



Duke University's Quality Enhancement Plan

GLOBAL DUKE: Enhancing Students' Capacity for World Citizenship



**Submitted to the
Commission on Colleges
Southern Association of Colleges and Schools
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On-Site Committee Visit: March 23-25, 2009

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February 3, 2009

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Dear Dr. Allen and Members of the On-Site Committee:

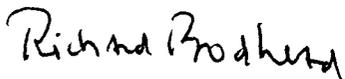
Duke University is pleased to submit our Quality Enhancement Plan, "Global Duke: Enhancing Students' Capacity for World Citizenship." The QEP is part of our ongoing efforts to prepare our students for effective leadership in their local communities, in the nation, and around the world.

The Plan is an ambitious one, with three components: an annual Winter Forum, a thematic and comparative Global Semester Abroad, and a Global Advising Program. It reflects our priority on interdisciplinarity as well as on internationalization, and it intentionally integrates the graduate and professional school faculty and students into the programs.

When we started work on the QEP two years ago, we did not anticipate the dramatic downturn in the economy that has affected universities along with virtually all other aspects of American society. Although we have scaled back and delayed some portions of our Plan, we intend to maintain our commitment to these three programs over time and are confident that they will complement and intermesh with our ongoing initiatives.

We very much appreciate the time and attention you are devoting to Duke University's re-affirmation of accreditation. We look forward to your visit to our campus on March 23-25, and to engaging in fruitful discussion about the Quality Enhancement Plan and other important aspects of re-accreditation and university life.

Sincerely,



Richard H. Brodhead
President

cc: SACS Leadership Team
QEP Committee
Vice Presidents
Vice Provosts
Deans

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I. Executive Summary

Duke University has a longstanding commitment to internationalization and to global education in general. In determining a focus for its Quality Enhancement Plan the institution considered many possible topics over eighteen months of discussion and debate, ultimately deciding that preparing undergraduate students for lives as citizens of the world is a particularly salient feature of liberal learning in this new century and hence a most appropriate topic for Duke. Therefore, our QEP centers on the theme “Global Duke: Enhancing Students’ Capacity for World Citizenship.”

The QEP is designed to increase Duke’s focused attention on global challenges and ways of meeting them, and to foster attitudes and values that will enable Duke graduates to learn and function most effectively in the world—to be “world citizens,” in other words. Given the overall goal of enhancing students’ capacity for world citizenship, the QEP has three objectives: (1) Knowledge: an awareness of significant contemporary issues and their global scope, including the history, differences, and perspectives of and within regions and cultures; (2) Skills: the ability to engage positively with, and learn from, people of different backgrounds and in different environments; and (3) Attitudes: self-awareness as both a national and global citizen. The overarching program objective is that activities associated with the QEP will contribute to the development of bonds within the student body through shared experiences, and in so doing will further strengthen the sense of Duke as a learning community.

We propose three programs to fulfill these objectives. Two of them are new curricular initiatives: a Winter Forum and a Global Semester Abroad. The third is infrastructural: a Global Advising Program. Each has particular learning outcomes tied to the large-scale ones noted above; assessment of these learning outcomes is built into the programs.

The **Winter Forum** is a 2.5-day immersive on-campus experience immediately before the start of classes in spring semester. Through lectures, workshops, group work, and service it will expose students to an important global issue, in the process imparting knowledge and enhancing their skills in evaluating that issue from multiple viewpoints. The first Winter Forum, a two-day pilot, will be held in January 2010.

The **Global Semester Abroad** offers a theme-based, two-country experience and focuses on comparing and contrasting a specific issue in different environments and cultures. The pilot program will be inaugurated in spring semester 2011 with a study of global health and development in India and China.

The **Global Advising Program** provides a team of specialized resource people to promote the many global opportunities already existing at Duke; help students tie together the various global initiatives in which they have engaged or have an interest in engaging; and work with other constituencies here and abroad to develop globally-focused programs and internships for undergraduates. The first two global advisors will be hired in summer 2010.

The five-year, \$ 8M project (more than \$5.5M expected to be covered by semester abroad tuition and fees, the rest out of central university funds) officially begins in late spring 2009 with detailed planning for the first Winter Forum.

A QEP concentration on enhancing our students' capacity for global citizenship arises from Duke's strategic planning, complements and strengthens our undergraduate curricula, better integrates global opportunities with classroom and co-curricular programs, and focuses on well-established issues of importance to student learning.

II. Process Used to Select and Develop the QEP Topic

A. Selecting the Focus

The process of selecting the focus of the Duke University QEP began in fall semester 2006 and concluded in spring 2008, when the leadership team of faculty, students, and senior administrators approved the QEP Committee's recommendation to focus on better preparing Duke's undergraduates for global citizenship. (See Appendix B for Leadership Team membership.) In the earliest stages, from September 2006 through mid-June of 2007, the Duke liaison to SACS, vice provost Judith Ruderman, made presentations around campus on the significance and requirements of the QEP while soliciting potential topics from a variety of constituencies. Appendix C provides the list of groups with whom these early discussions were held; Appendix D, a copy of vice provost Ruderman's March 2007 solicitation of reactions to QEP topics as of March 2007, includes the topics suggested through those early discussions over the course of nine months. In addition to presentations, outreach was conducted through communications in Duke news vehicles and on the provost's website in the section on Accreditation (<http://provost.duke.edu/accred/index.html>).

The leadership team, from its inception in fall 2006, also discussed the components of educating our students for the world of the future, and several iterations of a draft "case statement" or explanatory narrative informed these discussions. (An example from June 2007, https://sacs.duke.edu/gep/June_2007_Case_Statement.pdf, is provided on the password-protected accreditation website provided to the SACS visiting team.) The provost held three "blue sky" conversations with students, faculty, and administrators in spring 2007 to get additional input into the key elements of such an education. (See this accreditation site, https://sacs.duke.edu/gep/May_2007_Blue_Sky.pdf, for a "blue sky" example from May 2007.) At its June 2007 meeting, after a review of the topics garnered from the campus-wide presentations, along with the summaries of the small-group conversations, the leadership team determined that the overarching theme of "Re-Imagining Liberal Education in the 21st Century" should provide direction for the QEP committee.

Committee co-chairs were then appointed from the faculty in July 2007: Professors Mary T. ("Tolly") Boatwright from classical studies and Prasad Kasibhatla from the Nicholas School of the Environment. Two chairs were chosen rather than just one in order to emphasize and encourage interdisciplinary and inter-school perspectives and integration. The QEP Committee itself was formed the following month. To reinforce the emphasis on interdisciplinarity and integration of the professional schools, the committee was intentionally a large one of 26 members from across the university, including faculty from the graduate and professional schools as well as from the ranks of the undergraduate faculty; current undergraduate and graduate/professional students; a young alumnus; academic deans from Trinity College; and an administrator from Student Affairs. (See Appendix E for the QEP committee membership.)

Throughout the fall of 2007, the QEP committee met every three weeks to discuss the possibilities for creating a specific action plan from the broad theme. It reviewed and discussed literature on liberal education, such as the seminal 1998 *American Scholar* article, "Only Connect. . ." The Goals of a Liberal Education," and the more recent (2005) and provocative

“Liberal Education on the Ropes,” by Stanley Katz; debated the meaning of the term; and considered which elements of liberal education were most critical to undergraduate education and hence to Duke’s QEP. By the end of November 2007—after presentations by the co-chairs and SACS liaison to a variety of groups on campus, with additional informal discussions with non-committee colleagues and students—several possible foci emerged in the committee’s collective mind as important elements of liberal education. Foremost among these were critical thinking; interdisciplinarity; assessment of personal growth; preparation for post-Duke life; integration of undergraduate education with the graduate and professional schools; and global citizenship. After further discussion, the committee decided to break into four groups for more intensive work on possible foci for a QEP. Two of these groups examined key stages in an undergraduate’s career that had not yet received at Duke the same targeted attention as year one (which is characterized by an all-first-year campus and a program of interlocking seminars): these stages are transition from the first to the second years, and the interface between majors and the graduate and professional schools in the junior/senior years. A third subcommittee took an overview approach to all four years. A fourth group took up the topic of global citizenship because of its pertinence to the entirety of an undergraduate’s career.

Over continuing committee meetings in spring semester 2008, the QEP Committee determined that enhancing undergraduates’ capacity for global citizenship was the most appropriate topic for Duke’s QEP. Discussion made it clear that this topic is not only a critical element of liberal education for living, learning, and working in 21st century, but also a natural fit with Duke’s strategic planning over the last decade. For example, the most recent university strategic plan, *Making a Difference* (2006), identifies five enduring themes that define Duke, one of which is internationalization. Here is the first paragraph of that theme’s description, which culminates with the need for all members of the Duke community to be “citizens of this world”:

The events of September 11, 2001 and the subsequent invasion of Afghanistan and Iraq changed the world, dramatizing the religious, political, economic, cultural, military, and intellectual challenges that confront the rapidly globalizing, post-cold war world. These challenges have prompted nations, peoples, and institutions to consider more closely how they define themselves, and they have forced universities to frame new paradigms for research and education. Seeking to understand and thrive in this complicated new environment, Duke has increasingly focused on developing a sensitivity to, and awareness of, the fact that we operate in an interdependent world, where what were once hard and fast borders are now permeable, where individuals are part of an increasingly global community, and where problems transcend traditional boundaries. To be citizens of this world, we must be knowledgeable about issues that impact that world, such as global warming, poverty and pandemics, and conflicting cultures, and proactive in using that knowledge to make a difference.

<http://stratplan.duke.edu/ch03/4.html>

Duke is already doing much to promote global literacy and initiatives. The position of vice provost for international affairs was inaugurated in 1995; more recently, a senior advisor to the president and provost for international strategy was established as well. The vice provost oversees the internal internationalization of the university, while the senior advisor focuses on overseas initiatives. The Provost’s Office supports Duke’s seven international and foreign area centers, as well as seven signature interdisciplinary institutes, five of which have a global

focus.¹ Duke University's Graduate School and professional schools have for several years enjoyed a global reach, with projects and instruction in sites all over the world. Duke is now creating additional infrastructures overseas in five countries and is internationalizing all support service (payroll, HR, accounting, and so forth) to function globally. Duke enjoys 300 international exchange agreements. Trinity College supports study abroad programs that enroll 45-50% of all undergraduates. Several undergraduate majors and certificate programs, including the major in international comparative studies, concentrate on language and culture studies in various parts of the world. The percentage of international students within the Graduate School has held steady at about 35 percent for several years, and the average among the professional programs is about the same; the percentage is much lower among the undergraduate student body but growing, in large part because of the allocation of more financial aid to international students. DukeEngage (<http://dukeengage.duke.edu/>), inaugurated in 2007, will place roughly 300 students in 2009 in non-credit service learning projects in the United States and abroad, with a hundred more doing follow-up independent research projects for credit.

As much as this institution is already doing in global affairs, the QEP committee nonetheless saw gaps that a well-conceived Plan might fill in order to enhance undergraduate education at Duke. Section III below provides more detail on the gaps the QEP is designed to address.

B. Developing the focus

The task for the QEP committee after its determination of the topic was to determine the program or programs that would best achieve the overarching goal of enhancing the capacity for global citizenship. Again, much discussion and debate took place around the table during spring semester 2008 as the committee parsed out aspects of global citizenship, scrutinized current Duke programs (see Appendix F for related programs), and identified gaps and possibilities for filling them. In May 2008, having developed a working rationale for the choice of focus, the co-chairs presented three possible components to the leadership team in late spring 2008: 1) a winter forum, 2) global advising program, and 3) better integration of international students into the fabric of Duke life. The leadership team encouraged the further development of these three themes over the summer. (The idea of a semester abroad program in which students would explore a global theme in two countries was briefly put on the table at that meeting but not approved by the leadership team at the time.)

During the summer of 2008, subcommittees worked to flesh out the three components. A fourth subcommittee took up the topic of a global semester abroad, because recent international initiatives of the professional schools (including the building of facilities as well as contacts) have opened up new possibilities for undergraduates' engagement abroad, and the QEP committee was energized about the prospects. Again, a draft case statement provided a central text around which the committee could organize its thinking. (See the accreditation website at https://sacs.duke.edu/qep/September_2008_Case_Statement.pdf for the case statement of Sept. 2008.) At its first fall meeting in 2008, the QEP committee discussed all four possibilities and decided to recommend three components to the leadership team, two curricular and one infrastructural:

- 1) winter forum;

¹ The Kenan Institute for Ethics, Social Sciences Research Institute, Franklin Humanities Institute, Nicholas Institute for Environmental Policy Solutions, and the Global Health Institute have global foci. The other two—Duke Institute for Brain Science and the Institute for Genomic Science and Policy—have international collaborations and field sites, and deal with issues of global significance (such as race).

- 2) global semester abroad; and
- 3) global advising program.

