

TO: AcAB

FROM: Annie Dandavati, Chair of GDTF & Lorna Hernandez Jarvis, Director of General Education

DATE: August 17, 2011

On April 28, 2011, the Chair of the AcAB wrote to the chair of the GDTF and the Director of General Education and requested the following:

“I’d like to suggest that in the interest of crafting a more comprehensive plan, the GDTF reconsider portions of its report of 10 March 2011 to address some of AcAB’s concerns about the definition of “global,” the learning goals and objectives, and the relationship of the assessment plan to the learning goals. As part of this reconsideration, I would suggest that the GDTF:

- a) Consider a greater emphasis on the ways in which human societies have been shaped by their interaction with the natural world, and how human impacts can limit the capacity for environmental systems to provide the resources and services upon which all human societies depend.
- b) Add additional members with interest and expertise in the ways in which human societies interact with the natural world as described above, in order to contribute to that discussion. Appropriate members might be found in the Natural and Applied Sciences Division and in the Economics Department, but there are others on campus who would probably have this expertise as well.
- c) Clarify how success at meeting the learning goals and objectives, which are currently framed in terms of *what students will be able to do*, can be effectively assessed by questions added to the SALT tool, or by the assessment plan in item 6 of the report, which focuses on the courses that would qualify for the global learning flag rather than on what students can do. Ideally, the tools used to assess success at reaching stated goals should be as direct as possible, and if direct measures aren’t possible then perhaps the goals could be framed in a different manner.”

The GDTF met through May to consider these requests. Due to timing of this process (beginning of summer), and after inquiring with the Provost (who had selected the task force) as to the recommendation to add new members to the task force (point b above), it was decided not to include new members. The provost and the task force believed that the task force members could appropriately consider the concerns expressed by AcAB without additional members and without delaying the ongoing process. The GDTF amended the definition to address the concerns expressed by the Chair of AcAB, and the goals and objectives were also amended to reflect the changes in the definition. Regarding the development of assessment of the new goals and objectives the committee believed that their role was to recommend potential approaches to follow regarding assessment. The GDTF believed that it should be the role of the Director of General Education, and the Director of Cultural Diversity Courses in the General Education

Curriculum, in conjunction with the director of assessment and the Provost to design such comprehensive assessment plans.

As suggested by the AcAB the GDTF will hold two meetings for faculty in which the recommendations will be presented and feedback solicited. A summary of those meetings will be presented to AcAB in the fall semester.

Definition of Global Learning

A global society is one in which the lives of all people, near and far, interconnect with each other, and with the earth. The choices we make as individuals, groups, and institutions affect the quality of life of all peoples and the planet we live on, both now and for future generations. Through webs of connection, we will continually encounter people from a broad spectrum of places, identities, and world views. In order to develop these connections into partnerships with global representation and reach, students will need the knowledge and skills to interact with and learn from people different from themselves.

To become effective leaders who serve in a global society, Hope College students are called to value and develop knowledge and skill in their chosen fields as well as self-awareness, curiosity, responsibility, and empathy. Throughout their college years, students must expand their habits of inquiry and hone their communication skills. They should build an understanding of the dynamic relationship between knowledge and culture. These qualities and habits of mind will enable students to form productive intercultural partnerships to address the world's challenges.

Through our endeavor to educate students for lives in a global society, we must examine, with humility and courage, our own beliefs, assumptions and cultures that have shaped us. We are called to remember the imperative that we strive to love all of our neighbors, a commandment delivered with special force by the historic Christian faith. As global citizens, we will work together to create a campus community and curriculum that nurture self-awareness and compassion. We must acknowledge the responsibility each of us has for the welfare of all human beings and for our environment, and utilize our influence, resources and privileges to make a difference in this ever-changing world.

Goals/Outcomes for a Global Education at Hope College

Curiosity.

Goal: To stimulate students' eager pursuit of new knowledge and ideas, and openness to new perspectives

Outcomes:

1. Students will be able to formulate and ask informed questions in order to make decisions and judgments about worldviews so that they can understand where people might part ways in such matters.
2. Students will be able to identify appropriate sources of information regarding diversity issues
3. Students will be able to seek multiple perspectives as they approach a variety of problems or situations.
4. Students will discern their own beliefs while maintaining respect for differing world views.
5. Students will understand how these differences may lead to conflict, and seek to navigate such conflicts with openness and respect.
6. Students will cultivate the habit of listening to a range of voices

Knowledge.

