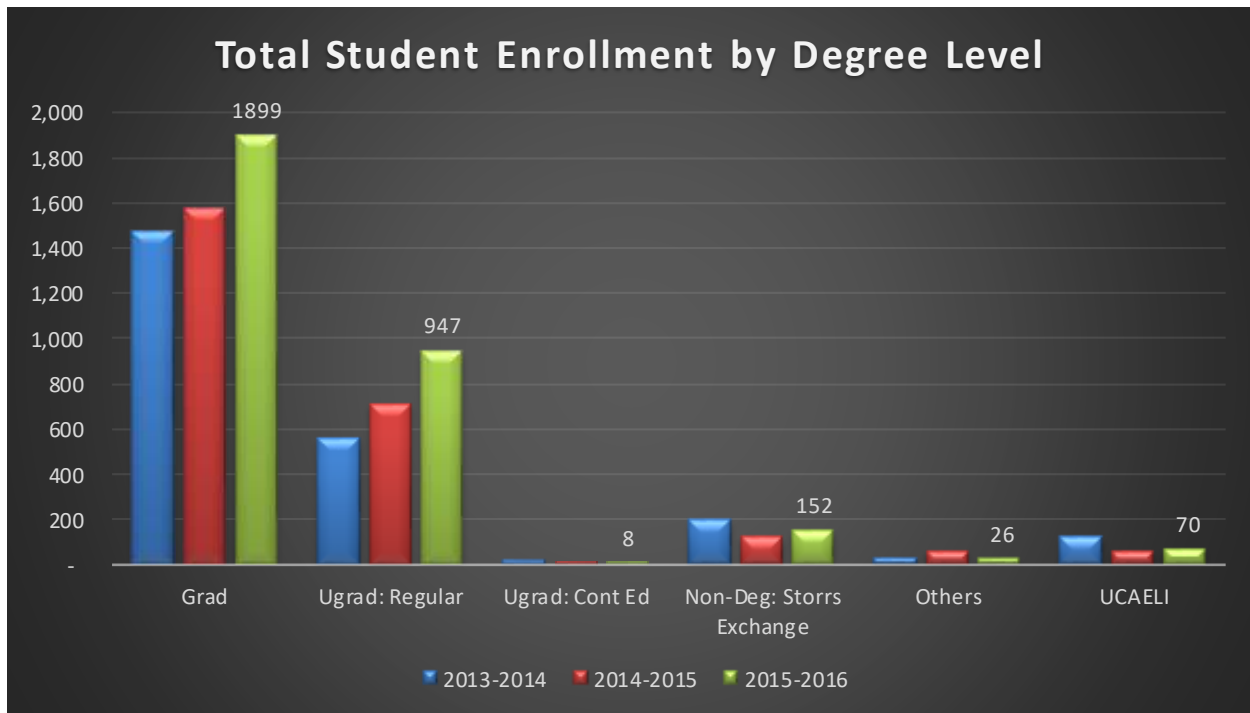
INTERNATIONAL STUDENT & SCHOLAR SERVICES

International Student & Scholar Services (ISSS) supports the internationalization of the University of Connecticut through the development and delivery of services and programs that help our international students, scholars, faculty and staff accomplish their academic and professional goals. ISSS also ensures UConn’s compliance with U.S. immigration regulations. ISSS provides quality service and assistance with immigration and intercultural matters to UConn-sponsored visa holders and their families through advising, programs, workshops and events, in addition to serving as the resource for academic and administrative units in the hiring and sponsorship of international students, scholars, faculty and staff. Moreover, ISSS offers on-going orientation and support services in a welcoming environment designed to foster cultural adjustment to the U.S.

The international population statistical report for the AY 2015-2016 academic year shows that ISSS served a total of 4536 SEVIS record holders, including both F-1/J-1 principals and F-2/J-2 dependents. These figures show a 26% increase in total SEVIS record holders from academic year (AY) 2014-2015 and a 50% increase from AY 2013-2014. Within the principal visa holders, ISSS had 3198 F-1 and J-1 enrolled international students from 104 countries and 199 J-1 visiting scholars from 32 countries. The following

two charts show the demographics of our international student population by world regions during AY 2015-2016. The third chart shows overall enrollment patterns between 2013-2016.





HUMAN RIGHTS INSTITUTE

The Human Rights Institute (HRI) at the University of Connecticut has sustained substantial growth and expansion over the twelve years since its founding. In 2003, building on the strong tradition of human rights activities at UConn and supported by key philanthropic investments, HRI created a human rights minor that currently enrolls more than 40 students, making it one of the largest human rights minors in the country. On the basis of its successful implementation, HRI launched a human rights major in 2012. The human rights undergraduate major now has over 70 students earning degrees in human rights and participating in internships world-wide. HRI also offers a Graduate Certificate in Human Rights across the College of Liberal Arts and Science, the Law School, and the School of Social Work.

Consistent with its commitment to interdisciplinary studies, the Human Rights Institute is uniquely organized around ten joint faculty appointments made in partnership with the departments of Anthropology, Economics, History, Philosophy, Political Science, Sociology, and the Schools of Business, Education, Law, and Social Work. As a university-wide program, HRI advances human rights education across all University of Connecticut colleges and schools and pursues novel and critical approaches to human rights scholarship and pedagogy.

HRI sponsors three thematic research clusters centered on economic and social rights, health and human rights, and humanitarianism. These research programs demonstrate the Institute’s commitment to fostering conversations across disciplines among students, faculty, and the broader community in Connecticut and beyond. These programs significantly enhance faculty productivity and HRI’s visibility in the global human rights community.

THOMAS J. DODD RESEARCH CENTER

The Thomas J. Dodd Research Center is an essential campus resource, serving as a critical research, teaching, and public space for the University community, and as an independent programming unit engaged in human rights promotion and outreach. Dedicated to preserving and extending Thomas J. Dodd's legacy of international justice and human rights since 1995, the Dodd Center aspires to have a significant impact on the realization of human rights across our local, national, and global communities. In addition to organizing lectures and conferences, the Dodd Center continues to expand upon its K-12 Human Rights Education initiative by hosting teacher workshops, developing new classroom resources, and building new partnerships with critical organizations and individuals to advance human rights education. The Dodd Center also leads a new Business and Human Rights initiative, and awards the Thomas J. Dodd Prize in International Justice and Human Rights biennially to an individual or group who has made a significant effort to advance the cause of international justice and human rights around the world. President Bill Clinton and the international human rights education organization Tostan were awarded the seventh biennial Thomas J. Dodd Prize in October 2015. President Clinton and Molly Melching, Tostan's founder and executive director, were both on campus to accept their prizes and to celebrate the 20th anniversary of the Dodd Center.

GLOBAL TRAINING & DEVELOPMENT INSTITUTE

The Global Training and Development Institute (GTDI) fosters global sustainable development, capacity building and student mobility by providing individuals from around the world with transformational learning experiences. Since 1961, more than 9,000 government officials, business and non-profit leaders, and university students from 130 countries have participated in the Institute's education and training programs.