The integration of international students, it was decided, would play a role in each of these components rather than serve as a separate focus. At its September 2008 meeting the leadership team gave its blessing to this revised list of QEP components and sent the committee forth to develop the Plan further. Three subcommittees, consulting with pertinent groups and individuals across campus, including focus groups with undergraduates (see the accreditation website, https://sacs.duke.edu/qep/Student_Focus_Groups_Report.pdf) further refined the components into the Plan that follows. The Fostering Global Citizenship in Higher Education conference in November 2008 at the University of Vermont, co-sponsored with World Learning/SIT and Middlebury College, also provided information, networking, and a first-hand look at a global classroom. Appendix G lists the presentations to individuals and units that helped to shape the final product. Appendix H lists the Duke faculty and staff who served as consultants to the three subcommittees and frequently attended subcommittee meetings.

III. The Topic—Global Duke: Enhancing Students’ Capacity for World Citizenship

A. Introduction to the Term

The 2006/07 case statements from our early discussions of “education for the world of the future” (see https://sacs.duke.edu/qep/June_2007_Case_Statement.pdf on the accreditation website for the case statement from June 2007) demonstrate how a focus on global citizenship could have emerged from those discussions. The case statements reveal an emphasis on a world in which boundaries are more fluid and identities more nuanced; the need for co-existence and collaboration with diverse peoples; and the utility of interdisciplinary perspectives for fostering understanding of, and addressing, the complexities of societal challenges. In our world of the twenty-first century, a capacity for global citizenship is the sine qua non for a meaningful life.

We are mindful of the fact that, as one writer put it in a 2007 article on “Teaching for Global Literacy in Higher Education,” the concept of global citizenship is “nefariously overused” (Schuerholz-Lehr 182). That said, this is the concept, and the term, that best capture what Duke University wishes to enhance through its Quality Enhancement Plan. Having come to the topic organically, through an iterative process involving many different campus constituencies, this university became aware of other recent QEPs centered on similar topics—most notably Wake Forest’s and Georgia Tech’s—and often utilizing the same term. Whether this constitutes “nefarious overuse” we are not qualified to say; but it seems to us that if the term is in great circulation these days it is because it resonates with higher education’s awareness of the importance of preparing students to live as citizens of the world as well as of their individual countries. It is important that we clarify our conception of “global.” Duke’s QEP uses “global” to designate awareness of any issue’s largest contexts: spatial (local, national, international), temporal (past and future, as well as present), and cultural (social, political, religious, environmental, and artefactual, among others). We do not use the term as a synonym for “international,” although internationalization is certainly a key component.

B. Definition of World Citizenship and Expected Capacities of a World Citizen

Broadly defined, world citizenship calls for three critical elements—knowledge, skills, and attitudes—that equip a person to function effectively as a citizen in a globalized world (Burrows; Gibson, Rimmington, & Landwehr-Brown). Such a world is increasingly interdependent,

interconnected, and culturally diverse as a result of interaction among contemporary economic, technological, sociocultural, and political forces (Anheier, Glasius, and Kaldor; Croucher; Oblinger and Verville; Rimmington). A globalized world exposes all its peoples to major challenges particularly related to trade, health, peace, technology, and the environment.

The mission statement of Duke University begins with the goal of providing “a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities” (<http://www.trustees.duke.edu/governing/mission.php>). Our QEP intends to enhance that education by emphasizing global challenges, formulating programs that help students to meet them, and fostering attitudes and values to enable Duke graduates to learn and function most effectively in the world—to be “world citizens.” A world citizen (according to Burrows) should possess a well-developed set of cognitive abilities and sense of the self as a global self, and should engage with the contemporary world in an effective and ethical fashion. Specifically, a world citizen should have the knowledge base for understanding global forces that affect people’s lives, for addressing global issues from a multidisciplinary perspective, and for appreciating the diversity of human experience. The world citizen will also have the skills to construct new ideas or plans that will generate effective action. A world citizen will have concern for global issues, respect for human difference, and a sense of a global identity. This set of knowledge, skills, and attitudes will help the individual to function effectively in multiple cultures: to adapt to new persons and new situations; to make informed evaluations of specific individuals, cultural practices, and problems or situations; to be motivated to act on global issues; and to live ethically. Based on their review of recent literature on the topic, Gibson, Rimmington, and Landwehr-Brown have neatly summarized the knowledge, skills, and attitudes and values a world citizen should have, which is reproduced in Table 1 for easy reference.

TABLE 1
Knowledge, Skills, Attitudes and Values of a World Citizen

Element	Details
Knowledge	Understanding of culture, diversity, globalization, interdependence, global irregularities, peace and conflict, nature and environment, sustainable development, possible future scenarios, social justice
Skills	Research and inquiry skills, theory testing, critical thinking, communication skills and political skills essential for civic engagement in a global society, cooperation, and conflict resolution, ability to challenge injustice and inequalities
Attitudes and Values	Appreciation of human dignity, respect for people and things, belief that people can make a difference, empathy toward other cultures and viewpoints, respect for diversity, valuing justice and fairness, commitment to social justice and equity, curiosity about global issues and global conditions that shape one's life, concern for the environment, and commitment to sustainable development

Note: Fisher and Hicks and Oxfam provide more detail.

C. Filling Gaps at Duke

We have noted above (pp. 3-4), and in Appendix F, the many Duke programs that address aspects of global citizenship. Nonetheless, gaps exist that the three components of the QEP can help to fill.

Duke now lacks a common, broad-based learning experience highlighting global issues and bringing many different constituencies together into a learning community. Duke has been a pioneer in offering a rich undergraduate experience for first-year students called the Focus program (<http://www.trinity.duke.edu/academics/opps/focus.php>), which is a semester-long series (mostly in the fall semester) of interdisciplinary, theme-based seminars, with related out-of-class activities. Several of these themes have a global perspective. About a quarter of first-year students engage in Focus; in the spring semester typically two Focus themes are offered and are open to both freshmen and sophomores. Upper class students, however, have no access to such clusters of related courses from different disciplines, unless they design their own interdisciplinary majors under Program II (<http://www.aas.duke.edu/program2/>), which only about 10 students do per year (less than one percent of the graduating class). In any case, the Focus program fosters a learning community in a way that we would like to replicate but expand upon in a larger group setting that includes upper class and international students, and utilizes the talent across Duke's many schools.

As well, Duke is short on opportunities for students to explore, in one targeted program, global issues in different parts of the world. Our robust study abroad program currently concentrates on immersive experiences in a single country or region that are not specifically focused on a global challenge (<http://studyabroad.duke.edu/home/Programs>).² In addition, these experiences have traditionally been weighted toward Western Europe and Australia. Finally, although more than 40% of Duke University undergraduates study abroad at some point in their Duke career, participation in study abroad is highest among humanities and social science students, and lowest among natural science and engineering students. The latter group, especially those students who are "pre-med," do not participate in study abroad at the same rate as the student body as a whole (25% of engineers and 30% of pre-meds as compared to 46% of the students overall). We would like to enhance our study abroad offerings in ways that attract and can accommodate such students.

Finally, precisely because we already do offer numerous global education opportunities at Duke, many students either do not know about the full range of possibilities or are confused about how to integrate them into a meaningful whole. Students report that information relevant to these activities is dispersed and therefore not easily accessible. (See report on the fall 2008 student focus groups for QEP, https://sacs.duke.edu/qep/Student_Focus_Groups_Report.pdf.) Although globalization is a signature element of Duke University, advisors have not had the resources and mandate to know the "big picture," to help develop intercultural competencies, and to serve as the same kind of specialized resources as our pre-health professions, pre-law, and related focused advisors.

² Study abroad at Duke has existed for several decades, beginning modestly with language courses in China, France and Germany. By 1992 24% of Duke's graduating seniors had studied abroad. In 1994 Duke adopted a plan for internationalization that called for expanding participation rates to 35% of each class. A centralized office (now known as the Office of Study Abroad, <http://studyabroad.duke.edu/home>) brought together Duke's various study abroad initiatives, and a new policy allowed Duke undergraduates to use their financial aid to study abroad. Duke's Office of Study Abroad currently administers 14 semester or full-year Duke-In programs in 11 countries, and 21 summer programs in 18 countries. The goals of Duke's Study Abroad have similarly grown, shifting from language to cultural immersion; programs now regularly include courses on the history, literature, and politics of the host country, among other subjects.

In these gaps we are not alone: Derek Bok, in *Our Underachieving Colleges*, laments that for all the strides that institutions of higher learning have made in seeking to build global citizenship, “still lacking on most campuses . . . is a thoughtful, comprehensive plan to combine these opportunities into well-integrated programs that can be fitted in with all the other legitimate aims of a rounded undergraduate education” (2006, 240). A QEP concentration on enhancing our students’ capacity for global citizenship arises from Duke’s strategic planning, complements and strengthens our current Trinity College curricular requirement of cross-cultural inquiry³ (currently being re-examined in order to increase its effectiveness), better integrates global opportunities with the core of undergraduates’ curricular programs, and focuses on well-established issues of importance to student learning.

The **Winter Forum** addresses the fact that Duke has few large-scale activities that bring many undergraduate students together in a collective intellectual enterprise, much less with graduate and professional students, international students, faculty, and alumni in the same shared endeavor. Occasionally a particular large lecture course or professor proves so attractive that hundreds of students gather to explore a subject of compelling interest; the QEP committee, and especially the undergraduates on that committee, expressed a desire to have more such shared intellectual experiences. Moreover, the success of the interdisciplinary Focus program suggests that expansion into another, related realm would be similarly rewarding.⁴ Meetings with stakeholders within the Graduate and Professional Students Council underscored their desire for more intellectual interaction with undergraduates. Finally, some undergraduates find it particularly hard to fit travel abroad into their schedules (e.g., athletes, scientists), and an on-campus forum provides another route by which to explore global issues.

The **Global Semester Abroad** complements Duke’s immersion study abroad opportunities with a different kind of program, one investigating a global challenge in two sites away from Duke. A few of the study abroad programs have a thematic concentration but largely move around within the same country (in Rome and Sicily, for example). In its thematic approach, the Global Semester Abroad is akin to the Focus program of interlocking seminars around a common theme, discussed above (p.7 [<http://www.trinity.duke.edu/academics/opps/focus.php>]), primarily intended for first-year students. The new travel courses offered through the Duke University Marine Lab in Beaufort, NC, also have some features in common with this QEP component (<http://www.nicholas.duke.edu/marinelab/programs/signature.html>). The Global Semester

³ Duke’s definition of Cross Cultural Inquiry (CCI) is as follows: “In a world where globalization is reshaping politics and economics as well as social and cultural relations, Duke students need formal and academic experience in exploring differences among peoples and among social systems with national and international contexts. CCI seeks to provide students with the tools to identify culture and cultural difference across time or place. It encourages critical and responsible attention to issues of identity, diversity, globalization, and power, so that students may evaluate complex and difficult issues from multiple perspectives.” (See <http://www.t-reqs.trinity.duke.edu/curriculum/modes.html>.)

⁴ Another, related Duke initiative in process through the Office of Interdisciplinary Studies is relevant in this context. The goal of Project PUTTI (Provost’s Undergraduate Team-Teaching Initiative) is to develop a series of problem-focused, team-taught multidisciplinary courses that will exist in the larger context of a set of academic offerings that include the Certificate and Focus Programs, as well as the Winter Forum. The courses will be developed for undergraduate students, but should include faculty in the professional schools and interdisciplinary institutes as well. The courses should address pressing global societal challenges and approach the study of those challenges from multiple disciplines. The Office of the Vice Provost for Interdisciplinary Studies has formed a working group that will develop a preliminary proposal by the end of January 2009.

Abroad builds on these programs, and others around the country (see Appendix I included separately with the hard copy QEP, and also on the accreditation website at https://sacs.duke.edu/qep/Global_Semester_Abroad_Matrix_of_Similar_Programs.pdf), to enhance the university's study abroad options. Because the requirements of science and engineering majors in particular necessitate careful planning for study abroad, the first iterations of the Global Semester Abroad will target these populations by offering a topic of special appeal.

The **Global Advising Program**, part of Duke's continuing efforts to improve advising at Duke, adds a team of specialized resource people to serve students in several ways: promoting the many global opportunities already existing at Duke; integrating international students as a valuable resource; helping students tie together the various global initiatives in which they have engaged or have an interest in engaging; and assisting other constituencies here and abroad as those constituencies develop globally-themed programs and internships for undergraduates.

It is worth stressing here that Duke's QEP, Enhancing Students' Capacity for Global Citizenship, is not aimed at having every Duke student study, intern, or serve abroad. Rather, we firmly believe that the challenging twenty-first century calls upon all students to understand the interdependence of our fragile world, and we recognize that students can come to this understanding in multiple ways. Duke students exhibit great diversity in their backgrounds, interests, and plans; their one commonality is education at Duke to be ethical leaders. Duke's QEP thus intends to make as accessible and transparent as possible those educational and co-curricular opportunities that build understanding of global issues, whether their impact is studied abroad, in the U.S., or at home in the classroom at Duke and in the Durham community.