Goal: To broaden and deepen students' knowledge in the natural and applied sciences, arts, humanities and social sciences, engaging them in the global concerns that touch each of these fields.

Outcomes:

1. Students will acquire and be able to apply different disciplinary frameworks and models towards understanding different cultures.
2. Students will be able to recognize power structures, their functions, the mechanisms that keep them in place and the impact they have in any particular culture, as these power relations apply to social problems in their fields
3. Students will be able to recognize, discuss, and demonstrate an understanding of the history, values, arts, politics, communication styles, or beliefs and practices of at least one culture other than their own
4. Students will possess at a minimum a basic level of understanding in any second language
5. Students will be able identify and articulate how their primary discipline is situated in culture
6. Students will identify and articulate how science and technology influence the global challenges we face and the approaches we take to address them both within the United States and abroad.
7. Students will identify the role that economics as well as political and social systems and natural resources play in creating the global challenges we face as well as identifying the role these factors play in addressing solutions.
8. Students will be able to identify and articulate the historical, political, scientific, cultural, and socioeconomic interconnections between the United States and the rest of the world.

Self-awareness.

Goal: To help students become more aware of themselves as shaped by culture and how one's values and beliefs inform one's decisions and assumptions about others.

Outcomes

1. Students will be able to identify and articulate ways in which one has been shaped by culture,
2. Students will interpret the dynamics of power and privilege and how they impact them personally as well as others.
3. Students will be able to appreciate the interdependence that exists between their lives and actions, and those of their counterparts in other cultures.
4. Students are able to describe their own culture with sophisticated knowledge and awareness.
5. Students will be able to identify the role each individual plays in impacting our natural resources and the global challenges we face.
6. Students will be able to define how individual intervention in a global social problem is both possible and consequential.
7. Students are able to identify ethical and moral questions that underlie global transactions.
8. Students will grapple with several views of a well-lived life in order to make informed judgments about obligations to ourselves and others.

Empathy

Goal: To nurture students' development of empathy, sensitivity and compassion towards others.

Outcomes:

1. Students are able to interpret aspects of other cultures and countries with sophistication and accuracy
2. Student will be able to engage with others different from them in empathic and effective ways.
3. Students will be able to articulate multiple perspectives in a variety of context.
4. Students will be able to communicate with those who are different from them effectively and respectfully.

Responsibility

Goal: To cultivate students' sense of responsibility for the welfare of others and for their own actions, so that they grow as ethical individuals and engaged citizens.

Outcomes

1. Students will demonstrate an ability to critically reflect on their role in society, the impact they have in the natural world and the use of resources, and the impact of science and technology in addressing the global challenges and world problems we face.
2. Students will be able to articulate a sense of global interconnections and interdependencies.
3. Students will be able to describe a social problem requiring collective approaches that transcend national borders or cultures.
4. Students are able to identify obligations to people situated inside and outside their own national borders.
5. Students will engage in their communities through service learning and co-curricular opportunities and articulate the learning resulting from such experiences.

“Global” Definition Task Force (GDTF)
Final Report
March 10, 2011.

At his pre-college address the Provost shared his goal of naming a Task Force consisting of the following individuals

Annie Dandavati - chair
Priscilla Atkins
Ken Brown
Janis Gibbs
Alfredo Gonzales
Vanessa Greene
Mary Inman
Lorna Jarvis
Jack Mulder
Amy Otis
Julia Randel

The Provost’s charge was the following: *Hope College modified its mission statement in October, 2007 to include a statement calling the campus community to develop students for “...lives of leadership and service in a global society.” While widely embraced and supported, the precise definition of global has been a point of confusion for faculty and others as we attempt to develop curriculum, frame institutional priorities, and generally live into this compelling vision for what it means to be a liberally educated citizen of Hope College. Does “global” refer solely to the relations between people who live in different nations? Is it meant to include the knowledge, values, and skills required to live in community with everyone from whom we may be different - domestic or international?* These are the questions with which the task force is asked to engage.