GTDI successfully finished several contract awards during AY 2014-2015, including a \$225,000 U.S. State Department funded exchange program entitled *Sports for Social Change*, which paired 10 youth sport coaches from South Africa with 10 of their counterparts in the United States. Contracts awarded during AY 2014 -15 included \$480,000 (December 2014) from U.S. State Department ECA's Academic Exchange Office (*Study of the U.S. Institute - Social Entrepreneurship*) with 5 North African countries and 5 Sub-Saharan African countries. This project was completed in Summer 2015. GTDI was also awarded \$480,000 in April 2015 to develop and deliver an initiative of President Obama's administration. The Young Southeast Asian Leaders Initiative (YSEALI) aims to strengthen leadership and networking in Southeast Asia.

During AY 2015 -16, GTDI was awarded a State Department grant for \$240,000 to host a *Study of the U.S. Institute* program. This initiative will bring 20 students from Northern Africa to UConn for a *Social Entrepreneurship Institute* in July 2016. Also in AY 2015-16, GTDI concluded a \$260,000 curricula development project for the College of Engineering and Information Technology (CEIT), University of Business and Technology (UBT), Saudi Arabia, in collaboration with UConn School of Engineering.

UCONN AMERICAN ENGLISH LANGUAGE INSTITUTE

Since 1990, UCAELI has provided English instruction to more than 3,000 students from countries throughout the world. UCAELI supports all students in pursuit of their goals by providing high-quality instruction and access to the university's academic, professional, social and cultural resources. UCAELI provides students with quality language instruction that enables the achievement of their personal, academic and professional goals. It also facilitates their access to UConn's educational, cultural and community resources and assists them in their transition to mainstream academic courses. In addition, UCAELI supports university-wide needs for specialized English programs and services. The International Teaching Assistant Program is now located within UCAELI.

UNESCO CHAIR & INSTITUTE OF COMPARATIVE HUMAN RIGHTS

In May 2001, the United Nations Educational, Scientific and Cultural Organization (UNESCO) awarded the University of Connecticut the first UNESCO Chair in Human Rights in the United States. The Chair joined a network of 52 UNESCO Chairs around the world, which was founded in 1992 to promote human rights through education and research and to encourage collaboration among institutions of higher learning. Through the agreement with UNESCO, the Chair in Comparative Human Rights is mandated to 1) promote an integrated system of research, education, training, information, and documentation in the field of human rights; 2) facilitate collaboration between high-level internationally recognized researchers and teaching staff of the University and other institutions in the United States and other countries, particularly South Africa; and 3) disseminate the results of research in the field of human rights.

INTERNATIONAL STUDIES ASSOCIATION

The International Studies Association (ISA) has been the premier organization for connecting scholars and practitioners in fields of international studies since 1959. ISA was founded to promote research and education in international affairs. With well over six thousand members in North America and around the world, ISA is the most respected and widely known scholarly association in this field, cooperating with 57 international studies organizations in over 30 countries, is a member of the International Social Science Council, and enjoys nongovernmental consultative status with the United Nations. ISA moved its headquarters to UConn in July 2015 and is now housed in Global Affairs. Professor Mark Boyer (Center for Environmental Science and Engineering) is its Executive Director.

MASTER OF ARTS IN INTERNATIONAL STUDIES

Global Affairs oversees the administration of the M.A. program in International Studies, in collaboration with Professors William Berentsen (European Studies Concentration), Glenn Mitoma (Human Rights Concentration) and Mark Overmeyer-Velazquez (Latino/a & Latin American Studies Concentration). Students pursuing a Master of Arts in International Studies must distribute their course work over a minimum of three academic disciplines and can follow two plans of study with a choice of four different concentrations. Students are required to exhibit proficiency in a second language in order to adequately conduct a conversation and research.

MIDDLE EAST STUDIES

Middle East Studies, under the leadership of Professor Jeremy Pressman and supported by Global Affairs, builds relationships across campus by holding a variety of events throughout the year, providing interdisciplinary programming, building interdisciplinary networks and engaging multiple elements of the UConn community. In addition, Middle East Studies offers a minor intended to enable undergraduate students to pursue a multi-disciplinary approach to the study of the Middle East and to acquire a thorough understanding of the area from anthropological, economic, historical, literary, political, and religious perspectives. Students electing this minor must complete at least 15 credits at the 2000, 3000, and 4000-level from at least three fields.

NORIAN ARMENIAN PROGRAMS

The effort to bring Armenian Studies to the UConn began in 1984 when a small group of volunteers started a fundraising campaign. In 1993 Dr. Ludmila Haroutunian of Yerevan State University (YSU) made a number of presentations at the University and at meetings with Connecticut's Armenian-American community. Dr. Haroutunian's presence at UConn in 1993 was in association with what has become the cornerstone of the UConn-YSU-Armenia relationship, close academic ties between UConn's School of Social Work and YSU's Faculty of Sociology.

In 2004, the University of Connecticut received a bequest from the estate of Alice K. Norian, to be used to educate students and the general public about Armenian culture and history, and to gather Armenian-Americans for both these purposes. The first annual Alice K. Norian Lecture, in 2004, was delivered by Dr. Arman J. Kirakossian, Armenian Ambassador to the United States. At this time, stewardship of Armenian programs at UConn became the responsibility of the Norian Armenian Programs Committee, which is co-chaired by the Dean of the School of Social Work and the Vice Provost for Global Affairs.

DEVELOPMENT

In order to fulfill its leadership role at UConn, Global Affairs is aggressively fundraising. Since 2012, fundraising has grown exponentially. During the FY 2016 alone, Annual giving more than doubled between FY 2014 and FY 2015 (FY 2014 \$382,631 and FY 2015 \$903,338) and subsequently tripled in FY 2016 to \$3,376,188.

GLOBAL AFFAIRS STRATEGIC OBJECTIVES

The following nine strategic objectives were produced by the Global Affairs Advisory Board at the end of AY 2013-2014 to provide the groundwork for Global Affairs's short, medium and long range strategic planning. These objectives were presented to faculty and staff members in Global Affairs in May 2014, and the first steps to implement them were taken during AY 2014-2015:

- ❖ BUILD SUSTAINABLE GLOBAL PARTNERSHIPS IN ALL WORLD REGIONS
- ❖ INCREASE AND DIVERSIFY EDUCATION ABROAD PARTICIPATION AND OPPORTUNITIES

- ❖ IMPROVE PROGRAMMING AND SERVICES THAT FACILITATE INTERNATIONAL STUDENT SUCCESS
- ❖ BUILD INTERDISCIPLINARY GLOBAL EDUCATION CURRICULA
- ❖ CONNECT GLOBAL EDUCATION WITH ON-CAMPUS MULTICULTURAL PROGRAMMING AND COMMUNITY CO-CURRICULAR ACTIVITIES
- ❖ SUPPORT INTERDISCIPLINARY RESEARCH AND DEVELOPMENT AND OUTREACH PROJECTS ON CONTEMPORARY ISSUES WITH GLOBAL AND LOCAL IMPACT
- ❖ CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE OF CONNECTICUT
- ❖ IMPROVE NETWORKING WITH INTERNATIONAL ALUMNI
- ❖ SUBSTANTIALLY INCREASE GLOBAL AFFAIRS FUNDRAISING

These core objectives will be discussed in detail below. Their implementation over the course of the next five years will maintain current trends and provide new opportunities for students and faculty. Implementation will vary across different academic units consistent with their own missions, but the overarching plan should also serve as a guide in the further development of comprehensive internationalization across campus.