D. Assessment

Special attention to assessment was part of the first stage of reaffirmation of accreditation, the compliance certification, when an Assessment Working Group (AWG) was formed to help the compliance certification team address those requirements, standards, and regulations with assessment components. The co-conveners of AWG, Drs. David Jamieson-Drake, director of institutional research, Office of the Provost, and Matt Serra, director of the Trinity College of Arts and Sciences Office of Assessment, also began to work with the QEP committee when the theme of global citizenship was selected. They were joined by Dr. Jiali Luo, assistant director of institutional research. Each was assigned to one of the three subcommittees, to provide input into the articulation of need, of learning outcomes, of evaluation measures, and of an overall assessment plan. Additional guidance with assessment was provided to all three subcommittees by an international education assessment specialist, Dr. Darla Deardorff, executive director of the Association of International Education Administrators and adjunct professor in the Masters of International Studies program at North Carolina State University; Jess Thornton, higher education analyst within the Duke Office of Institutional Research; and QEP member Professor Harris Cooper, an educational psychologist at Duke and a member of the National Academy of Sciences Standing Committee on Social Science Evidence in Use. The assessment components of the QEP are addressed below, in Section X of the Plan.

IV. Objectives and Student Learning Outcomes of the QEP

A. Overarching Objectives

The overarching goal of Duke's QEP is to enhance our students' capacity for global citizenship. We define "capacity" as competence (knowing how to do something in theory) and capability

(the ability to put the competence into practice). Taking our cue from the literature as summarized in table 1 (page 6) and elaborated in the literature review that follows in section V, and factoring in a realistic appraisal of our ability and resources to implement the Plan, we set the following student learning objectives for the QEP as a whole:

- 1) Knowledge: an awareness of significant contemporary issues and their global scope, including the history, differences, and perspectives of and within regions and cultures;
- 2) Skills: the ability to engage positively with, and learn from, people of different backgrounds and in different environments; and
- 3) Attitudes: self-awareness as both a national and global citizen.

In addition to these objectives for student learning, we have identified an overall objective for the institution. Activities associated with the QEP will contribute to the development of bonds within the student body forged by shared experiences, and in so doing will further strengthen the sense of Duke as a learning community.

B. Outcomes for the Three Components

Each of the three components of the QEP has specific student learning outcomes that contribute to enhancing students' capacity for global citizenship.

1. Winter Forum

The Winter Forum, a 2.5 day immersive on-campus experience, will expose students to an important global issue, imparting knowledge and enhancing skills in evaluating that issue from multiple viewpoints. The student learning outcomes are to enhance the abilities to:

- a) evaluate a global issue (the topic of a given year's Winter Forum) from perspectives of multiple disciplines;
- b) evaluate a global challenge from multiple cultural perspectives;
- c) engage in collaborative group work; and
- d) relate the Winter Forum experience to classroom coursework and co-curricular experiences.

2. Global Semester Abroad

The Global Semester Abroad offers a theme-based, two-country experience and focuses on comparing and contrasting a specific issue in different environments and cultures. The student learning outcomes are to enhance:

- a) knowledge about the chosen global theme from a comparative perspective;
- b) ability to work and communicate successfully in multi-cultural settings and with diverse peoples;

- c) cultural self-awareness; and
- d) integration of the Global Semester Abroad experience into subsequent curricular and co-curricular activities.

3. Global Advising Program

The Global Advising Program (GAP) provides a team of advisors with expertise in global opportunities offered by Duke and others that occur both on the Duke campus and off campus in local, national, or international settings. One or more of these advisors will have expertise in intercultural competencies. The program will serve as a resource for all constituents by reaching out to students not currently engaged in global programs while at the same time expanding the information and guidance for students already served by existing programs. The student learning outcomes are to enhance:

- a) knowledge about global opportunities on and off Duke's campus;
- b) understanding of the importance of a global perspective; and
- c) understanding of the importance of preparation for global experiences.

V. Literature Review and Best Practices⁵

A. Liberal education and the global society

In a world that is becoming socially, economically, and politically interdependent, cultivating college students' international awareness and cross-cultural competence has become increasingly important (Carlson, Burn, Useem, and Yachimovicz; Laubscher; Pascarella and Terenzini). A central aspect of liberal education is challenging students to embrace a concept of world as well as local citizenship (Bok; Nussbaum). Derek Bok avers that our colleges are "underachieving" in part because they are not focused intentionally enough on what a chapter title calls "preparing for a global society" (Bok 225). The National Leadership Council for Liberal Education & America's Promise (LEAP), an arm of the American Association of Colleges & Universities (AAC&U), specifies in its report *College Learning for the New Global Century* that liberal education must embrace what it calls Personal and Social Responsibility. This includes civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. In sum, "intercultural learning is already one of the new basics in a contemporary liberal education, because it is essential for work, civil society, and social life" ("*College Learning for the New Global Century*" 15). In this century, we look to liberal education to impart "the knowledge, attitudes, and skills that specifically equip students to function in the global context" (Green 15). This connection between liberal education and the global society underpins our selection of the QEP topic and the development of the three QEP components.

B. Necessary competencies for global citizenship

To provide students with opportunities to engage deeply with different cultures and to equip them to function effectively in diverse environments, cultivating certain competencies is

⁵ See Bibliography, Section XII.

essential. The competencies necessary for, and strengthened by, becoming a world citizen (which are often termed “intercultural competencies”) include sensitivity and empathy (Nussbaum), curiosity and respect (Deardorff and Hunter 2006), tolerance of risk and ambiguity (Deardorff and Hunter; Yershova, DeJaeghere, and Mestenhauser), adaptation and flexibility (Gacel-Avila), and the ability to think comparatively (Yershova et al.). The development of these competencies occurs in “the dynamic interaction of cognitive, affective, and behavioral changes in an individual” (Yershova et al. 45). The interplay of all three is critical (Deardorff 2004). Yershova et al. underscore the importance of these competencies in “correcting biases, stereotypes, and prejudices, as well as in producing tolerance, global understanding, and in the creation and sharing of knowledge” (65-66; also Green 16).

According to Yershova et al., the knowledge base of intercultural competence includes four aspects: cultural–general knowledge (an understanding of why and how cultures differ), cultural self-awareness (an understanding of an individual’s own cultural programming that defines his or her self-conception, colors perceptions of the world, and determines values, assumptions, and beliefs), culture-specific knowledge (an in-depth understanding of one or more cultures with which one is mostly dealing), and knowledge of another language. Yershova et al. deem culture-general knowledge the cornerstone of intercultural competence; Deardorff posits self-awareness as the cornerstone. In their discussion of the development of cross-cultural competence (another term for intercultural competence), Abbe, Gulick, and Herman state that the acquisition of cross-cultural competence builds partly from personal experiences involving the intersection of two or more cultures. Hence culture-specific learning is likely to contribute to culture-general competence.

Opportunities for developing such competencies are manifold. As Ashwill puts it, “there are ways of developing intercultural competence that do not necessarily include language learning and education abroad” (21). One might have international students and those with international experiences sharing their knowledge with others (Ashwill), or one might create a group or cooperative project involving persons from different backgrounds (Yershova et al.). Deardorff and Hunter state that it is “imperative for campuses to devote more resources to implementing programs that bring domestic and international students together in meaningful ways on their campus,” which would help students to develop global competence and become prepared to be future world leaders (81). This concept informs both the Winter Forum and the Global Semester Abroad.

C. Interdisciplinary, issues-oriented approach

“In a world of daunting complexity, all students need practice in integrating and applying their learning to challenging questions and real-world problems” (“College Learning for the New Global Century” 13). Indeed, the best way to analyze problems is from interdisciplinary perspectives because, as Sternberg puts it, “all problems facing the world can be solved only through multidisciplinary thinking” (12). The emerging field of Global Studies revolves around an issues-oriented, interdisciplinary approach. Best practices suggest the importance of including the impact of globalization on developing countries in order to diminish Euro- or U.S.-centrism. “The challenge is to conceptualize the world as a composite interconnected whole—in terms of issues, agencies, institutions, and histories. Therefore, a global approach needs to broaden the scope of world history, cultures, societies, agency and institutions” (Shrivastava 2). Moreover, a truly global approach is informed by recognition of the complexity of forces shaping national responses to international challenges (Shrivastava 15; Green 15-16). These concepts are at the heart of the Winter Forum and the Global Semester Abroad.

D. Collaborative Learning

In our interdependent world, students should be taught to interact cooperatively instead of competitively. Cooperative Learning, defined as “an instructional technique whereby students work in small groups on a structured task to maximize their own and others’ learning potential” (Thompson and Pledger 4), entails four elements: positive interdependence; face-to-face interaction; individual accountability; and social skills group processing. Studies show that cooperative learning helps students perform better than those in more traditional, individualistic classes (Potthast). “Intellectual conflict” or “academic controversy” within group work is an example of effective cooperative learning (D. Johnson, R. Johnson, and Smith, “Academic Controversy”; D. Johnson et al., “Cooperative Learning Returns to College”). The workshop on “Teaching and Learning in a Globally-Engaged Classroom” led by Professor Luis Vivanco of the University of Vermont—part of the Fostering Global Citizenship conference in November 2008 (referred to above, p. 5)—demonstrated the effectiveness of intellectual conflict as part of cooperative learning. Workshop participants attending the mock Kyoto Protocol session, called a “summit,” in Professor Vivanco’s class Introduction to Global Studies saw firsthand how much the students had gained from working in teams to research the topic; develop and present their positions; defend their positions against those of others; and modify them as warranted (QEP member’s observation). The Winter Forum will contain collaborative learning of this kind to provide students with the opportunity engage with those from diverse settings through teamwork.

E. Study Abroad

One way of learning to understand and adapt to other cultures is to study abroad, which can benefit undergraduate students across a number of dimensions, when such experiences are constructed in such a way so as to promote cultural learning and when students are adequately prepared for such learning. Study abroad promotes greater intercultural awareness, tolerance, and an appreciation of the differing views and customs encountered in other nations (Bok; Gary, Murdock, and Stebbins; Kitsantas and Meyers; Laubscher; Pascarella and Terenzini; Ryan and Twibell). Study abroad promotes positive attitudes toward cultural pluralism and “world-mindedness” (Bates; Carlson and Widman; Geelhoed, Abe, and Talbot; McCabe). Study abroad fosters greater interest in international economic, political, and cross-cultural issues and greater commitment to peace and international cooperation (Carlson, Burn, Useem, and Yachimovicz, “Study Abroad: The Experience of American Undergraduates”; Carlson et al., “The Experience of American Undergraduates in Western Europe and the United States”; Ryan and Twibell; Sachdev). Study abroad decreases use of stereotypes and negative myths (Sachdev) and increases friendliness for visiting foreign nationals (Nesdale and Todd). Study abroad promotes reflective thought and helps students gain self-reliance, self-confidence, personal well being, and an ability to function in complex environments (Bok; Kuh and Kaufman). Study abroad positively affects students’ emotional resilience, openness and flexibility, perceptual acuity and personal autonomy as well as the magnitude of students’ global understanding and cross-cultural skills (Kitsantas). Finally, study abroad increases interest in travel, art, history, and architecture, as well as growth in career advantage (Carsello and Greaser; Gary, Murdock, and Stebbins).

Only a “mere 1% of all students attending U.S. colleges and universities” study abroad (Ashwill 19) and the U.S. student population most likely to study abroad is white females in the humanities (Salisbury). Barriers to participation in study abroad programs include lack of awareness, perceived unimportance, complexity, social obligations, and inflexibility of curriculum. Using Perna’s model of choice, Salisbury further notes that study abroad decisions

are made on the bases of predisposition, access to information about opportunities, and evaluating the possibilities. GAP advisors can play a key role in helping students in all these realms.

Utilizing Duke's senior and alumni survey data, we examined study-abroad participants' skill development in comparison to students who did not participate in study abroad programs. The results showed that students who participated in study abroad programs were far more likely to report higher levels of development in their abilities in four areas over the years: to read or speak a foreign language; to appreciate art, literature, music, and drama; to place current problems in historical/cultural/philosophical perspective; and to acquire broad knowledge in the arts and sciences. In addition, the multiple regression results from the senior survey revealed that participation in study abroad was positively correlated with the development of abilities to acquire new skills independently, to relate well to diversity, to identify moral and ethical issues, and to become more aware of social problems. The report "College Outcomes and Career Achievements of Study Abroad Participants" (available on the accreditation website at https://sacs.duke.edu/gep/College_Outcomes.pdf) provides the detailed results from the longitudinal Duke senior and alumni surveys.