The Global Definition Task Force is charged with the following tasks:

1. Engage the faculty to discern their understanding of the meaning of “global” in the college’s mission statement.

In an attempt to engage the teaching faculty in the definition of “global” the charge was shared with the Hope community in early October with a request for feedback in order to begin work on outlining a definition. Over half a dozen responses were gathered and shared with members of the committee. At the same time, the members of the committee continued to meet and engage in discussions related to the direction of the charge. It was clear there were strong opinions regarding the definition. The two dominant views that emerged revolved around whether the definition should focus on curriculum that was geographically “global” or should include “domestic” diversity as well. These discussions were long, arduous and passionately made by various members of the

committee. At least on two occasions, the chair had to solicit feedback from the Provost regarding the precise wordings of the charge and the responsibilities of the Task Force. We do not want to belabor this point but it took a large part of the Fall to arrive at a working consensus around the notion that the definition of “global society” would indeed include both international and domestic, and local and global elements of the curriculum.

The larger committee of eleven was sub-divided into working groups in order to meet the varied elements of the charge. Attention was given to “expertise” as well as “divisional representation” as far as possible to make the working groups cogent and constructive. Ms. Atkins headed the working group on the definition, together with Ms. Otis DeGrau, Ms. Greene, Dr. Randel, Dr. Mulder, Dr. Inman and Dr. Brown. Dr. Hernandez-Jarvis chaired the working group charged with outlining the Goals/Objectives for an education that prepares Hope students for lives of service and leadership in a “global society.” In addition to her, it consisted of Ms. Atkins, Dr. Mulder, Dr. Randel, Dr. Inman and Dr. Brown.

In 2011 the membership of the Task Force was down to ten due to Dr. Gibbs leaving for sabbatical. At the start of the Winter, Dr. Jarvis circulated a working copy of the definition to all chairpersons, directors and other faculty members who she has been working with in relation to the General Education curriculum of the College, as well as members of the international education committee and the multicultural affairs committee. About a dozen responses were received which were shared with members of both sub-committees. One response from a student was shared with all members of the Task Force by Ms. Atkins.

2. Recommend a definition of “global” to the Academic Affairs Board for inclusion in the college’s general education program. The task force is asked to exercise care in developing this definition, and to attend to the placement of “global” in the college’s mission statement alongside “leadership and service.”

The Task Force has developed the following definition:

A global society is one in which the lives of all people, near and far, interconnect with each other, and with the earth. The choices we make as individuals, groups, and institutions have an impact on our immediate neighbors as well as on our neighbors around the world. Through these webs of connection, we will continually encounter people from a broad spectrum of racial, ethnic, gender, geographic, religious, and ideological backgrounds. In order to participate fully in this global community, our students will need the knowledge and skills to communicate with people different from themselves, and to form productive partnerships that can address the many challenges facing our changing world.

To become effective leaders who serve in a global society, students need multiple and varied opportunities with diverse people, within the United States and abroad, in order to cultivate respect and empathy toward people from cultures other than their own. Campus leaders and faculty in all divisions, the arts, humanities, social and natural sciences, are

called to value diversity and to hold an awareness of the interconnectedness of all people in the foreground.

*The goals for this global learning **reflect Hope College's mission**. They are to develop students' knowledge and critical thinking as well as skills of cultural self-awareness, curiosity, responsibility, and empathy. On this journey, we are called to examine, with humility and courage, our own beliefs, assumptions and cultures that have shaped us. While gaining knowledge about one's discipline, we need to understand how a given discipline is situated in culture. Learning about and experiencing diversity in, and beyond, the classroom challenges and inspires students to better understand their own values, biases, attitudes and the cultures that have shaped their lives.*

Underlying all this is the imperative that we strive to love all of our neighbors, a commandment that is delivered with special force by the historic Christian faith. As global citizens, we will work together to create a campus community and curriculum that nurture self-awareness, knowledge of others and compassion. We must acknowledge the responsibility each of us has for the welfare of all human beings, and to utilize our resources, influences, and privileges to make a difference.

3. Recommend to the Academic Affairs Board specific learning goals and curricular structures based upon the definition of "global" that the task force recommends.

The Task Force recommends the use of the following **five global learning** goals and sixteen (16) corresponding objectives:

Curiosity. To stimulate students' engagement with new knowledge and ideas, and openness to new perspectives:

7. Students will be able to ask informed questions in order to make decisions and judgments about worldviews so that they can understand where people might part ways in such matters.
8. Students will be able to identify appropriate sources of information regarding diversity issues.
9. Students will be able to seek multiple perspectives as they approach a variety of problems or situations.