STRATEGIC OBJECTIVE 1: BUILD SUSTAINABLE GLOBAL PARTNERSHIPS IN ALL WORLD REGIONS

With the establishment of UConn Global Partnerships as a separate administrative division within Global Affairs, much work has been done with UConn Colleges and Schools, the Office of the General Counsel, Connecticut Office of the Attorney General and various units throughout the University to standardize agreements and the process by which international partnerships are entered into. Building partnerships is an ongoing, multi-year process, but world-class institutions are already emerging as solid UConn partners in Argentina, Australia, Brazil, Canada, Chile, China, England, Germany, Italy, Egypt, Ireland, Israel, Jordan, New Zealand, Puerto Rico, Scotland, South Africa, South Korea, Spain and Taiwan.

As we build a platform for growth, we recognize the need for different levels of partnership. Faculty-driven partnerships may be governed by grants and contracts, and have a shorter life span than other types of global engagement. Program-driven partnerships that involve joint degree programs and student exchange may have longer range impact, but not grow beyond their original collaborations. Strategic partnerships, on the other hand, have the potential to expand in both scope and scale, becoming more broadly and deeply impactful. According to Sutton and Obst, strategic partnerships can be distinguished from traditional partnerships based on five criteria: breadth of impact, depth of impact, strong faculty support, demonstrable mutual benefit and sustainability (2011:3-4). These kind of strategic partnerships require years of careful planning, collaboration and flexibility in order to create and sustain this level of impact across schools/departments on the home campus and to advance UConn as a recognized world class university in education, research and outreach.

CORE GOALS

▶ ***Identify and Build Core Global Partners***

Global Affairs is working to further identify and build a small number of core partners in all world regions in which we have extensive student and faculty mobility and research collaborations.

▶ ***Develop More Research Collaborations with U21 Partners***

As U21 manages collaborations at many levels in partner universities, we will work together to strengthen faculty involvement within the network through discipline/school specific working groups, joint research projects, conferences and global classrooms. We plan to engage closely with the U21 Research Leaders Group to identify more funding opportunities and research networks and projects addressing global challenges within the U21 consortium. We also hope to build participation in the Early Career Researcher workshops that encourage international networking for academics in the early stages of their careers. In terms of student mobility, we will continue to build student exchange and student participation at conferences, which has been growing substantially since we joined U21 in 2010. While successful in this area, we would like to double our numbers of students participating on exchange, summer programs and conferences that are offered by U21 partners.

▶ ***Map and Increase Faculty and Staff Global Engagement***

This goal is multifaceted as we work to implement internationalization. One important step is to create a comprehensive database that logs the international/global expertise and research interests of UConn faculty and staff. This activity database will house short bios that include information on areas of specialization, languages spoken, relevant experience, publications, and courses taught by each faculty/staff member. This project was initially started by the Global Citizenship Curriculum Committee in 2009-2010, and restarted with the collection of global activity data through Husky Digital Measures in 2014, with the help of the Office of Institutional Research and Effectiveness. In its current phase, a database with augmented functionality is being developed in collaboration with UITS with the intention of making it accessible to the UConn community. By utilizing this database, Global Affairs will be able to provide better leadership to coordinate, support and interconnect global research, curricula, faculty development, and student and faculty mobility across units throughout campus.

▶ ***Monitor and Evaluate the Impact of Global Activities and Initiatives***

As we move forward to build more comprehensive internationalization at UConn, we need to monitor and assess each area in the overall plan from different lens depending on the stakeholder. By necessity, the outcomes assessment will have a different conceptual frame if designed for the top leadership at the university, faculty pursuing research, or students studying abroad. Therefore, we must first be clear about establishing our research criteria, and then move forward accordingly. We also need to assess, enhance and maintain existing partnership programs on a regular basis.

STRATEGIC OBJECTIVE 2: EXPAND AND DIVERSIFY EDUCATION ABROAD PROGRAMMING

Education Abroad (EA) sent 997 students on study abroad programs in 47 countries during AY 2015-2016. This is about the same as last year. As has been the case for some years, more undergraduate students chose to study abroad for at least a semester (59.07%), followed by participation on short term programs in the summer (33.29%). Winter programs saw a 28.81% increase in enrollment, growing in numbers from 59 in Winter 2015 to 76 in Winter 2016. Since the new travel registration policy was announced last summer there have been 577 additional students register and receive CISI health insurance while going abroad on university-related business. This indicates that the new policy is working.

CORE GOALS

▶ ***Grow Participation In Education Abroad By 50% In The Next Five Years***

Build outgoing exchange participation: Although exchange programs are the least expensive type of long term study abroad option, only 15.5% of students went on exchange in AY 2014-2015. Our goal is to double the number of students who go on exchange in order to 1) better serve students who need to take courses that satisfy major requirements, especially in the STEM fields; 2) provide more opportunities for Honors students 3) give students a richer and deeper cultural immersion and 4) make study abroad more accessible.

Continue to grow UConn Administered short term and semester programs abroad. Develop a comprehensive plan for growth that will encourage programs 1) from departments that are underrepresented in Education Abroad and that focus on critical global issues, 2) that incorporate experiential learning projects, such as internships, service learning, creative performance, field-work, and/or research, 3) that take place in non-European countries and/or 4) that promote foreign language acquisition.

Provide more non-traditional study abroad programming options through offering internships, research and volunteer and service learning.

▶ ***Diversify Education Abroad Participation By Race, Class, and Ethnicity***

Increase access for low income, first generation, and minority students. EA plans to invest substantial resources and liaise with other units on campus (such as the Cultural Centers) to provide more outreach, advisement and financial support for these cohorts of students. In order to provide further financial support, EA will increase scholarship funding and work more close closely with Financial Aid. EA will build on the success of the Student Support Services (SSS) study abroad program model to reach out to a wider audience. UConn is poised to become a national leader in this area as we work to advance and advocate for diversity in global education.

▶ ***Diversify Education Abroad Destinations***

EA will develop and grow education abroad opportunities in non-European locations through exchange, internships and UConn Administered Programs. While EA is sending more students to locations outside Europe (41% during AY 2014-2015), we still need to increase our numbers in Latin America, South Asia, Southeast Asia, Sub Saharan Africa (other than South Africa), and the Middle East.

▶ ***Strengthen Incoming Exchange Student Services and Programming***

The Incoming Exchange Student Committee (IES) was formed in Spring 2015 as an advisory task force focused on registration and academic issues as they relate to the incoming exchange students. Goals include 1) providing an academic home for all exchange students; 2) assigning exchange students an academic advisor in their major while on campus; 3) creating a more streamlined course registration process for them before they get to campus and 4) working to align orientation and programming with other international cohorts on campus. Exchange students are a valuable asset on campus, and they help to promote UConn and the United States when they return home.