A stay of substantial length, especially for a semester or more, in active contact with foreign nationals not only improves foreign language proficiency but also leads to a loss of parochialism, a greater realism about other societies, and an abiding sense of their complexity and the hazards of easy generalization (Bok; Gary, Murdock, and Stebbins). Short-term study-abroad programs, defined as less than a semester in length, are increasing in number at U. S. colleges and universities (Hulstrand). A study to test the value of long-term study abroad versus short-term study abroad concluded that although long-term study abroad has a greater impact on student growth, intensive short-term programs can achieve similar results. That is, programs of at least six weeks' duration can be "enormously successful in achieving important academic, personal, career and intercultural development outcomes" (Dwyer 162) provided there is careful planning, expert implementation, sufficient resources, and reinforcement of the value of the program (Dwyer; Hulstrand). These studies justify the shorter-term stays of the Global Semester Abroad even as they underline the need for Duke's Global Advising Program.

Multicountry study abroad programs "give students greater opportunities to recognize their own views, perceptions, beliefs and ideals" (West 24). Though some argue that multicountry programs do not provide a full immersion experience that permits students to learn a language and a culture, "studying in a single country is no guarantee that immersion will actually occur," as foreign students often stay together and never interact with the local population (West 20). Multicountry study abroad can be successful in developing immersion if the program maximizes student interaction with the local population as well as having students compare the different cultures they meet (West 24). According to Sanson, quoted in West, the advantages to multicountry education abroad include enhancing student learning through "contrasting experiences in different areas," and visiting more than one area allows students to feel as though they have acquired more value from their abroad experience (23). Through multicountry study abroad, students are able "to deepen their knowledge of particular disciplines, to benefit from cross-cultural comparisons, and to learn the lessons of life on the road" (19). This article validates that studying in multiple countries can lead students to develop the knowledge, skills, and attitudes that Duke plans to foster through the Global Semester Abroad.

Reviews of features of issue-oriented programs similar to the one Duke is proposing (see Appendix I) suggest several best practices. For example, the International Honors Program and St. Johns University utilize home stays, guest lecturers, local faculty, field experiences, and

living in both urban and rural areas. The Global Semester Abroad will incorporate many of these best practices.

F. Advising

“Encouraging students to take advantage of learning opportunities that are designed to challenge their intellectual and social development and add value to the college experience is central to good academic advising and at the heart of student engagement” (Campbell and Nutt 5). Such learning opportunities leading to global learning outcomes occur not just through study abroad but also through “Internationalization at Home” activities, both curricular and co-curricular (Deardorff, “A Matter of Logic”). Advisors are in “unique positions to help prepare students for the changing world through recommended curricula, extracurricular activities, and international experience” (Church; Chow). Global advising focuses on the local and national levels as well as the international (Chow). It centers on several aspects of an undergraduate’s education: curricula (languages beyond the intermediate level; courses on international relations, macroeconomics, world religions, history, cultural anthropology, politics of a region); clubs and organizations (linguistic, cultural appreciation, political awareness); and international experiences (Church). Though even short-term experiences often lead to personal change, students in short-term study abroad programs may not have sufficient time to process their experiences while they are away; advisors are key persons for helping these students “make meaning” of their experiences (Larkin). Returning study abroad students need pathways to courses and co-curricular opportunities to help maintain their engagement; organized information flows; and connections with outside organizations where they can continue to hone their interests and also present their knowledge (Weinberg and Mandle). Higher education’s need for multidisciplinary studies, globalized curriculum, and experiential learning affects the kinds of advisors that are needed in turn (Gordon). “With the global turn and the ever-increasing demands to produce informed and critically-aware citizens, the guiding question for twenty-first century advisors must be: how do we, as academic advisors, connect the need for producing responsible citizens and life-long learners to our global community?” (Chow). The GAP is designed to respond to that question.

G. Learning Theory, Including Reflection and Discussion

Recognizing the multiplicity of student learning and development theories, we provide here a brief review only of Kolb’s “Experiential Learning Theory” and person-environment interaction theories developed by Sanford and Astin, since they seem especially relevant to the QEP. According to Kolb, “knowledge is created through the transformation of experience” (41). He views learning as a cycle which starts from “concrete experience” to “reflective observation” to “abstract conceptualization” to “active experimentation” and back to concrete experience. In this four-stage learning cycle, concrete experiences provide the basis for observations and reflections. In the stage of critical reflection, learners ask questions about the experience in terms of previous experiences, while in the stage of abstract conceptualization, learners seek answers for their questions, making generalizations, drawing conclusions, and forming hypotheses about the experience. In the last stage of active experimentation, learners engage in action, testing the hypotheses and trying them out.

As described by Sanford, learning is a process of challenge and response: for development to occur, students must be presented with environmental challenges balanced by support. According to Astin, “Students learn by becoming involved” (133). The more actively students are engaged with their college environment, the more learning and growth will occur. Based on Allport’s contact theory, however, not all types of contact or activities can naturally produce

positive results. According to Allport, casual or superficial contact does not dispel prejudice; only deep contact and collaborative activities under the conditions of equal status, purposeful pursuits, and institutional supports can reduce intergroup prejudice and lead to change in attitudes.

The literature suggests the centrality of reflective thinking for meaningful engagement in global experiences (Yershova et al. 56; Ashwill 24; “College Learning for the New Global Century” 23; Zemach-Bersin). “Reflection is defined as ‘the intentional consideration of an experience in light of particular learning objectives’” (Larkin). Students should be encouraged to reflect on international experiences in order to gain a better understanding of their own values compared to other cultures (Larkin). For example, it is important for students studying in multiple countries to reflect on these countries in order for them to “recognize their own views, perceptions, beliefs, and ideals” (West 24). Reflectiveness is also a necessary component of the advising model—advisors do not tell students what to do but instead help guide them toward decisions based on reflection and conversation (Magolda and King; Larkin; Morano). Discussions with peers as well as advisors also build on and facilitate reflection (Zemach-Bersin). Reflection is built into all three components of Duke’s QEP.

H. Integration of activities

Despite its demonstrated positive effects on student learning, study abroad in its current form, as noted by Bok, “achieves far less than it might in increasing the global understanding of undergraduates” (236). Most study-abroad participants choose European countries similar to the United States; “fewer than one-fifth of all study abroad participants go to non-Western nations where the cultural differences are greatest and the impact on parochial attitudes is likely to be most profound.” Also, most participants “have never studied the history, politics, or culture of the country they are visiting.” Due to lack of close coordination with other parts of the curriculum, most study abroad programs “often fail to give students a deep engagement with a different culture” and leave much to be desired in “teaching students about other cultures and societies” (237).

Several analysts note what one critic calls the “fragmented hodgepodge of programs and activities that are rarely sufficiently integrated to create maximum institutional impact or to advantage learning” (Green 13-14; Bok 240). Best practices create “synergy and connections among discrete activities” (Green 20). Good advisors help students see and make connections between the curricular and co-curricular realms, between the classroom and the world beyond (Rinck). One of the main functions of the Global Advising Program (GAP) is to narrow such gaps on an individual student and institutional level.

Once Global Advisers become adept at integrating and making accessible for students Duke’s many existing curricular and co-curricular opportunities for intercultural understanding, they will turn their attention to broadening faculty’s awareness of, and participation in, the Winter Forum, Global Semester Abroad, and other global initiatives at Duke.

I. Assessment

According to Deardorff, best practices in assessment in general, and in the assessment of international education and intercultural competence in particular, include the following elements. A review of mission and goals is foundational, because goals determine the tools and methods to use and clear definition of what is to be measured. Other key elements in assessment include a multi-year plan; multiple methods and tools, including direct (e.g.,

portfolios) and indirect (e.g., surveys) methods with detailed rubrics; training of staff and faculty in the application of assessment measures; integration of assessment into activities; feedback to students; communication of results to stakeholders and an evaluation of the assessment process itself (“A Matter of Logic”; “Identification and Assessment”; “Principles of International Education Assessment”). Setting objectives for students to achieve allows students to “have better sense of what is expected of them and what their learning adds up to as they pass carefully defined milestones” (Banta 17). Assessing students’ learning in reaching such milestones will demonstrate whether programs—in our case, the Winter Forum, Global Semester Abroad, and Global Advising Program—are effective in reaching student competency (Banta). In sum, “Effective assessment is a long-term commitment that involves time and resources, but can be well worth our efforts in ultimately improving international education and transforming lives” (Deardorff, “Principles of International Education Assessment” 52).

VI. Actions for Implementation

A. Winter Forum

1. Description

The Winter Forum is the campus-based, non-credit curricular component of the QE. In an intense, retreat-like setting, undergraduates will interact with graduate/professional students, alumni, and faculty to explore a major global issue from interdisciplinary and intercultural perspectives. The Winter Forum will be held over 2.5 days immediately before the start of the spring term. An initial pilot Forum will be conducted in January 2010 over two days.

The Winter Forum is aimed especially at three student populations: undergraduates who are less likely to travel abroad (athletes, engineers, and science majors, for example, as noted on page 8), students who seek to integrate experiences abroad either in advance of or following those experiences, and Duke’s international students (undergraduate and graduate) who seek opportunities for intellectual engagement with U.S. students. The Global Advisors, along with the Office of Undergraduate Education, International House, Graduate School, Athletics, and other units, will make special efforts to attract these individuals.

Graduate and professional students, perhaps as much as one-fifth of the total, are targeted for three primary reasons. International students make up a large percentage of the graduate/professional student bodies (see above, p. 4). The Graduate and Professional Student Council (GPSC) has expressed a desire for greater interactions with undergraduates. The inclusion of graduate and professional students, and international students, as both leaders and participants will enrich the intellectual, interdisciplinary, and intercultural composition of the audience and provide vertical integration.⁶

In addition, we wish to link to the experiences of alumni in order to help our undergraduates make the transition into post-baccalaureate life and work, as well as to capitalize on the knowledge and expertise of alumni with experiences pertinent to the Forum’s theme. The Office of Alumni Affairs and the Duke Career Center are developing a partnership that will assist in

⁶ “Vertical integration,” referring to close collaborations between and among undergraduates, graduate/professional students, and faculty, has been an objective at Duke for several years. For example, the Vertically Integrated Partners program— <http://howardhughes.trinity.duke.edu/research/vip>—places all three constituencies in a research project in biology.

linking alumni to this initiative, and the Career Center is also in the process of building partnerships with the professional schools' career centers. All of these units will help identify appropriate alumni for engagement in the Forum, as panelists and speakers as well as participants, and they also will help develop relationships with potential internship and post-graduate employers. The involvement of alumni will be attractive to undergraduates, who expressed in the focus groups (and the experience of the Career Center supports this) their desire to forge connections and establish internships. (See the report on the fall 2008 focus groups, https://sacs.duke.edu/qep/Student_Focus_Groups_Report.pdf.)

Faculty for the Winter Forum will be drawn primarily from Arts and Sciences, one or more of the professional schools, and/or interdisciplinary institutes and centers. The faculty-student ratio should be 1:10, at least in the initial three-year period of the program. To assure that student participants are always afforded the most effective learning environment, in no instance should the ratio be higher than 1:15. Graduate and professional students will be added to the faculty to maintain the 1:10 to 1:15 ratio.

The target undergraduate participant number in year one of the program is 75; the target number in year two, 150; in year three, 250. After the initial three-year period, the target participant number will be 400. This goal helps to assure that the Winter Forum will reach a significant portion of the undergraduate student population. Students will apply for the Winter Forum using a one-page form that states their interest in the topic, their relevant background, and their commitment to full participation. The Advisory Committee (see section VIII, below) will select participants, giving priority to applicants whose schedules have made it difficult for them to participate in global experiences either at home or abroad. At the same time, however, each year's selection committee will endeavor to ensure an optimal learning environment by including some students who *have* had such experiences.

Students who participate fully in the Winter Forum will receive certification of this fact, which to be reflected on their transcripts pending approval from the standards committee. Full participation includes not only attendance at all sessions of the Winter Forum but also satisfactory completion of programmatic requirements and the pre- and post-program assessments.

Many student participants will likely find the Winter Forum a launching pad for the development of an independent study or summer research project based in the thematic focus of a particular year's Forum. Others may engage the Forum after participation in DukeEngage (<http://dukeengage.duke.edu/>), to enlarge their understanding of the DukeEngage experience. And still others may benefit from the relationship between a Forum's thematic focus and their ongoing work with a Duke-community partnership and from the opportunity for subsequent work as a teaching or research assistant for a faculty member engaged in related work.

In general the Forum program will consist of structured and unstructured components:

- a) Approximately seven seminar sessions, each group meeting with a faculty-to-student ratio of approximately 1:10. For example, if the goal of 75 student participants is met in 2010, seminar session #1 would have approximately seven different meeting spaces and faculty teams; the faculty would repeat certain or all session topics during the 2.5-day program to meet student participant interest/demand.
- b) Some combination of enhancement experiences:

- i) small group debriefing sessions at the end of each day in a “homeroom” setting, perhaps during a social hour;
 - ii) meeting and speaking individually with faculty and graduate/professional students about mutual interests and opportunities for future collaborations, including independent studies;
 - iii) a poster session for student participants and grad/professional students in attendance as teaching assistants; and
 - iv) learning about global opportunities at Duke.
- c) Unstructured community meals (at lunchtime, except for the introductory lunch on Day 1 which is structured).
 - d) Structured community meals (at dinnertime).
 - e) Group work, collaborative learning project, and reflection.