Knowledge. To encourage and support students' development of knowledge in the sciences, arts, humanities and social sciences, so they can be engaged citizens in a global society:

9. Students will acquire and be able to apply different frameworks and models towards understanding different cultures.
10. Student will be able to recognize power structures, their functions, the mechanisms that keep them in place and the impact they have in any particular culture.
11. Students will be able to recognize, discuss, and demonstrate an understanding of the history, values, arts, politics, communication styles, or beliefs and practices of at least one culture other than their own.
12. Students will be able to communicate in any second language with at minimum a basic understanding.

13. Students will be able identify and articulate how their discipline is situated in culture.

Self-awareness. To help students become more aware of themselves as shaped by culture and of how one's histories, context, values and beliefs inform one's decisions and assumptions about others:

9. Students will be able to identify and articulate ways in which people are shaped by culture.
10. Students will interpret the dynamics of power and privilege and how they impact them personally as well as others.
11. Students will be able to appreciate the existing interdependence among all people and their effects on others.

Responsibility. To encourage students to develop a sense of responsibility:

6. Students will develop the ability to critically reflect on their role in society, and their impact on the natural environment.
7. Students will develop the ability to be engaged in the improvement of their communities, locally and world wide.

Empathy. To nurture students' development of empathy, sensitivity and compassion towards others:

5. Student will in several courses and co-curricular programs engage in activities designed to foster empathy.
6. Students will be able to articulate multiple perspectives in a variety of context.
3. Students will be able to effectively communicate with those who are different from themselves.

4. Conduct an audit of the present curriculum to determine where and how the recommended learning goals may already be met.

Dr. Hernandez Jarvis (Director of Gen. Ed) and Ms. Atkins (Director of CD courses) conducted an audit of the current CD course offerings in the General Education Program. Their findings indicate that there are at least twenty-six (26) courses with a "domestic" focus and approximately thirty-two (32) course offerings with an international emphasis. However, at this point we are not able to determine which of the current courses meet the recommended global learning goals and objectives. With a view of obtaining a fuller picture Dr. Inman (at the suggestion of the GDTF) conducted a faculty survey Asking faculty to think about ALL the courses that they have taught in the last 2-3 years and to report which of the five goals relating to developing students' cultural skills were being met in their courses. For each question (goal), faculty were asked to identify the courses that DO and do NOT CONTAIN that goal. **Fifty three (53)** faculty responded.

Results of Faculty Survey of courses that contain the five specific global-learning goals.

If professors said a given goal was in their class "a little bit," we did count that class.

CURIOSITY: Stimulating students' eager pursuit of new knowledge and ideas, and openness to new perspectives.

171 classes

KNOWLEDGE: Encouraging and supporting students' development of knowledge in the sciences, arts, humanities and social sciences, so they can be engaged citizens in any social milieu. They are aware how their discipline is situated in culture.

150 classes

SELF-AWARENESS: Helping students become more aware of themselves as shaped by culture and of how one's values and beliefs inform one's decisions and assumptions about others.

120 classes

RESPONSIBILITY: To encourage students to develop a sense of social responsibility.

56 classes

EMPATHY: Nurturing students' development of empathy, sensitivity, and compassion towards others.

131 classes

On first impression the information from this audit suggests that we have a substantial number of courses addressing global learning and that a considerable number of them maybe addressing the newly developed global learning goals. However, the College's assessment data suggests our students are not reaching an optimal level of global learning. This is most likely due to the fact that our current requirement allows students to make a choice between a domestic or an international course. In addition, in the past we had not delineated clearly what the goals for global learning are, and we have not truly presented **an integrated, intentional approach** that links the mission statement to curricular goals, objectives and courses. It is important to note that 53 faculty members responded to the survey and that the possibility exists that those who responded are instructors currently offering courses with a CD flag. This number represents approximately a fourth of the total teaching faculty. Thus, it is critical that we move forward with significant curricular changes as recommended by the Task Force.

5. Structure curricular recommendations in such a way that the general education program is not expanded beyond its present configuration. Recommendations that maximize student learning while reducing instructional costs are especially desired.