STRATEGIC OBJECTIVE 3: IMPROVE PROGRAMMING AND SERVICES THAT FACILITATE INTERNATIONAL STUDENT SUCCESS

International students and scholars, including undergraduate, graduates and non-degree seeking students, bring global perspectives to UConn classrooms and provide the opportunity for students from UConn to build international networks. All our students—domestic and international—are better equipped for the global workforce when they make friends and learn with students from other nations. International students who graduate from UConn also become valuable spokespeople for the university as they create new alumni networks abroad.

CORE GOALS:

▶ ***Continue to Build Collaborative Networks with Academic Departments, Staff and Institutional Support Units.***

As the number of international students grows at UConn, it is important that support services and programming also grow to meet the needs of the students. Increased communication and collaboration among academic and administrative units are necessary, including the designation of an individual in each school and college to be the international student representative and expanding the present ISSS website to include all available resources for international students.

- Implement a Peer Mentoring Program for international students.
- Coordinate with the Graduate School to integrate international orientation into the general orientation.
- Work with First Year Experience/Learning Communities and Learning Connects to develop more courses for international students, including exchange students.
- Explore ways to educate and reinforce the value of support services such as Counseling and Mental Health Services so that international students feel comfortable seeking out these services.

▶ ***Streamline University English as a Second Language and English Language Teaching and Learning Efforts.***

Global Affairs, in collaboration with the Department of English and the Neag School of Education, is examining the University's existing resources and considering options for a centralized coordinating mechanism to ensure successful support services for ESL students.

- Develop more targeted courses for ENGL 1001 and 1002 to address the learning gap between ENGL 1003 and ENGL 1004.
 - Train TAs and instructors across campus to work in linguistically diverse classrooms, especially on writing.
- ▶ ***Integrate International Students More Fully into the Academic and Social Life of the Campus and Local Community.***
- Establish a working relationship with the Town of Mansfield, local Rotary club, local school district and local businesses to promote UConn’s global initiatives. International students and education abroad returnees can team up to make presentations, go into classrooms, etc.
 - Increase on-campus housing opportunities for both undergraduates and graduates, including those international graduate students with families.
 - Increase programming on campus that publically recognizes the work and expertise of the international students on campus by collaborating with other units, including the Cultural Centers and Institutes.
- ▶ ***Assess and Monitor International Student Success.***
- Collect data to assess and compare performance of international students and conditionally admitted students in different majors and in freshman courses that require extensive reading, writing or spoken interaction.
 - Collect data concerning retention and graduate rates of international students.
 - Collect data concerning student satisfaction with co-curricular programming and outreach.

STRATEGIC OBJECTIVE 4: BUILD INTERDISCIPLINARY GLOBAL EDUCATION CURRICULA

We envision implementing this core objective on multiple levels at the university over the next five years. We view ‘global studies’ as both a pathway for the development of globally infused curricula and a field of study in its own right. By implementing the first part of the objective, Global Affairs will play a supportive role in facilitating new pathways that embed comprehensive internationalization into the core institutional teaching, research and service mission across campus. This support will include helping departments, schools and institutes to implement the global components of their own strategic plans and to envision new areas for collaboration, thereby interconnecting research and activities that build partnerships across units.

We also plan to move forward with the creation of a new Global Studies B.A. that will be housed under the umbrella of Global Affairs. The germ for this idea was first explored by the Global Citizenship Curriculum Committee in 2008-2010. As a fairly new discipline, Global Studies is inherently multidisciplinary and interdisciplinary, giving students the tools to understand the processes of globalization and their consequences through different lens and methodologies. The goal is to develop global competence, and thereby increase each student’s capacity to act on matters of global significance. UC Santa Barbara, which has one of the oldest programs in the country, defines the discipline in more detail:

Global Studies is an emergent field concerned with understanding the historical and contemporary phenomenon of globalization in all its aspects. Although global phenomena have been studied for many decades, global studies as a field developed largely after the turn of the 21st century and has expanded exponentially since the first programs were founded in Asian, European, and American universities in the 1990s. Moving away from conventional state-based notions of international order, the field of global studies seeks to promote critical reflection on how the world works as an interlinked, interactive set of processes and relationships that operate across broad spheres of experience, from the social to the political, the economic to the cultural, the religious to the environmental, the legal to the technological, the scientific to the subjective (<http://www.global.ucsb.edu/about>).

Many of UConn's peer institutions have Global Studies programs, including UCLA, University of North Carolina Chapel Hill, Pennsylvania State University, College of William & Mary, University of Minnesota, University of Maryland, University of Virginia, and others.

At UConn, the Global Studies Major Planning Committee was convened in 2013 to work on plans for a Global Studies major. The Committee prepared a draft of the B.A. in Global Studies Proposal during AY 2014-2015. During AY 2015-2016, the proposal has been shared with other units on campus for feedback and critique, and will be submitted for official University approval in fiscal year (FY) 2016. The goal is to implement the major in Fall 2017. Feedback on the proposal has been positive, though a number of issues have been raised. Some courses that would be central to the themes outlined for the major are already oversubscribed. Thus, gaining access for Global Studies majors would require provision of resources to the offering department(s) to allow additional sections to be added. While some programs welcomed the development of the major since it would likely help populate their courses, others were concerned that it might draw majors and resources away from them. The Planning Committee believes that the development of the major will promote rather than detract from related programs and is working to ensure that its plans maximize that likelihood. As part of this, it is finalizing resource requirements and growth projections for the major.

OVERVIEW

The Global Studies major at the University of Connecticut is an interdisciplinary and experiential program that draws coursework from several schools and colleges. It offers students theoretical and methodological skills necessary to understand and address the complex, multifaceted, and rapidly changing world. The Global Studies B.A. is designed to prepare students for careers that require intercultural competency and helps them become reflective, concerned, and broadly educated global citizens. The Global Studies major may stand alone, but also works well in combination with other majors to create graduates with critical thinking abilities about global issues related to their other field(s) of study.

The program offers the following thematic specializations:

- ▶ Comparative Cultures, Arts, and Identities
- ▶ Peace, Conflict and Security
- ▶ Environment and Natural Resources
- ▶ Global Health

- ▶ International Development
- ▶ Individualized Study

Students also develop regional specializations by taking courses from a selected geographic area, for example, the Middle East, Africa, Europe, Latin America and the Caribbean, East Asia and south Asia.

The Global Studies major requires non-English language proficiency. The program also requires an education abroad experience. As an exception, students may work domestically with an international organization focused on global issues. The goal is to help students apply their knowledge and skills in a global context.