2. General Design

Day One of the Winter Forum begins at lunch, with introductions by the dean of undergraduate education and the faculty director. Seminars are held during the afternoon, and an inspirational speaker caps off the day.

As a “pre-forum” activity for those who may be interested, a service project is being considered for the morning of the first day, to bring the participants together in a way that intellectual dialogue may not—especially in integrating international and domestic students—and in turn to set the tone for the remainder of the conference. An activity of this sort would underscore the desire for engagement in the world. International Student Leadership conferences in North Carolina and Georgia, funded by NAFSA grants, have incorporated such a feature successfully (Deardorff, personal communication 1/15/09).

Day Two includes a presentation by the Global Advisors on global opportunities at and through Duke, along with additional seminars and speakers.

Day Three includes meetings between undergraduates, faculty, graduate/professional students, alumni, and Career Center personnel along with additional seminars, a poster session, and, at mid-day, a second speaker. The afternoon will be spent on collaborative work and reflection contributing to portfolios.

3. First Winter Forum

A pilot version of the Winter Forum will take place in January 2010 with the topic *The Green Economy*. This Forum will be co-directed by Tim Profeta, Director of the Nicholas Institute for the Environment Policy Solutions, and Brian Murray, Director of Economic Analysis of the Nicholas Institute for Environmental Policy Solutions. This pilot Forum is envisioned as a two-day event with speakers each morning, faculty-led interdisciplinary seminars each afternoon, and a structured community meal on the evening in between.

The Forum on *The Green Economy* will be developed throughout 2009 by its director and co-sponsors under the supervision of the Winter Forum Advisory Committee. The faculty for this Forum will be drawn from the Nicholas Institute, the Nicholas School of the Environment, the Fuqua School of Business, the Divinity School, and other relevant departments across the University. It is hoped, for example, that the following scholars will lead seminar sessions and be in residence throughout the program: Richard Newell, Dalia Patina-Echeverri and Lincoln Pratson of the Nicholas School; Dan Vermeer of the Corporate Sustainability Initiative; Bob Clemen of the Fuqua School; Ellen Davis of Divinity; and Gary Gereffi of Sociology and the Social Science Research Institute, and head of the Center on Globalization, Governance and Competitiveness. Examples of possible seminar sessions for the Forum on *The Green Economy* include: The Policy Landscape of the Green Economy, Ecosystem Markets, Financing the Green Economy, and Barriers to Green Technologies.

Although Winter Forum topic selections for 2011 and 2012 lie in the future, discussions with institute directors and deans in 2008 revealed substantial interest in developing Forums in the following areas: partnering and parenting in the twenty-first century, contemporary global migrations, and corruption and ethical decision making.

If students and faculty involved note incoherence of approach or some other structural weakness in the first or subsequent Winter Forums, the Winter Forum Advisory Committee will consult with appropriate experts including the Global Advisors. For example, a need might be identified for a short experiential training program for Winter Forum faculty, focused on clearly articulated intercultural competence. As preparation for the next Forum, this training would be incorporated into the ongoing assessment activities.

B. Global Semester Abroad

1. Description

The Global Semester Abroad aims to enhance knowledge, skills, and attitudes of Duke participants by means of the examination of a significant global theme, issue, or challenge in two different countries, regions, or parts of countries. The program will stimulate student learning and growth through opportunities for a comparative understanding of a problem in local settings. Although the focus of the Global Semester Abroad is a comparative study of one issue in two different settings, students should understand something of the history, politics, and culture of those locales in order to appreciate the dimensions of that issue. Their academic investigation of an issue will be supplemented by contacts with local students and residents facilitated by seminars, cultural events, and collaborative academic and social activities. Enhancing students' ability to negotiate cultural differences, and to understand and respect diverse perspectives, will ultimately lead to stronger intercultural and intellectual competence. Both before and after this abroad experience, students will have several advising resources at their disposal about relevant courses in the history, politics, and culture of the countries/regions they visit: faculty advisors within the majors, within the Global Advising Program, and in the schools and institutes in charge of the Global Semester Abroad. Students and faculty also will be advised by Duke's Counseling and Psychological Services, Student Health Services, and other health counselors in preparing for the program.

Global Semester Abroad programs with themes targeted especially to science and engineering majors will address two gaps simultaneously: the lower rate of participation by these students in study abroad and the relative lack of non-Western locales for study abroad programs. As well, the creation of small-group clusters focused on particular themes will attract not only Focus

participants (see p. 7) who wish to re-visit in a different setting a theme engaged early on in their careers, but also students who did not have the chance to participate in Focus.

Most Duke students study abroad in the fall term, the reverse of patterns at peer institutions, which disproportionately send students abroad in the spring term. The Global Semester Abroad is targeted primarily for spring semesters, in part to allow participants the opportunity to follow up their comparative academic work with internships, but also to redress Duke's demographic imbalance of students abroad and on campus.

The Global Semester Abroad will be a "Duke-In" program: all courses offered during this program will count for Duke credit and will fulfill various graduation requirements. Application to this program will be through the Office of Study Abroad, using procedures already in place.

2. General Design/Template

- a) A Global Semester Abroad program centers on a theme, issue, or challenge with global implications. Students study the theme in two different countries, for approximately 6.5 weeks per country; these locations are chosen on the basis of relevance to the theme and suitability of the infrastructure for living and learning.
- b) The program takes place in two sites simultaneously. Half of the students are in Site A for the first 6.5 weeks of the program, while the other half are in Site B. For the final 6.5 weeks of the program, each half switches to the other site. The ten days in between the two 6.5-week terms might include an organized learning activity. In addition, we want to remain open to the possibility that for a given program the delivery of course content may be best achieved by moving the entire group sequentially through the two designated sites.
- c) Orientation to the cultures and building of intercultural competencies (such as those noted in the literature review in section V, above) are required for participants and will take place through seminars, local speakers, local tours and integration of foreign students into the class. On-site seminars given by locals will be integrated into the course contact. In addition, students must participate in a subset of cultural opportunities offered in the program.
- d) One of the two courses taught in each country/region will be a lower-level course to encourage broad participation. Each course meets for a minimum of 34 contact hours. All Global Semester Abroad courses will meet curriculum requirements of Trinity and Pratt; we anticipate that most courses in this program will satisfy the cross cultural inquiry mode of Duke's curriculum.
- e) Depending on the locations and facilities, distance-learning technologies can be used to supplement course material. Such technology is currently used daily to stream lectures from Duke to our sister medical school at the National University of Singapore, for example.
- f) At maximum capacity the program size will be limited to 120 students (60 Duke students at each location), with consideration of an additional 5-10 slots for local students. (This will probably require course transfer agreements with local universities.) We plan to start small (30 students maximum, with 15 in each location) in order to work out the details and issues associated with each course cluster and location. We expect to add two more

thematic pairings over time, with all three pairings running simultaneously when the program is fully implemented.

- g) In each country, once the numbers reach critical mass, the students will divide into two sections. While one section takes one course, the other section will take the other course and then switch classes.
- h) The committee charged with developing and approving the themes and courses for a cluster (see section VIII, below) will, with assistance from on-site contacts, determine the actual scheduling of the courses in the foreign locations in a manner that best fits with the skills of the personnel and optimal delivery of the material. While we are suggesting that two courses be taught in the first 6.5 weeks and two courses in the last 6.5 weeks, it may be the case that certain courses are team-taught. In such a situation, it is conceivable that one course could span both locations with one faculty member teaching cohort group one in the first location and then cohort group two in that same location, and the other team member delivering the other half of the course material to the different cohorts in the second location.
- i) Duke faculty in combination with local faculty and professionals (if possible) will serve as course instructors, with both Duke and local graduate student(s) serving as teaching assistants. Additionally, as we point out in c) and j), all classes will also include seminars given by local professionals and experts.
- j) One weekly seminar for program participants will be taught by local faculty, professionals, government officials, NGOs, and/or others. One of the assets of a program such as this is that we expect to build our relationships with the local community and leaders in such a way as to cultivate them as a resource for supplementing and deepening the knowledge that is being communicated in the classroom. The required seminars are a way to institutionalize this connection. As well, faculty participating in the program will be encouraged to present a public seminar or talk in each location where they are teaching.
- k) Participation of local students, through living and/or learning venues, is encouraged. In summer/fall 2009 we will evaluate our capacity to arrange home stays for our students in the pilot program (spring 2011) as a way to facilitate deeper and more meaningful contact with local citizens, and ultimately to enhance students' cultural learning.
- l) We anticipate that participation in this program will lay the foundation for a subset of students to undertake a DukeEngage (<http://dukeengage.duke.edu/>) project or internship following the student's completion of the semester. Connections forged at the Global Semester Abroad sites will add to the internship network database of Duke's Career Center (<http://studentaffairs.duke.edu/d/?p=7vex>), which is already planning to expand the range of internships abroad. These strengthened networks will be particularly advantageous for participants who wish to stay in one of the host countries for the summer and gain professional experience and exposure, but they will also benefit the Duke student body as a whole.
- m) To get the most out of their experience, Global Semester Abroad participants will be required to undertake a multicultural team project, with appropriate training and support.

- n) To accommodate the high costs of living and working abroad, Duke will seek to raise funds for students in financial need, to defray the expenses associated with travel, follow-up internships, and other related program costs.

3. Pilot Program

The Global Semester Abroad program will be piloted in spring 2011 with the theme of Global Health and Development. The theme has been chosen for several reasons:

- a) Duke University has designated global health as one of its signature concerns and priority areas for research and teaching. Resources include the Schools of Medicine and Nursing, School of the Environment, expertise in multiple biomedical sciences (e.g., neuroscience, biomedical engineering, biology and cell biology, biochemistry, microbiology), the recently created interdisciplinary Global Health Institute, and the Sanford Institute for Public Policy Studies (soon to become a school).
- b) Duke has several international health initiatives underway that can add value to the Global Semester Abroad program and inform its development. For example,, the Global Health Institute is currently developing a diploma in Global Health with Peking University (PKU) in Beijing. This intensive two-week program, which will be offered to PKU Master of Public Health students, policy makers and health professionals, will be co-taught by Duke and PKU faculty. We anticipate that the PKU faculty involved in this Global Health diploma program will serve as faculty or guest lecturers in the Global Health and Development Global Semester Abroad.
- c) Many undergraduates who are interested in global health issues relevant to medicine and the environment do not study abroad because the certificate program(s) of interest are not offered abroad. The last three years of senior survey data reveal that only 30% of students who applied to medical school went on a study abroad program during their college career; this contrasts with 46% of those not applying to medical school.
- d) The Global Health Institute and Sanford Institute for Public Policy have taken a leadership position in working to design the pilot. The pilot courses will count toward the certificate in global health.

a. Target Students

The pilot program is designed with the following groups of students in mind, in order of priority and feasibility:

- 1) Students in the Global Health certificate program;
- 2) Public policy majors;
- 3) Students intending a career in health sciences, including medicine;
- 4) Environment sciences majors; and
- 5) Engineering students with an interest in environmental/biomedical sciences.

b. First Global Semester Abroad Program: Global Health and Development

i. Proposed Site Pairing

TABLE 2
Possible Courses for Pilot Program in China⁷ and India

Site A: China (Peking University)	Site B: India (Public Health Foundation of India/ Duke/Fuqua campus)
Course 1: Comparative Health Systems: China (new course, all students)	Course 3: Comparative Health Systems: India (new course, all students)
Course 2, Option One: Multidisciplinary Analysis of Global Health ⁸ OR Course 2, Option Two: Globalization and Health	Course 4: Independent Research Project (all students)

ii. Course Descriptions

Comparative Health Systems (new course)

This course, to be offered at both sites with a different local perspective, will introduce students to the health challenges that have local, national and global impact. The course will explore how health challenges are addressed differently in and by various populations. This course will count as an elective for the global health certificate program.

Sample topics to be covered in the Comparative Health Systems course (modified from the International Honors Program, <http://www.ihp.edu/programs/hc/>):

- Causation and prevention of infectious diseases (HIV/AIDS, TB, malaria)
- Causation and prevention of chronic diseases (obesity, diabetes, hypertension)
- Family health and wellness across the life span, with special attention to women, children, youth, ethnic minorities, orphans, and the elderly

Multidisciplinary Analysis of Global Health

Introduction to multidisciplinary theories and techniques for assessing and addressing global, infectious, chronic and behavioral health problems. Global health issues are addressed from perspectives such as: epidemiology, biology, engineering, environment, business, human rights, nursing, psychology, law public policy and economics.

⁷ An alternative to China is Singapore, facilitated by the Medical School's connections with the National University of Singapore.

⁸ If we choose to target environmental sciences students, this course could be replaced by Environmental Health (or another Environment and Health course being developed by Subhrendu Pattanayak), which would offer an ENVIRO course for the environmental sciences majors.