The Task Force has several curricular recommendations. It believes that "flagging" in accordance with the definition of "global" and the learning goals and objectives as presented by the Task Force will be an effective way to maximize student learning while not expanding the General Education beyond its present configuration. It also seeks to reduce instructional costs by encouraging various academic Divisions and Departments

within them to determine if existing course offerings meet these recommended goals and objectives and to design and offer courses that attempt to do so.

The GDTF suggests the following curricular changes:

1. The creation of a flag for global learning in the General Education program.
2. Students should be required to complete two (2) global learning flagged courses. One flagged course should focus on domestic cultural diversity, the second course should focus on international global learning.
3. Global learning flagged courses should meet **at least three** of the goals listed under number 3 above. Domestic Global Learning flagged courses should in addition to the general goals and objectives meet the following three specific ones:
 - focus on historically marginalized groups in North America, including racial and ethnic minorities and women.
 - examine issues of difference, intolerance, inequality, justice, and power and understand the interplay of these complex concepts and structures.
 - use written, oral, visual, or artistic sources produced within the cultures being studied.

The International Global Learning flagged courses must focus on a culture other than the USA and meet at least two of the following objectives as well as meeting at least three of the general goals and objectives listed under # 3 above:

- Use comparative analysis of cultural perspectives.
 - Analyze the concepts used to study and compare cultures.
 - Address the culture's self-definition and self-expression.
 - Focus on theoretical perspectives of gender, race, class, ethnicity and other socially constructed categories.
4. If the above recommendations are followed then it will be necessary to eliminate the current CD flagging, since it will be subsumed into the new flagging system.
 5. We recommend that there be no credit attached to the global learning. Students will be required to complete two courses flagged for global learning, one flagged for domestic and the other for international. This results in a reduction in the total number of General Education credits required for graduation from **52 to 48**. This change will permit students more flexibility while providing them with the required basic understanding of global learning.

6. Recommend an assessment plan for curricular recommendations.

The Task Force recommends the use of the following rubric developed by Dr. Hernandez Jarvis (Director of General Education) as an assessment guide for the courses that are flagged for global learning. This rubric is intended to serve as a tool that can be adapted by individual faculty or disciplines to assess their flagged courses.

Goal and Objective	Foundational	Intermediate milestones (A)	Intermediate Milestone (B)	advanced
Curiosity Formulating and asking informed questions	States minimal interest in learning more about other cultures	Asks simple or surface questions about other cultures	Asks deeper questions about other cultures and seeks out answers to these questions	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives
Curiosity Identifying appropriate sources of information	Cannot differentiate between appropriate and inappropriate sources of information	Seeks different types of information and seeks information from different sources	Identifies appropriate sources of information in some contexts	Identifies and applies appropriate sources of information in most contexts
Curiosity Seeking multiple perspectives to approach problems	Approaches problems from one perspective (most often uses the dominant perspective in own culture)	Recognizes that there could be different approaches to solve a problem	Is able to consider several perspectives in particular contexts	Can consider and apply multiple perspectives to approach problems in a variety of contexts.
Knowledge Acquiring and applying different models and frameworks to understand different cultures	Is aware of only the student's own cultural framework to understand culture	Recognizes that there are a variety of models or frameworks to understand cultures	Able to recognize the basic differences between models and frameworks to understanding cultures	Acquires and applies easily different models and frameworks to understand different cultures from his/her own
Knowledge Recognition of power structures, their function and mechanisms and impact on any particular culture	Does not recognize institutional power and cultural power structures. Student does not see the impact that power structures have on any particular culture	Recognizes some aspects of the power dynamics of social structures	Identifies power structures in a variety of cultural contexts	Identifies power structures in a variety of cultural contexts and understands the impact that power mechanisms and functions have in different cultural contexts.