Overall, the Global Studies program prepares students for advanced degrees or careers in international organizations, international business, public policy, global health, government foreign service, international research, international education, with nongovernmental organizations or in other global/international environments (to view the entire proposal, see Appendix C):

CORE GOALS

- ▶ ***Implement a New Global Studies Major.***
 - Delineate clear requirements for the major (already completed).
 - Create new foundational and capstone courses.
 - Propose the major initially to be offered by CLAS.
 - Propose the major to be offered by other schools and colleges.
- ▶ ***Reconstitute the International Studies Minor as a Global Studies Minor.***

STRATEGIC OBJECTIVE 5: CONNECT GLOBAL STUDIES WITH MULTICULTURAL PROGRAMMING AND COMMUNITY CO-CURRICULAR ACTIVITIES

The University must foster an encouraging environment with supportive mechanisms for faculty, staff and students to be engaged in campus multicultural programming and community co-curricular activities. In recognition of issues surrounding social justice both in the United States and on a global scale, programs and activities must also provide stakeholders with a global perspective on diversity. The need to explore and strengthen these interfaces is already outlined in the recent Diversity Task Force Report (<http://s.uconn.edu/36i>). The Task Force recommended that in order to promote intercultural and global competence, it is important to support education and intellectual activities both in the formal and informal curricula “that educate faculty, staff and students working and living in an increasingly diverse and globally interconnected society” (12).

CORE GOALS

- ▶ ***Global Affairs will Liaise with the New Associate Vice President for Diversity and Office of Diversity and Inclusion***

- Global Affairs will work with the Diversity Office to develop partnerships with the Cultural Centers, Global House and Area Studies Institutes to create shared programming and other co-curricular activities.
 - Begin dialogue with faculty to find common ground between internationalization and multicultural education and map out areas of commonalities and shared learning outcomes. Use these outcomes to create programming and co-curricular activities.
 - Provide faculty with incentives to conduct research on the intersection between multicultural education and comprehensive internationalization. Share the findings with the UConn community.
- ▶ ***Liaise with FYE and Learning Communities to Provide First Year Experience Courses that Communicate the Importance of Diversity and Intercultural Competence.***
- Create FYE first semester sections of UNIV 1800 that examine international and multicultural concepts and their overlap. Develop a substantial unit to be taught within other UNIV 1800 sections.
 - Create second semester FYE courses that focus on intercultural competence open to both international and domestic students.
 - Continue to build new learning community study abroad programs that include pre-departure and re-entry courses.
- ▶ ***Partner with Units Across the Campus to Leverage the Skills and Knowledge of our International Students.***
- Invite international students to meet with outgoing study abroad students going to their home country.
 - Invite international students to speak in classes and co-curricular events that focus in areas relevant to their areas of expertise and background.
 - Develop a comprehensive International Education Week on campus.
 - Liaise with the local community and school district.

STRATEGIC OBJECTIVE 6: SUPPORT INTERDISCIPLINARY RESEARCH AND DEVELOPMENT AND OUTREACH PROJECTS ON CONTEMPORARY ISSUES WITH GLOBAL AND LOCAL IMPACT

Global Affairs supports interdisciplinary research and development projects concerned with contemporary global issues in a variety of ways through the divisions of Global Partnerships, the Global Training & Development Institute (GTDI), the Human Rights Institute (HRI), the UNESCO Chair and the Dodd Center. Our collaborative projects involve different groups, including UConn faculty, staff and students, international partners, international students, and local, regional and international community/non-profit organizations.

CORE GOALS

- ▶ ***Help UConn Identify and Effectively Communicate our Global Research Strengths. Examples include water and energy.***
- ▶ ***Identify and Nurture a Few Core Projects and Initiatives.***

STRATEGIC OBJECTIVE 7: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE OF CONNECTICUT

Global Affairs can help the State of Connecticut to become the ‘gateway to the world’ through our collaborations across campus, with state businesses and non-profits, and with our global partners. We aspire to serve as an important conduit linking cutting edge researchers and innovators at the university with public and private stakeholders in the state to attract international students, faculty, and businesses to Connecticut. By helping to channel the university’s intellectual resources and expertise into services, products and small businesses, we will contribute to the overall economic development of the state and help to shape and retain a diverse and highly qualified workforce. Global Affairs is contributing substantially to the State’s successful efforts to attract Israeli businesses and to learn from this model in other contexts (for example, Germany, Korea, Brazil and China). Global Affairs is leading a new *Global Connecticut* initiative, which includes participation and endorsement by the DECD and Commissioner Catherine Smith.

CORE GOALS

- ▶ ***Assist in Attracting Innovative Foreign Businesses and Start-ups to the State of Connecticut.***
Target areas of strength, such as aerospace, bioscience, digital media, insurance, financial services, medical devices, cybersecurity, etc.
- ▶ ***Help to Supply Connecticut with a Diverse, Highly Qualified and Competitive Workforce.***
- ▶ ***Expand Research Collaborations and Student Mobility with Strategic Partners to Create Deeper Regional Networks, Wider Visibility for the State, and New Industry Relationships.***
- ▶ ***Contribute to the Overall Business Climate of the State.***

STRATEGIC OBJECTIVE 8: IMPROVE NETWORKING WITH INTERNATIONAL ALUMNI

There are currently over 15,000 UConn international alumni and alumni living abroad, most of whom are not actively engaged with the university. Global Affairs recognizes that by reaching out to these alums, we have the opportunity to build important connections that will further internationalization efforts at UConn. Their potential contribution is manifold and encompasses academic, economic, entrepreneurial and social goals that benefit both the alums and the university. GA will develop a strategy to improve networking with international alumni that will be inclusive and comprehensive, and will integrate a wide range of activities both locally and globally.

CORE GOALS

- ▶ ***Maintain a Database with Up-To-Date Contact Information.***
- ▶ ***Collaborate with the Alumni Association to Build and Sustain Dynamic International Alumni Chapters.***

These chapters will have local leaders who will ensure continuity and sustainability and tailor events and develop projects that are appropriate to the local culture of each chapter. We will help to facilitate events that range from student recruitment and academic programming to the promotion of career opportunities.

- ▶ ***Involve Current Students, Faculty and Departments in Maintaining Relationships with International Alumni and Provide Incentives.***

Invite international alumni to serve as mentors for students interested in conducting research, working or participating on an internship in their city, region or country.

- ▶ ***Publicly Reward, Acknowledge, and Recognize Activities that Lead to Improved Alumni Engagement.***

- ▶ ***Develop Strategies to Build Alumni Networks and Events with Education Abroad Alumni.***

STRATEGIC OBJECTIVE 9: SUBSTANTIALLY INCREASE GLOBAL AFFAIRS FUNDRAISING

CORE GOALS

Global Affairs has had great successes in fundraising. Since 2012, fundraising has grown exponentially, with annual giving growing from \$4,981 in 2012 to \$3,376,188 in 2016. Over the past year alone, from FY 2015 to FY 2016, fundraising tripled from the preceding year: FY 2015 \$903,338 and FY 2016 \$3,376,188.