Globalization and Health

Globalization describes how goods, services, culture and ideas cross borders, and more specifically in the context of health, how disease-causing pathogens, the knowledge to care and cure these maladies, and the products to treat them do or do not cross these borders. Health inequities may result when there are asymmetries in what becomes globalized. In one case, the product—tobacco—readily crosses borders, but consumer protections lag behind. In another case, the expectations of life-saving treatment readily cross borders, but access to the essential drugs lag behind. Do the forces of globalization promise all people a fair shake for a healthy future or just a future of widening health disparity?

The course will investigate forces that shape this response—the emergence of public-private partnerships, efforts to chart a fairer course for intellectual property rights and innovation, and the measure of health inequities in hopes of holding stakeholders accountable. Recent efforts to improve access to medicines, to tackle the now perennial challenges of AIDS, TB, and malaria as well as emerging epidemics like avian flu, and to advance tobacco control in developing countries offer examples of how these debates are playing out.

This course counts as an elective for the global health certificate as well as an elective for the public policy major.

Independent Research Project

This course will give students the opportunity to design a research question and develop a methodology to address it. A faculty member (ideally a local faculty member) will provide the foundation in research methodology, guidance on IRB approval, and access to people, issues and institutions to support the student projects. Students may work individually or in groups of two-three. All students will meet as a group with the faculty member once per week for lectures and seminars on research methodology, as well as small group discussion and peer review. This course will fulfill the methods requirement for the certificate in global health.

c. Optional Summer Extension

Students may apply to the appropriate program director to extend their Global Study Abroad experience into the summer to participate in a DukeEngage group program or individual program, or to complete their public policy internship or their fieldwork requirement for the Global Health Certificate. Funding for summer research is available through the Dean's Summer Research fellowships, with funding from the Office of Study Abroad. As noted above (p. 23), Duke is seeking additional funds to help students in financial need engage in these optional extensions.

4. Other Possible Thematic Clusters

a. Designing for the Developing World

A potential theme for Pratt students is outlined below. The dean of the Pratt School of Engineering is committed to contributing to the Global Semester Abroad program. (See Appendix J, letter of support from Dean Katsouleas.)

TABLE 3

Courses for Potential Engineering Program

Site A: Singapore (National University of Singapore)	Site B: India (Public Health Foundation of India? Duke/Fuqua campus)
Course 1: Medical device design – (capstone design class): Student teams on client-led projects; lectures from practitioners and community professionals	Course 3: Diagnostic device design (technical elective): Student teams on client-led projects related to the environment or health-care; lectures from practitioners and community professionals
Course 2, Option One (technical elective): Biomaterials or Drug Delivery, taught by Duke/Singapore faculty on-site (NUS faculty teach these courses already) OR	Course 4, Option One <u>Managing Technology Development in a Global Setting</u> (technical elective) taught by Duke faculty on-site; lectures from business, public service, professionals in community OR
Course 2, Option Two (SS&H): Globalization and Health	Course 4, Option Two (technical elective): Professional Ethics

b. Course Descriptions: Designing for the Developing World

Capstone Design Class (Singapore)

Each degree within Pratt requires completion of a Capstone Design course. These senior projects focus on the synthesis and application of the basic science, mathematics, engineering and design skills taught in earlier courses to develop a device or strategy for solving an engineering problem. For the Global Semester Abroad program, these engineering problems will be selected by local “clients” with needs in environmental systems (India) or healthcare delivery (Singapore). Called “Capstone” courses, these culminating design classes give students a rigorously challenging, real-world, immersive engineering experience. Global Semester Abroad students will have the opportunity to gather necessary data locally to form the problem statement, analyze multiple design solutions in consultation with the local client, and construct and evaluate a prototype for achieving a design solution.

Biomaterials or Drug Delivery, taught by Duke/Singapore faculty on-site. (NUS faculty teach these courses already.)

Diagnostic Design Class (India)

Construction of a diagnostic device requires coordinated integration of reporting and sensing systems that may be applied to solve problems in environmental or medical toxicology, utilization of water or air resources, device systems failures, microbiology and more. This design course will focus on design of a device or strategy for diagnosing a chosen system. For the Global Semester Abroad program, these engineering problems will be selected by local “clients,” and students will work in teams to construct computational models and prototypes as design solutions.

Managing Technology Development in a Global Setting (Description adapted from *Managing the Design Process and Controlling Risk with Innovative Technologies: Case Studies and Strategies for Engineers and Managers*).

This interdisciplinary course introduces students to engineering and management principles involved in the development and commercialization of technology, with a special emphasis on healthcare and environmental systems applications and their legal and regulatory framework within the global context. Tools and techniques for managing technology development will be presented and a framework for the management of risk and crisis will be developed. Principles of risk and crisis management will be presented, including the identification, analysis, prioritization, resolution and monitoring of risk. Case studies will be used to expose students to the multiple dimensions of personal and professional challenge and ethical dilemmas involved in the design and commercialization of technologies across multicultural boundaries. Interdisciplinary teams of students will study real-world cases of product failure and/or recall relevant to the global context.

Professional Ethics

The case study approach is used to introduce professional ethics. Topics include moral development, confidentiality, risk and safety, social responsibility, fraud and malpractice, legal aspects of professionalism, and environmental ethics in a global context.

In addition to the above engineering cluster, we are currently considering a third theme centered on poverty, inequality and development. One of the features we are contemplating is having the students move between urban centers and rural areas within a single country or region. In this context it may be optimal to start all the students in the urban center and then move them into the rural regions in the second half of the term.

5. Other Possible Sites and Resources for Use in International Pairings

- a) Duke's Fuqua School of Business is now developing campuses in various countries around the world: South Africa, England, Russia, India, China, Dubai. These will range from full-service conference centers, offering housing, meals, and classrooms, to those offering academic space only. The facility in New Delhi, India, for example—a full-service center with a management and medical infrastructure—is scheduled to open at the latest by summer 2010; others will certainly be available by 2012. The Fuqua School plans to use these facilities a third of the academic year, and the dean has eagerly embraced their use by undergraduates.
- b) Duke Global Health Institute (DGHI) has facilities in Moshi, Tanzania (KCMC - Kilimanjaro Christian Medical Center); Muhuru Bay, Kenya (WISER - Women's Institute of Secondary Education and Research, under development); Kampala, Uganda (New Mulago Hospital); and Singapore (National University of Singapore); and it is exploring potential relationships in Haiti, Ghana, Honduras, Mexico and Indonesia, among others.
- c) Duke is a member of the Venice International University (VIU) consortium in Venice, Italy. VIU has housing as well as classrooms.
- d) The Nicholas School of the Environment does not have facilities abroad, but it has close ties to the Organization for Tropical Studies (<http://www.ots.duke.edu>), which maintains three biological field stations in Costa Rica. The OTS programs are operated by the Office of Study Abroad. Here again there is no capacity for boarding students at present.

- e) The Office of Study Abroad has ties to sites for its semester study abroad programs that might also accommodate the Global Semester Abroad.
- f) Some of the Focus program courses lend themselves to consideration as topics for a Global Semester Abroad: for example, a comparative politics program derived from the *Between Europe and Asia* Focus theme.

C. Global Advising Program

1. Description

The Global Advising Program will provide a team of advisors with expertise in global opportunities both on and off Duke's campus and in intercultural competencies. The Global Advising Program will be staffed ultimately by a cohort of between two and four specialized advisors. These "global" advisors will enhance Duke's current advising system for undergraduates, by supplementing and serving as a resource for the Academic Advising Center (<http://advising.trinity.duke.edu>), the academic deans in Trinity and Pratt, departmental advisors, pre-professions advisors, and advisors within Study Abroad, the Career Center, and other units. They will also interact with students in the ways noted on p. 30, below.

We use the acronym GAP for the Global Advising Program to underscore the primary responsibility of closing gaps between the myriad global opportunities offered at Duke and beyond: Although GAP advisors can and will advise individual students routinely, as do other advisors in Duke's system, the major duties of the GAP advisors include coordinating programs; devising various calendars and/or lists of offerings for different types of students (for example, athletes, Focus students, engineers, those planning a career in the health professions); informing and training peer advisors, first-year counselors (sophomore students known as FACs), and advisors; and reaching out to various groups traditionally under-represented in Duke's global experiences. The program also will narrow the gaps, in Duke's decentralized environment, among the various units with relevant responsibilities: the GAP will have close ties with other units and initiatives on campus, especially the Office of Study Abroad, International Comparative Studies, DukeEngage, Global Career Center, Pratt School of Engineering, and International House. It will work integrally with the Global Semester Abroad and the Winter Forum. It will allow us to reach student populations beyond those already receiving guidance from key global programs, while at the same time expanding the information and guidance for students already served by those programs.

The number and array of opportunities for various types of global experience offered to Duke undergraduates (see Appendix F) are large and increasing all the time, which makes it difficult—good communication notwithstanding—for students and others to keep up with them. Currently, undergraduates at Duke who have interests in global experiences get pieces of information from one or more programs, offices, or resources. Since each of these individual programs and offices has its own mission and objectives, none can meet the growing overall needs of the Duke undergraduate in regard to the globalization experience. As an example, in our pre-departure surveys of students studying abroad in the spring and fall of 2008, between eight and ten different resources are identified when students are asked where they found out about the program they have chosen. These sources vary from the Office of Study Abroad to classmates to faculty members to acquaintances, among others. Many students rely heavily on their current academic advisor, whether pre-major or within the major, for advice on finding and selecting globalization experiences and figuring out how best to fit them in to their current academic plan. These academic advisors are made up mostly of volunteer faculty members

and administrators who, though excellent in dealing with a broad range of curricular and extracurricular issues, are not expert in advising on the many different types of global experiences available at Duke. Many students who are purposefully intending to study abroad through Duke's Office of Study Abroad are directed to, or voluntarily meet, directors in that office for advising purposes, individually and in groups. Similarly, students interested in DukeEngage will speak to individuals with in that program, with the advice having a similar program-centered impetus.

However, as students' choices increase, so too does the potential for confusion as students try to discern which program or experience is the "best" for them, or in what order they should structure their Duke career. Additionally, we risk graduating students who have had multiple co-curricular and international experiences during their time at Duke, but who are unable to articulate how these experiences have contributed to their intellectual accomplishments, and/or have complemented their program of study. We also risk failing to reach out to underrepresented populations whose particular needs or interests might not be satisfied by the programs most known to them, and thus who do not engage in a global experience that might enrich, even transform, their college careers and subsequent lives.

It is clear that there is a need for a centralized repository of information and a dissemination mechanism that undergraduates, faculty, advisors, and programs could use to retrieve information about the array of global opportunities that are available to undergraduates. Moreover, such a resource—if it existed—would be most effective if users could simultaneously consult with experts who would help them navigate and interpret the fit of different opportunities to their particular needs. Particularly important in this interaction would be a way for students not only to learn of the possible opportunities but to do so in a way that would allow for the thoughtful integration of the experience into their academic plan and goals.

Thus, the Global Advising Program advisors will carry out their duties in the service of the following goals:

- a) ensuring that all applicable constituencies are informed about and have access to information about the various global opportunities at Duke and elsewhere;
- b) aiding in the integration of the range of possible global activities (international and non-international, including the utilization of international students on campus as a valuable resource) into academics at Duke in a way that will allow for meaningful and thoughtful use of the experiences in students' academic plans;
- c) aiding in the preparation of students prior to any globalization experience in order to ensure that they get the most out of the experience (including making referrals to health professionals as appropriate);
- d) aiding in the integration of individual globalization experiences into the Duke community as a whole; and
- e) helping to assure that the entire Duke community can take full advantage of any and all globalization opportunities, especially those groups that may have special challenges in doing so.

To achieve these goals, the team of advisors will collectively possess knowledge of the following:

- a) Duke offerings (curricular and co-curricular) on undergraduate and graduate levels, and especially those courses with a CCI (cross-cultural inquiry) designation;

- b) international and domestic issues as they relate to local, regional, national, and world events and issues;
- c) international academic and non-academic opportunities, including course work, for Duke students, both undergraduate and graduate at the local, regional, national and world levels;
- d) resources for the development of intercultural competencies; and
- e) crisis management and available resources for effective, rapid intervention.