<p>Knowledge Recognizing, discussing and demonstrating understanding of the history, values, arts, politics, communication styles, or beliefs and practices of at least one culture other than their own</p>	<p>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices</p>	<p>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, value, politics, communication styles, economy, or beliefs and practices</p>	<p>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices</p>	<p>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or belief and practices</p>
<p>Knowledge minimum a basic level of understanding in any second language</p>	<p>Does not understand or communicate in a second language</p>	<p>Has some basic knowledge of a second language but can not fully understand information in a second language</p>	<p>Is able to understand a second language with great effort</p>	<p>Has minimum functional understanding in a second language</p>
<p>Knowledge identifying and articulating how the students' discipline is situated in culture</p>	<p>Unable to identify how the student's disciplines is situated in culture</p>	<p>Recognizes the role of the student's discipline in society</p>	<p>Identifies the elements that situate the discipline in culture</p>	<p>Identifies and articulates how the discipline is situated in culture and impacts the cultures</p>
<p>Self-awareness Articulating how one has been shaped by own cultures</p>	<p>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group) (e.g., uncomfortable with identifying possible cultural differences with others)</p>	<p>Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others)</p>	<p>Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer)</p>	<p>Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description)</p>

Self awareness interpret the dynamics of power and privilege	Does not understand power and privilege in the context of own culture	Recognizes power and privilege and their effect on own culture	Recognizes power and privilege in other cultures	Interprets the dynamics of power and privilege and their impact in any cultural context
Self-awareness appreciate the existing interdependence and our effects on others	Is not aware or does not appreciate interdependence and the effect of the person on others in own cultural context	Is aware of the interdependence among individuals and the potential effect of the person on others in own cultural context	Is aware of interdependence among individuals and the potential effect of the person on others in cultural contexts other than own.	Appreciates the existing interdependence and the effect of the person on other across cultures
Responsibility Reflecting on their role and how to effectively engage in their communities, nation and abroad	Does not have a sense of civic responsibility. Student has not reflected on their role in society	Reflects on their role in society and explore their civic responsibility	Understands civic responsibility and explores ways to engage in the community	Understands social responsibility and effectively engages in service to the community, nation and abroad
Responsibility Engaging in the improvement of the students' communities, locally and world wide	There is no attempt to engage in the betterment of the student's community, locally and world wide	Recognizes ways of engaging in the improvement of the community, locally and world wide	Attempts to engage in the improvement of the student's communities locally and world wide	Effectively engages in the improvement of the student's communities locally and world-wide
Empathy Engagement with others in empathic ways	Can also see own emotional reactions and does not recognize or value the emotions of others in the cultural group different from own.	Shows minimal empathy skills with those who are different	Recognizes the legitimacy of emotions expressed by those of a different cultural group and begins to respond appropriately in several contexts	Shows compassion and empathy
Empathy Articulation of	Sees the experiences of	Identifies elements of other	Identifies intellectual and	Can interpret intercultural

multiple perspective in a variety of contexts	those who are different but through own cultural lenses. Very little or no sense of empathy present	perspectives but responds similarly in all situations with own world view	emotional components of different worldviews and attempts to apply more than one worldview in interactions	experiences from own and others' worldviews and acts in supportive manner recognizing the emotions of those from another cultural group.
Empathy Effective communication with those who are different from the student	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures

The GDTF suggests that key elements of the goals and objectives be added to the SALT survey for Fall 2011. This will provide a base line for assessment allowing us to know which of these goals are currently being addressed. These SALT items should continue to be included for three years allowing for evaluation of progress towards our global diversity goals using the aggregated data.

7. Recommend a faculty development plan designed to equip faculty for this aspect.

The Task Force recommends:

1. Faculty Workshops be offered to assist members of the various academic Divisions and Departments within them to equip faculty to design and include the definition either in part or in its entirety.
2. Assistance should also be provided to implement the learning goals and objectives.
3. A repository of resources should be generated on the General Education website that would include samples of assignments etc. that faculty might utilize in their

- teaching and courses. An individual could be responsible for maintaining and updating this site so that it is dynamic and represents and provides space for discussions, postings, event planning etc. to serve as a “tool box” for faculty.
4. Building partnerships between existing Programs with goals and objectives that particularly meet those included in this Report in order to mainstream them into the curriculum.
 5. Support should be provided for faculty to attend webinars and workshops to provide an opportunity for discussions and a venue for development of new and existing courses to meet this definition and goals and objectives.
 6. The development of guidelines to assess and expand global learning in various co-curricular programs.

8. Issue its report and recommendations to the Academic Affairs Board by February 1.

The first meeting in the GDTF was held on October 5, 2010. The final report of the Task Force has taken close to five months to accomplish. We were not able to meet the February 1, 2011 deadline since we wanted to focus on the various elements included in the Provost’s charge in a comprehensive and productive manner.