- ▶ ***Build on Recent Successes***
- ▶ ***Work More Closely with Education Abroad Alumni***
- ▶ ***Build Relationships with New Prospects***

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APPENDIX A: GLOBAL AFFAIRS ADVISORY BOARD

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APPENDIX B: REVIEW OF UCONN ACADEMIC PLANS: GLOBAL ENGAGEMENT

COLLEGE OF LIBERAL ARTS AND SCIENCES

The CLAS Academic Plan is well articulated and organized into a twenty-seven page document. With its twenty-four academic departments and multiple interdisciplinary centers, institutes and working groups, CLAS is a complex structure that enrolls more than 60% of undergraduates at the Storrs campus, 70% of undergraduates at the regional campuses and 50% of the full-time graduate students. The planning process for this document began during the spring of 2013 in response to the Provost's and President's call to begin a formal academic planning process. A draft plan was created in June 2013, discussed and revised during the academic year 2013 -14 and finally submitted to the Provost on August 1, 2014.

The overall plan is divided into clearly demarcated sections: Faculty Development, Interdisciplinary Work, Six Areas for Future Growth, An Infrastructure That Supports Success, Excellence in Undergraduate Education, Excellence in Graduate Education, Engagement, Challenges, Conclusions and Metrics. The most developed section is the discussion of areas for future growth (also called areas for excellence) and these are discussed under the following headings: Fundamental Properties of Materials; Language, Cognition, and Other Emergent Processes; Globalization: Culture Contacts and Exchanges; The Environment and Sustainability; Social Justice, Diversity and Equality; and Origins and Processes of Life.

There are many points of overlap in the CLAS plan with the mission of Global Affairs, and a global focus infuses the report throughout. The main emphases are on faculty hires, faculty research, building departments and institutes, and curriculum development on campus, but internationalization efforts are embedded in all these areas. For example, "Globalization" is listed as one area for growth, and while there is no mention of building education abroad opportunities for students or international research collaborations for faculty, focus is placed on strengthening the institutes that do global work, i.e. the Human Rights Institute, the Institute for Africana Studies, the Asian and Asian American Studies Institute, El Instituto, and the Center for Judaic Studies and Contemporary Jewish Life. Emphasis is also placed on interdisciplinary collaborations within the university as a whole in two other sections, "The Environment and Sustainability" and "Social Justice, Diversity and Equality." These topics all address critical global, as well as domestic issues, and the plan highlights the necessity for the university to grow its faculty in these areas and to collaborate across disciplines and colleges.

Globalization is at the very heart of the CLAS mission and rooted in at least three of the six areas for future growth. While not overtly stated, Global Affairs has had a growing relationship with many CLAS constituents, institutes and faculty members, and there are many avenues for continuing our support, strengthening existing collaborations and for building new partnerships.

COLLEGE OF AGRICULTURE, HEALTH AND NATURAL RESOURCES

CAHNR's Academic Plan opens with an emphasis on global engagement:

The University of Connecticut (UConn) will provide solutions to ensure that adequate resources will be available for feeding the 9 billion people anticipated to be living on earth by 2045. The College of Agriculture, Health and Natural Resources (CAHNR) will engage directly with the global community to meet this challenge by contributing to the expanding knowledge system to ensure a sustainable future...These are exciting times for agriculture, food and nutritional sciences, health sciences and environmental sciences as these disciplines, which are an integral part of CAHNR, intersect to address the grand challenges of our world (1).

The CAHNR Academic Plan boldly states the College's core values, that include "engagement with diverse institutions, communities and people to improve the quality of life" and "global citizenship: knowledge, tools and technologies developed and implemented by CAHNR help citizens meet the challenges of living in a global community and create opportunities to prosper in the global economy" (2).

Like CLAS, this plan focuses on creating stronger infrastructures within the College, including the establishment of two campus-wide Institutes of Excellence, the Institute for Food, Nutrition, Health and Wellness and the Institute for Sustainability, and an accredited interdepartmental curriculum in Food Science. In the next section entitled "CAHNR Strengths and Opportunities," each academic discipline is described, along with concise proposals for growth and development. As with the rest of the document, this section demonstrates the College's vision to build sustainable programs that serve students and the local community/region while at the same time, addressing critical global needs.

CAHNR is apparently anxious to move well beyond its heritage on the UConn campus and the perceived nostalgia associated with farming. The writers of this plan say, "Although we are proud of our heritage, CAHNR's disciplines are important to most of the grand challenges facing a burgeoning global society..." (12). The College appears ready to take on these challenges, and argues for more faculty, better spaces for teaching and research, and more funding to help them grow during the next five years.

SCHOOL OF BUSINESS ACADEMIC VISION, JUNE 2014

The School of Business Academic Vision is a twenty-one page document that includes glossy color photos on many of its pages. In comparison to the above two academic plans, it is less text based, relying on bullet points and visuals to convey information. "Global" jumps out immediately in the introductory Mission Statement:

The mission of the University of Connecticut School of Business (BUSN) identifies our educational and strategic priorities: Real World, Real Learning, Real Impact. Be a globally recognized provider of exceptional managerial and business leadership through innovative experiential learning in a dynamic global business context; integrating outstanding research, real world education, and strategic outreach (1).

In the next section entitled "Preamble," the authors outline four areas of emphasis/strengths where the School of Business can "participate in University-wide efforts to help solve significant global problems" and these include Creativity, Innovation and Entrepreneurship; Sustainability and Risk Management; Analytics and Big Data; and Healthcare Management and Insurance Studies" (1-2). The report goes on to describe each of these four areas, outlining strengths and already existing programs that include the

Center for International Business Education (CIBER) and Social Entrepreneurship in Guatemala. In the last section entitled “Infrastructure Investments,” the authors conclude with a paragraph on “Globalization” in which CIBER is again mentioned, as well as the International Business track in the Undergraduate Management major and program for Global Business majors in Stamford. The report ends with the following statement: “Given the increasing importance of global business, we will invest in the increased globalization of faculty, students and academic programs (18).

SCHOOL OF ENGINEERING ACADEMIC VISION 2014 -2018

The School of Engineering Academic Vision is a very concise twenty-five page document that clearly articulates the strengths of each academic concentration. The prose is dense and the subject material complex for non-engineers, but clearly, globalization plays an important role in the strategic development of the School going forward. As in the School of Business, there is emphasis here in achieving national and international recognition in their key areas. These include Advanced Manufacturing; Advanced Materials; Sustainability: Energy and Environment; Security and Infrastructure; Biomedical Engineering & Systems Genomics; Complex Systems Engineering; and High Performance Engineering.

A focus on globalization occurs early in the report under Our Values:

...UConn Engineering: (i) supports and promotes the discovery and applications of engineering research and development that will positively impact global societies; (ii) remains steadfast in its intention to enhance the diversity of its community; and (iii) will continue to encourage and foster activities that enable professional and public engagement (1).

Globalization also figures prominently in the key strengths area under Graduate and Professional Education: “UConn Engineering’s graduate programs attract a diverse population of students from across the globe, enriching the UConn Engineering community, building cultural bridges with other nations and enhancing our reputation globally.” This section also focuses on the Ethiopian Institute of Water Resources and the Engineers as Global Leaders for Energy Sustainability (EAGLES) program established at UConn in 2011. EAGLES partners with the Politecnico Milano and the Universidad Politécnica de Madrid.