2. Duties

The Global Advisors will perform the following actions:

- a) coordinating programs to make Duke's global opportunities more accessible;
- b) devising various calendars and/or lists of offerings for different types of students (e.g., athletes, Focus students, engineers, pre-Health; see Appendix K for examples applicable to athletes);
- c) informing and training Peer Advisors, FACs, other advisors;
- d) reaching out to various groups traditionally under-represented in Duke's global opportunities;
- e) serving as resources to directors of undergraduate studies and other faculty as they enhance the content of Cross Cultural Inquiry courses at Duke;
- f) helping students understand the importance of a global perspective and integrating some form of global experience in their academic plan;
- g) thinking through student needs, and matching individual students with possibilities on campus (both in and outside the classroom), in the local community, in the United States, and abroad;
- h) serving as a resource to other academic advisors about these offerings;
- i) helping students integrate their domestic and/or away/global experiences (especially study abroad; DukeEngage; internships) with life plans and interests;
- j) reaching out to Duke students to participate in extra-mural academic opportunities, and to incorporate them in life plans and interests;
- k) serving as general as well as specialist advisors;
- l) contributing as appropriate to pre- and post-experience workshops;
- m) serving as liaison with offices and units around campus already engaged in global advising and/or activities, to ensure integration;
- n) serving as liaison with the Career Center;
- o) serving as liaison with the Pratt School of Engineering and with the director of the Pratt internship program;
- p) serving on appropriate university committees (e.g., the Committee on International Affairs); and
- q) maintaining lists of students/faculty/alumni who have previously participated in a global experience as a reference for students considering the same option.

VII. Timeline

A. Winter Forum

- 1) The first Winter Forum will take place on January 10, 11, and 12, 2010. The University calendar has been adjusted to accommodate it.

- 2) The Winter Forum Advisory Committee will meet in mid-late spring semester 2009 to decide on the topics and directors for the next two Winter Forums in 2011 and 2012. These will be selected from among proposals submitted to the Committee by the Institute Directors Council.
- 3) The Advisory Committee will meet again no later than late summer 2009 to evaluate the progress the Director of the 2010 Forum has made toward the development of the final program and to provide feedback on that progress.
- 4) This cycle will repeat itself in subsequent years with the following additions and changes: in the years beginning 2010, the spring meeting of the Advisory Committee will also include an evaluation of the success of the immediately preceding Forum in achieving the intended learning outcomes. Also in the years beginning 2010, the Advisory Committee will accept and consider proposals for future Forums from faculty who are unaffiliated with the seven signature institutes.
- 5) With input from first Winter Forum director, the QEP Implementation Committee will determine staffing needs for future Forums.

B. Global Semester Abroad

- 1) Duke's institutional connections in India and China support our expected pilot date of spring 2011; developing the contacts, faculty, and courses to ensure that the program is a success will require 18 months and efforts have already begun.
- 2) By the spring of 2012, the Engineering Global Semester Abroad, located most probably in Singapore and India, will be implemented, and will run concurrently with the Global Health and Development program.
- 3) In spring 2013 we intend to add a third Global Semester Abroad. This theme could concentrate on issues related to energy. Such a program would build on the Nicholas-Pratt minor in energy and is again highly attractive to students interested in science. Another possibility, as noted on p. 27 above, is Poverty, Inequality, and Development; student focus groups in fall 2008 revealed an interest in an economics-related option. (See https://sacs.duke.edu/qep/Student_Focus_Groups_Report.pdf.)
- 4) In 2014 we plan to continue with three themes fully developed and running.

C. Global Advising Program

- 1) The first two Global Advisors will be hired in summer 2010.
- 2) Over the summer and fall they will review Duke's International House training program for Intercultural Competency currently taken by some but not all new Duke employees

(<http://ihouse.studentaffairs.duke.edu/training/icc/intro.html>)⁹ and participate in training activities for intercultural competency.

- 3) GAs will also inventory all existing global advising programs and services on the Duke campus and identify gaps where they exist; they will prepare a report with recommendations for further programs/services by December 2009.
- 4) GAs will meet and interact with all pertinent administrative and faculty units to determine what global opportunities for Duke undergraduates are available within the Duke community and beyond; they will establish a website with all such information.
- 5) They will become familiar with the Duke undergraduate curricula, Trinity College and Pratt School of Engineering, and with Duke's advising protocols and systems; they will begin to advise students.
- 6) By the end of 2011, if deemed necessary by their inventory, the GAs will work with others on campus to develop an on-line tutorial, perhaps akin to that at the University of the Pacific, "What's up with culture" (<http://www.pacific.edu/sis/culture/>). This would be comparable to Alcohol 101 and Plagiarism tutorials already here at Duke. If developed, the tutorial would be suggested for all first- and second-year students, as well as anyone intending to study abroad or engage in some other experience away from campus). Results would then be assessed; the GAs would make a recommendation about whether it should be made mandatory for students studying abroad, undertaking internships, participating in DukeEngage or in Spanish Service Learning, and so forth. After assessment of the value of the tutorial, in year three, it could be extended to all Duke students.
- 7) In 2011 the third Global Advisor will be hired. The three advisors will continue and expand the work noted above.

D. Overall timetable for all three programs (more detailed assessment timetable in Appendix L)

	<u>Summer</u>	<u>Fall</u>	<u>Winter/Spring</u>
2008/09			<ul style="list-style-type: none"> • QEP Implementation Comm. (QIC) founded/meets • Director of first WF begins to devise program • WF Advisory Comm. constituted • Community alerted about WF theme and dates

⁹ This program is currently under revision, and will be significantly revamped by 2009-10. Among the changes under discussion are the creation of a training session specifically for faculty and the possibility of an ICC program or course for undergraduates in 2009-10.

2009/10

- WF director leads planning efforts
- WF Advisory Comm. meets with WF director
- Assessment tools for WF developed (surveys, tests, plans for presentations, rubrics)
- Faculty visit pilot program sites for GSA
- QEP Implement. Comm. meets
- Search comm. formed For two Global Adv.
- Publicity intensifies For WF
- Students apply for WF WF Advisory Comm. selects applicants
- WF Advisory Comm. solicits proposals for 2001 and 2012 forums
- GSA faculty and administrators, along with Study Abroad, meet with GSA Advisory Comm.
- Study Abroad Committee vets pilot program for 2011
- Global Semester Abroad Comm. constituted
- GSA faculty/admin. meet with Study Abroad
- Search for global advisors begins
- First WF held
- Assessment for WF conducted (see assessment section)
- WF Advisory Comm. evaluates WF
- Planning continues for first GSA program in 2011, including development of assessment tools

2010/11

- 2 global advisors hired
- Search begins for GAP staff asst.
- GAP asst. hired
- GAs meet with relevant Duke personnel
- GAs begin to inventory global advising at Duke and identify gaps
- GAs review intercultural competency training prgms.
- GAs (if new to Duke) begin to familiarize themselves with Duke curricula
- GAP assessment rubric developed as outlined in assessment plan
- Staff support person hired for WF
- Assessment Feedback
- Global advisors continue inventories and reviews
- GAs establish website
- GAs prepare report with recommendations for services needed
- GAs begin to advise students
- Students apply for WF WF Advisory Comm. selects applicants
- Planning continues For second GSA
- Search comm.. formed for third GA; search conducted
- GAs help develop/promote intercultural competencies program(s)
- GAs assist in intercultural competency training
- GAs advise students
- First Global Semester Abroad program held in China/India
- Second WF held
- WF Advisory Comm. evaluates
- WF Advisory

	<ul style="list-style-type: none"> from WF is provided to QIC • Second GSA planned • Assessment tools for GSA are developed • WF Advisory Comm. meets 		<ul style="list-style-type: none"> Comm. solicits proposals for future Forums • Planning continues for second GSA
2011/12	<ul style="list-style-type: none"> • Third Global Advisor hired • Third GSA planned • WF Advisory Comm. meets • Assessment Feedback from WF is provided to QIC 	<ul style="list-style-type: none"> • Assessment feedback from Global Semester is provided to QIC • Students apply for WF • WF Advisory Comm. selects applicants • Development of second And third GSA continues 	<ul style="list-style-type: none"> • Global Semester Abroad repeated in China and India • Engineering GSA is held • Third Winter Forum held • WF Advisory Comm. meets to evaluate
2012/13	<ul style="list-style-type: none"> • WF Advisory Comm. meets • Assessment Feedback from WF is provided to QIC 	<ul style="list-style-type: none"> • Assessment feedback from Global Semester is provided to QIC • Students apply for WF • WF Advisory Comm. selects applicants 	<ul style="list-style-type: none"> • Third Global Semester Abroad runs concurrently with first two • Fourth Winter Forum held • WF Advisory Comm. meets
2013/14	<ul style="list-style-type: none"> • WF Advisory Comm. meets • Assessment Feedback from WF is provided to QIC 	<ul style="list-style-type: none"> • Assessment feedback from Global Semester is provided to QIC • Students apply for WF • WF Advisory Comm. selects applicants • Fifth-year impact report begins to be developed by Advisory committees and QIC 	<ul style="list-style-type: none"> • Fifth WF held • WF Advisory Comm. meets • Three GSA programs run concurrently • Fifth-year impact report submitted to SACS

VIII. Organizational Structure

Oversight responsibility for all three components of the QEP rests with the QEP Implementation Committee (QIC) chaired by the vice provost for academic affairs (the newly-designated SACS liaison as of July 1, 2009) and including the following or their designees: dean of undergraduate education, dean of academic affairs (Trinity College of Arts and Sciences), associate dean for undergraduate education (Pratt School of Engineering), vice president of student affairs, director of the Office of Study Abroad, director of the Academic Advising Center, and three or four of the assessment specialists who have been integral to the development of the QEP.

A. Winter Forum

Responsibility for the selection of Winter Forum topics and directors resides with the Winter Forum Advisory Committee. The director of each year's Winter Forum will be a signature institute director, a dean of a professional school or the Graduate School, or their designees. Faculty will be drawn from several schools. The dean of undergraduate education will convene bi-annual meetings of the Advisory Committee. The first of these meetings is to be held in the middle of the spring semester to establish a perpetual three-year cycle of Winter Forum themes and directors and to evaluate the success of the immediately preceding Forum in achieving the intended learning outcomes. The second annual meeting will be held at the latest in the end of August to review and provide feedback on the current Director's draft plan for the upcoming Forum. The Winter Forum Advisory Committee is composed of the dean of undergraduate education, a rotating administrator from among the graduate and professional schools deans, a representative from the Institute Directors' Council, a student representative from the Graduate and Professional Student Council, two representatives from the undergraduate student population, a representative from Student Affairs, and an alumnus/a designated by the Office of Alumni Affairs in concert with the Career Center.

The specific format of the Winter Forum is expected to vary in its details from year to year based on the topic and structure that are most likely to achieve the intended learning outcomes in relation to that topic. Responsibility for developing the direction and format of the Winter Forum resides with the designated director. The director establishes the intellectual content and activities of the Forum in collaboration with faculty and students, including providing for speakers and faculty. In selecting speakers and faculty, the director must assure that the Forum provides student participants with rich interdisciplinary and intercultural perspectives on the topic at issue. Thus, faculty should be selected from across the disciplines within the university with attention to their abilities to provide intercultural as well as interdisciplinary education. The first Winter Forum, *The Green Economy*, will be led by a team from the Nicholas Institute, the Nicholas School of the Environment, and the Fuqua School of Business; it will serve as an illustration and model for future Forum topics and interdisciplinary collaboration.

B. Global Semester Abroad

The Duke Office of Study Abroad will house and operate this program. This office reports to the dean of academic affairs in Trinity College and, with a dotted line reporting relationship, to the vice provost for international affairs and development.

Course development in some cases will arise organically and in others will need to be stimulated with funding. (Funding for the first three themes is built into the budget.) The themes and courses will be determined by committee. This committee will include the designated person in the Study Abroad office, the vice provost for international affairs and development, the vice provost for Interdisciplinary studies, the dean for undergraduate education (or their representatives) and various faculty from the relevant academic units (one-four faculty members). It will consult with the relevant personnel and programs within the Graduate School and professional schools, such as the Fuqua administrator for the GATE Program.¹⁰ Departments will also be able to suggest themes and courses, which will be vetted by the full committee. The Arts and Sciences Council Committee on Courses will need to approve any new

¹⁰ The GATE Program within the Fuqua School of Business is an intensive two-week living-learning experience in an array of regions across the globe (e.g. Russia, the Middle East, China, South East Asia, etc.). It includes significant cultural education as part of the program.

credit courses. The Study Abroad Committee (<http://www.aas.duke.edu/admin/council/standing/sabroad.html>) will have final approval of the new programs, as it does for all undergraduate study abroad programs. The first committee will include faculty and administrators from the Global Health Institute and will be constituted in the spring of 2009.

The committee will determine the optimal country pairings for future programs. Once the courses are outlined and the syllabi are formulated, new courses will be approved by the Course Committee. This committee is also responsible for approving the curriculum codes for Trinity College requirements.

C. Global Advising Program

The Global Advising Program will be housed in the Smith Building, the new home of Study Abroad, DukeEngage, the International House, and Duke Visa Services, in order to establish synergies; it will be under the supervision of the Trinity College dean for advising, Dr. Michele Rasmussen. There will be a lead Global Advisor (GA) with expertise in intercultural competencies. To create linkages and help to enhance intercultural competencies within the undergraduate population as a whole, the GAs will work closely with the International House, Study Abroad, DukeEngage, Office of Undergraduate Education, vice provost for international affairs, advisory committees to the Winter Forum and Global Semester Abroad, and departments and programs.