Engineering is involved in many outreach programs for pre-college and minority students (including the Northeast Alliance for Minority Participation) that might be contexts for more involvement with Global Affairs. There is less emphasis on global education for undergraduate students in this report, but as in the other academic plans described above, internationalization efforts figure prominently throughout.

SCHOOL OF FINE ARTS ACADEMIC PLAN 2014 – 2019

The School of Fine Arts Academic Plan is relatively short in comparison with the other schools—just twelve pages of text. It does include a five page rubric at the end that is meant to measure initiatives and goals over the course of the next five years.

This report is clearly structured, beginning with sections that include an introduction, “Our Vision,” “Our Mission” and “Core Values.” Fine Arts embraces the four core values as articulated in the Academic Vision for the whole university, including Global Engagement: “The arts have an essential role to play in fostering

a global society—studying, performing, and exhibiting the artistic traditions of many cultures and welcoming practitioners and scholars from diverse global traditions. The arts promote dialogue around some of our most intractable problems, and have the power to build understanding and community locally and globally” (2).

The School of Fine Arts participated actively in the process to develop a new academic vision in 2013 to identify special goals and strategic initiatives, and realize their ambition to become a “top flagship” (3). They identified the following four main initiatives: Investing in Collaborative and Interdisciplinary Research; Expanding Graduate Programs and Raising Their National and International Profile; Continued Excellence in Undergraduate Education; and Excellence in Public Engagement. It was also determined that creating a Global Arts Minor would be an important step in promoting interdisciplinary research and internationalization. The goal over the next two years is to enroll thirty students and integrate it with the planned Global Studies major.

The School of Fine Arts does have specific education abroad programs in London (Theatre and Communication Design), Florence (Painting), and occasionally in India (Art History). Two members of the Music Department had a faculty-led winter program in Trinidad/Tobago approved last year, but this program has not yet run.

NEAG SCHOOL OF EDUCATION ACADEMIC PLAN

The School of Education Academic Plan opens with an emphasis on the global engagement:

...We envision a realigned Neag School of Education that engages its many strengths in new and innovative ways to promote marked improvements in student educational access and outcomes. Our newly conceptualized school-wide focus on diversity, equity and access, and global and public engagement is strongly aligned with both the national and state imperatives, as well as key UCONN initiatives such as Next Gen Connecticut and UCONN Tech Park (2).

This emphasis on global engagement will be realized by focusing on three major areas of research strength and opportunity that are designed to “position our school to play a leadership role in our university, the state of Connecticut, the nation, and the world” (3). These areas are Equity and Social Justice, STEM Education and Creativity and Innovation. With the hire of faculty in the new cluster, “Education, Equity, Achievement and Reform,” NEAG hopes to join with faculty from other schools and colleges to “develop a comprehensive approach and create metrics to assess education equity and student achievement in ways way that promote a greater understanding of and ability to predict what influences achievement gaps” (4).

SCHOOL OF SOCIAL WORK ACADEMIC PLAN 2014 - 2019

The School of Social Work Academic Plan outlines five areas of distinction that all connect the School’s work with critical global issues: International Social Work and Human Rights; Mental Health, Trauma and Violence Prevention; Social and Health Disparities; Diversity and Cultural Competence; and Policy Analysis, Advocacy, Organizing and Civic Engagement. The School’s global focus is described in its mission statement:

...Graduates are prepared to provide leadership within the field by valuing human diversity; working for human rights and against oppression and discrimination; preventing and alleviating the effects of violence and poverty, particularly in urban centers; and advocating for improved social policies and services, locally and globally (2).

Global Engagement is also listed as one of the School's core values, in alignment with UConn's Academic Vision:

UConn SSW is a pioneer and nationally recognized in international social work and human rights. Through local and global engagement and international and inter-cultural collaborations, the School promotes international curriculum development, faculty exchanges, international field placements for students and cross national research (3).

This report's focus on global engagement is substantiated by the fact that one third of SSW faculty are directly involved in research and service in international social work, human rights and related issues. There is also a strong focus on engagement in the local/regional community and in promoting diversity and cultural competence.

The School of Social Work Academic Plan is has a similar format to other plans, but it has sidebars on each page that highlight the work of individual faculty members.

SCHOOL OF LAW ACADEMIC PLAN 2015 -2020

In terms of structure, the School of Law Academic Plan is one of the most appealing as it includes substantial text along with graphics and photographs. It has both an in-depth Executive Summary and Mission Statement, and clearly articulated areas for strategic development, including Insurance, Risk and Regulation; International and Domestic Human Rights; Energy and Environmental Law; and Law, Mind and Cognition.

The initial bolded statement in the Executive Summary immediately aligns the mission of the School with global engagement: "With strategic investment, the Law School is poised to become one of the top fifteen public law schools in the country and a major presence on the global stage" (3). Global and community Engagement are also key elements in the School's Mission Statement:

- ▶ To train skilled, ethical, critically thinking, and public spirited professionals;
- ▶ To advance scholarly research that enhances law and policy both domestically and across the globe; and
- ▶ To engage in community outreach that services the unmet legal needs of residents of our city, region and state (5).

The strategic area that already aligns the School with Global Affairs is International and Domestic Human Rights. Fully twenty percent of the Law School faculty works in the area of international, comparative and human rights law. In addition, the Law School's twelve international exchange programs have contributed to UConn's international reputation abroad and faculty have strong connections to partner institutions in Brazil, China, France, Germany, Ireland, Israel, Italy, Spain, the Netherlands and the United Kingdom. The

Law School looks forward to launch one of “the very few initiatives that integrates the global and local dimensions into a cohesive whole....A program dedicated to “bringing human rights home” would position us to provide academic leadership for a growing trend among non-profits and public policy-makers to integrate international human rights and domestic law” (11). Plans to hire a faculty member in International and/or Domestic Rights, Human Rights and Health or Human Rights and Environmental Justice would clearly align the School of Law with other entities on campus, including the Human Rights Institute, Global Affairs and the UConn Health Center. A major strength of this report is its focus on these kinds of interdisciplinary, and often internationally focused initiatives.

THE GRADUATE SCHOOL: IMAGINATION UNLEASHED

The Graduate School’s Academic Plan entitled *Imagination Unleashed* is the shortest and most concise of the Academic Plans. Importantly, the plan articulates a need for improving the quality of graduate programs and students. One of the clearest sections, entitled “Key Activities to meet goals” proposes a roadmap for change that aligns the School’s mission with Global Affairs. Because one fifth of UConn’s graduate students are international, there is obvious need for a close relationship between the School and ISSS. The report supports this collaboration moving forward as enhancing “social, cultural and academic support to students and post-doctoral scholars from other countries” and “Expand support for students from disadvantage backgrounds and for international students” (5).

The Graduate School also wants to facilitate cross-departmental, cross-program, and cross-campus graduate and post-doctoral education. The authors of the plan suggest developing competitive travel grant awards to facilitate graduate student and post-doctoral scholar visits to Universitas 21 and other leading international institutions.

SCHOOL OF PHARMACY ACADEMIC VISION PLAN 2014 - 2020

The School of Pharmacy Academic Vision Plan is a concise report that embraces global healthcare from its second paragraph:

The Faculty in the School of Pharmacy are uniquely positioned to impact global healthcare issues both through discoveries in basic science and through optimization of clinical practice (1).

The plan’s division into three major focal areas (Translational Drug Discovery and Development; Improving Healthcare Through Outcomes Based Research; and Engagement) coherently describes current areas of strength and opportunities for development. There is mention of research that focuses on delivering optimal care to the underserved on a global scale with “successful activities in the Far East and the Caribbean” (6). Under the heading “Engagement,” one of the strengths is “Faculty and staff work in federally qualified health centers caring for the poor and uninsured, conduct mercy missions to Haiti and Cambodia, present information to a broad group of CT citizens and work with community health workers to improve care of underserved populations including Cambodian immigrants who were victims of torture” (8).

There is a definite lack of detail in the outline of already existing global initiatives and none concerning future goals. There is also little information about possible collaborations with other entities/institutes/schools on campus.

SCHOOL OF NURSING STRATEGIC PLAN 2013 - 2018

The School of Nursing's Strategic Plan is formatted as a two page introduction with thirty-nine pages of a very detailed outline. The introduction contextualizes the place of the School of Nursing within UConn and Connecticut as a whole: "UConn's School of Nursing graduates between 275 and 325 nurses every year, at the bachelor's, master's, and doctoral levels and is the largest contributor to the nursing workforce in Connecticut...The UConn School of Nursing has an excellent reputation among our clinical partners and is seen as a major resource leading nursing in Connecticut" (1).

Nursing identifies two major areas of strength and opportunity: 1) further development of inter-professional education and clinical practice and 2) finding solutions to healthcare problems through workforce development and innovative research. From these two areas, the School of Nursing has committed itself to the following initiatives: A Path Toward Excellence in Research and Scholarship; A Focus on Interdisciplinary Translational Research; A Focus on Nursing Leadership Development; A Focus on Interprofessional Education and Collaboration; and A Focus on Enhancing UConn School of Nursing: Impact on the Community. The rest of the report outlines how these initiatives will be developed over the next five years.

The first reference to global initiatives is found near the end of the document under "A Focus on Enhancing UConn School of Nursing Impact on the Community: Develop programs that enhance involvement at local (SHS, Storrs Center), regional, state, national and global levels (36). There is also brief mention about expanding current international programs that already include study abroad locations in Belgium, Cape Town, Puerto Rico, South Africa, and China. Although not articulated in depth in this report, the School of Nursing has been actively engaged in creating groundbreaking education abroad programs during the past eight years and it is evident that comprehensive global education is an important part of its mission.

APPENDIX C: UCONN GLOBAL STUDIES MAJOR

(Draft 2/23/16)

OVERVIEW

The Global Studies major at the University of Connecticut is an interdisciplinary and experiential program that draws coursework from several schools and colleges. It offers students theoretical and methodological skills necessary to understand and address the complex, multifaceted, and rapidly changing world. The Global Studies B.A. is designed to prepare students for careers that require intercultural competency and helps them become reflective, concerned, and broadly educated global citizens. The Global Studies major may stand alone, but also works well in combination with other majors to create graduates with critical thinking abilities about global issues related to their other field(s) of study.

The program offers the following thematic specializations:

- ▶ Comparative Cultures, Arts, and Identities
- ▶ Peace, Conflict and Security
- ▶ Environment and Natural Resources
- ▶ Global Health
- ▶ International Development
- ▶ Individualized Study

Students also develop regional specializations by taking courses from a selected geographic area, for example, the Middle East, Africa, Europe, Latin America and the Caribbean, East Asia and south Asia.

The Global Studies major requires non-English language proficiency. The program also requires an education abroad experience. As an exception, students may work domestically with an international organization focused on global issues. The goal is to help students apply their knowledge and skills in a global context.

Overall, the Global Studies program prepares students for advanced degrees or careers in international organizations, international business, public policy, global health, government foreign service, international research, international education, with nongovernmental organizations or in other global/international environments.

LEARNING OUTCOMES

Students graduating with a University of Connecticut Global Studies major will

- ▶ Demonstrate knowledge of the interdependency of contemporary global issues, processes, trends and systems and their historical context.
- ▶ Use field-based methodology and theoretical frameworks necessary to investigate and address global issues.
- ▶ Develop foreign-language skills along with the intercultural competence needed to effectively communicate, connect and collaborate with people of other language and cultural communities and to gain access to diverse information, experience and understanding.

- ▶ Be aware of their own cultural make-up and analyze their positionality with respect to perspectives (beliefs, values), practices (behavior), and products (cultural as well as commercial) in a complex and pluralistic world.
- ▶ Actively seek opportunities to challenge their own norms and engage in dialog about cultural differences and commonalities.
- ▶ Develop a sense of civic responsibility for the global and local communities.

MAJOR REQUIREMENTS:

CORE COURSES (9 CREDITS)

- ▶ Introduction to Global Studies
- ▶ Research Methods
- ▶ Capstone Course

THEMATIC CONTENT COURSES (12 CREDITS)

Students may select one of the thematic tracks and complete at least 12 credits from the track's list of approved courses, with the requirement that the courses are spread across at least 2 academic units.

- ▶ Comparative Cultures, Arts, and Identities
- ▶ Peace, Conflict and Security
- ▶ Environment and Natural Resources
- ▶ Global Health
- ▶ International Development

Alternatively, students may develop their own 12-credit themes with the approval of their academic Advisor and the Global Studies Program Director.

REGIONALLY-FOCUSED COURSES (9 CREDITS)

Students are required to complete 9 credits focusing on a world region or country. These courses cannot be double counted with thematic content courses. Potential regions of study include

- ▶ Middle East
- ▶ Africa
- ▶ Europe
- ▶ Latin American and the Caribbean
- ▶ East Asia
- ▶ South Asia

Students wishing greater depth of study in a particular region are encouraged to also consider a major or minor offered by more focused departments or institutes (e.g., Africana Studies, Asian and Asian American Studies, El Instituto, Literatures, Cultures and Languages).

ELECTIVES (9 CREDITS)

Students will complete 9 additional elective credits selected from the list of Global Studies courses.

LANGUAGE REQUIREMENT

Students must gain second language proficiency, fulfilled by at least 2 semesters of college-level language study in addition to the university requirements. This may be advanced study of a single language or more basic study of a different language. Language proficiency is critical for students pursuing Global Studies and students are encouraged to study beyond the minimum required. The language requirement may be waived for native speakers of another language.

EDUCATION ABROAD

The learning outcomes expected of a Global Studies major require that students have spent some time living outside the United States. This may be achieved by participating in an Education Abroad Program, usually for at least a semester. Shorter programs or alternative experiences (e.g. an internship with a company or institution based in the United States but with an international focus) require the special approval of the Global Studies Program Director.