IX. Resources and Budgets

A. Introduction

The Global Semester Abroad is the only revenue-generating program of the three QEP components. This revenue will defray most of the expenses of the GSA but not all, unless the program grows in numbers of students. The university commits to covering all other expenses of the QEP for the five-year period. Fundraising efforts may be initiated to help defray expenses of all programs during this period and going forward. The current economic climate has necessitated our scaling down the program budgets and delaying full implementation. We intend to inaugurate the QEP with the first Winter Forum in January 2010. The search for the first global advisors will take place in summer 2010 and the first Global Semester Abroad will be held in spring semester 2011.

An all-programs budget by year is provided after the individual budgets.

B. Winter Forum

Costs of the Winter Forum will vary depending on such factors as sources for speakers, numbers of participants, and the like. The budget that follows contains estimates within broad categories, based on past experience with programming. Because of financial cutbacks at the present time, a member of the Office of the Provost has been designated to assist with the logistics of the program for the first Winter Forum; after that time we intend to hire a half-time support person.

Table 4
Winter Forum Budget

**TABLE 4: Winter Forum
(in Dollars)**

	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Expense Categories						
Staff Support	10,000	30,000	35,000	35,000	35,000	145,000
Instruction	25,000	30,000	30,000	35,000	35,000	155,000
Speakers	25,000	25,000	25,000	30,000	30,000	135,000
Materials	10,000	15,000	15,000	20,000	20,000	80,000
Food	15,000	20,000	20,000	25,000	25,000	105,000
Publicity	2,000	2,000	2,000	2,000	2,000	10,000
Misc; Field trips; tech spt	8,000	10,000	10,000	15,000	15,000	58,000
Assessment	5,000	7,000	10,000	10,000	10,000	42,000
Total Year's Cost	100,000	139,000	147,000	172,000	172,000	730,000

C. Global Semester Abroad

The Office of Study Abroad has prepared a detailed budget for 30 students studying in the China/India locations of the projected pilot program (on the accreditation website at https://sacs.duke.edu/qep/Global_Semester_Abroad_Budget_Template.pdf). We expect three such Global Semester Abroad programs to be running at one time by 2013-14. Unless expanded student participant numbers increase revenues, we will seek external funding to defray in the future the costs now committed as subsidies from central resources, and to make such enhancements as a group trip between sites if funding permits.

TABLE 5
Global Semester Abroad Budget

**TABLE 5: Global Semester
Abroad
(in Dollars)**

	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Expense Categories						
		1 program	2 programs	3 programs	3 programs	
Duke Staff Salaries		48,000	98,880	101,846	157,353	406,079
Graduate Teaching Assistants		30,000	61,800	63,654	98,345	253,799
Duke Faculty Cost		45,000	92,700	95,481	147,518	380,699
Fringe Benefits		20,460	42,148	43,412	67,071	173,091
Program Development Fund	30,000	30,000	30,000	30,000	0	120,000
Local Admin & Instructional Costs		99,000	207,900	218,295	343,815	869,010

Duke University

Travel & Accommodation		242,820	509,921	535,417	843,284	2,131,442
Other Program Expenses		87,500	183,750	192,938	303,876	768,064
Contingency		30,139	61,355	64,052	98,063	253,609
Overhead		117,018	245,738	258,025	406,389	1,027,170
Total Year's Cost	30,000	749,937	1,534,192	1,603,120	2,465,714	6,382,963
Tuition Revenue		585,090	1,228,689	1,290,123	2,031,944	5,135,846
Program Fees Revenue		75,000	157,500	165,375	260,466	658,341
University Subsidies	30,000	89,847	148,003	147,622	173,304	588,776
Total Program Revenue	30,000	749,937	1,534,192	1,603,120	2,465,714	6,382,963
Net Program Budget	0	0	0	0	0	0

D. Global Advising Program

Detailed explanations for the Global Advising Program budget are provided on the accreditation website (https://sacs.duke.edu/qep/Global_Advising_Program_Budget_Details.pdf). We have scaled back our original intention to hire four to five Global Advisors and are now planning for three at full implementation. An upcoming review of the undergraduate advising program will help to determine what the critical mass should be over time. In the meantime, we believe that two to three Global Advisors can make a difference in the ways discussed in the above sections on this program.

TABLE 6
Global Advising Program Budget

**Table III Global Advising Program
(in Dollars)**

Expense Categories	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Search	5,000	5,000	0	0	0	10000
Salaries & fringes, global advisors		134,000	201,000	201,000	201,000	737000
Staff support		55,000	55,000	55,000	55,000	220000
Programming and Advertising Website & tutorial, dev. & maint.		5,000	5,000	6,000	6,000	22000
Computers and Printers		10,000	2,500	2,500	2,500	17500
Supplies		4,500	1,500	0	0	6000
Assessment		1,200	1,300	1,300	1,300	5100
Total Year's Cost	5000	5,000	5,000	5,000	5,000	20000
Total Year's Cost	5000	219700	271300	270800	270800	1037600

TABLE 7
All Programs Budget

**TABLE 7: All Programs
(in Dollars)**

Expense Categories	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Winter Forum	100,000	139,000	147,000	172,000	172,000	730,000
Global Semester Abroad	30,000	749,937	1,534,192	1,603,120	2,465,714	6,382,963
Global Advising Program	5,000	219,700	271,300	270,800	270,800	1,037,600
Total Year's Cost	135,000	1,108,637	1,952,492	2,045,920	2,908,514	8,150,563
Tuition Revenue		585,090	1,228,689	1,290,123	2,031,944	5,135,846
Program Fees Revenue		75,000	157,500	165,375	260,466	658,341
University Subsidies	135,000	448,547	566,303	590,422	616,104	2,356,376
Total Program Revenue	135,000	1,108,637	1,952,492	2,045,920	2,908,514	8,150,563
Net Cost	0	0	0	0	0	0

X. Assessment

A. Introduction

Assessment of the QEP will be both formative and summative and will make use of multiple methodologies and direct and indirect measures. In addition, control group design will also be employed where appropriate and feasible. The assessment plan allows for triangulation of methodologies whenever possible. The plan will be implemented in concert with and as dictated by the implementation of the QEP programming. (See implementation timetable, section VII, above.) Assessment activities will address student learning outcomes and program-specific outcomes. Some assessment activities will be common to all three portions of the QEP, and some will be specific to an individual program or activity. A grid of the planned assessment activities can be found on the accreditation website and in Appendix L. (See https://sacs.duke.edu/gep/Assessment_Grid.pdf.) All assessment activities will be overseen by the QEP Implementation Committee (QIC), which is composed of administrators, faculty, students, staff, and university assessment personnel. The QIC will also review the entire assessment process on a regular basis, making recommendations for improvement of assessment activities and reporting to the university's Committee on Academic Assessment (CAA) and Committee on Assessment of Educational and Administrative Support (CAEAS), which are currently being formed to oversee assessment at Duke (as discussed in Duke's Focused Report on the accreditation website).

Below we present a restatement of the four main objectives of the QEP followed by four other sections as follows: The first three sections, all found under Section C, detail those assessment activities related to the Winter Forum, Global Semester Abroad, and Global Advising Program separately. Each section includes a specific set of student learning outcomes, identification of what overarching QEP objective(s) each outcome relates to, and then specific assessment activities related to each outcome. Section D details the assessment activities that will be used at various points across all three of the QEP components. Section E provides reporting protocols. As with all assessment plans, components may be changed as the formative assessment of the implementation process warrants.

B. Restatement of Goals

To reiterate our overarching goal for Duke's QEP: we aim to enhance our students' capacity for global citizenship. In this context, we define "capacity" as competence (knowing how to do something in theory) and capability (the ability to put competence into practice). We set the following four objectives for the QEP as a whole, three focused on student learning and the fourth more broadly on the learning community:

- 1) Knowledge: an awareness of significant contemporary issues and their scope, including the history, differences, and perspectives of different global regions and cultures;
- 2) Skills: the ability to engage positively with and learn from people of different backgrounds and in different environments;
- 3) Attitudes: self-awareness as both national and global citizen.
- 4) Group-identity (program objective): the development of bonds within the student body through shared experiences that will serve to strengthen the sense of Duke as a learning community.

C. Program Specific Assessment Plans

The assessment of all three programs will include both direct and indirect measures of student learning. In addition, pre-post and long-term follow-up study plans will be implemented. When applicable and feasible, a control group design will also be implemented. Again, an assessment grid for all three QEP programs—including objectives, outcomes, measures, and timeline—is found on the accreditation website (https://sacs.duke.edu/qep/Assessment_Grid.pdf) as well as in Appendix L.

1. Winter Forum

a. Student Learning Outcomes

Students will be able to:

- a) Evaluate a global issue from perspectives of multiple disciplines.
Relates to QEP Objectives: 1, 2
- b) Evaluate a global issue from multiple cultural perspectives.
Relates to QEP Objectives: 1, 2
- c) Engage in collaborative group work, centered on a global issue that serves to deepen their understanding of that issue.
Relates to QEP Objectives: 2, 4
- d) Relate the Winter Forum experience to classroom coursework and co-curricular experiences.
Relates to QEP Objectives: 2, 4

b. Assessment

- Student Presentations:** At the end of the Winter Forum, students will be expected to complete a group presentation that demonstrates their understanding, both across disciplines and across cultures, of the material covered in the Forum. To facilitate the cooperative learning aspects and to maximize the student learning from different disciplinary and cultural perspectives, careful planning will go into the makeup of each group. We will use rubric-based scoring by designated three-person committees for each presentation. At the beginning of the Forum, students will be provided a set of topic-relevant areas and issues (aligned with the four learning outcomes) that will need to be addressed in the end-of-Forum presentation. Rubrics will be developed by program coordinators and faculty to look at each of these general areas/issues for level of coverage, information brought to bear, and other relevant indicators in light of the specified learning objectives. (An example is attached as Appendix M. See the accreditation website [https://sacs.duke.edu/qep/Sample_Assessment_Rubrics.pdf] and the Trinity College Office of Assessment site [<http://www.assessment.aas.duke.edu>] for additional examples). Standards for individual group presentations as well as for the presentations as a whole will be determined in advance. At the end of the Winter Forum, each group will be provided with a composite performance report detailing strengths and weaknesses of the presentation in an effort to provide feedback on their learning about the topic.

Relates to Winter Forum Outcomes: a), b), c)
- Student Surveys:** Prior to the Winter Forum, students will be surveyed about expected gains in relation to the four learning outcomes as well as other topic-relevant issues. These surveys will be developed by the program coordinators in collaboration with the Office of Assessment, Trinity College. At the conclusion of the Winter Forum, students will be asked to assess their perceived gains. The surveys will be modeled on surveys used in existing programs at the university. This type of self-assessment of gains made is something that has been emphasized at Duke for the last decade. Students become practiced at this self-assessment via the course evaluation system as well as other programmatic surveys they complete. A summary of the overall pre- and post-survey results will be posted on the “Duke Public” page of the Office of Assessment website as one way to communicate the results to stakeholders.

Relates to Winter Forum Outcomes: a), b), c), d)
- Test of Student Knowledge:** Tests of student knowledge will be designed by the faculty and administered prior to participation in the Winter Forum. This test will include questions designed to elicit information about: the student's sense of the interdisciplinary and intercultural complexity of the issue; the student's factual knowledge in relation to the global issue that is the topic of the Forum; and the student's ability to engage in rigorous analytical thinking on the issue. To assure a high response rate, the pre-participation tests will be made part of the application for enrollment in the Forum. As a follow-up, two weeks after the end of the forum, the participants will be sent a complementary test via the Web. Completion of this post-test will be voluntary (although it could be modestly incentivized). It is expected that students will show increased knowledge and awareness of the issue at hand. This post-test would serve double duty. First, it can give the students immediate feedback concerning, for example, gains in their level of knowledge. In addition it can be used by the program coordinators to assess the

Winter Forum's impact on students as well as issues related to the program. Again, performance guidelines and targets will be developed in advance.

Relates to Winter Forum Outcomes: a), b)

- **Forum Activities Assessed by Rubric:** Trained raters will attend randomly selected activities (see pp. 18-19) and, using a standard rubric, will score the level at which the participants in the selected activity are actually integrating the stated learning outcomes into the activity. Rubrics will be developed by program coordinators and faculty based on the related learning outcomes and forum topic. Performance standards will be set in advance. To ensure consistency and reliability of scoring, training in development and use of rubrics by a cohort of raters (see section D below) will take place in the term leading up to the Forum. This cohort will most likely be made up of interested graduate students.

Relates to Winter Forum Outcomes: a), b), c)

At the mid-point of the spring term following the Forum, a report will be produced by the program coordinators and presented to the QIC. The report will detail each of the assessment activities' findings with specific regard to the student learning outcomes, and will include recommendations for assessment endeavors of the next forum.

2. Global Semester Abroad

a. Student Learning Outcomes

Students will demonstrate:

- a) Knowledge about the chosen global theme from a comparative perspective
Relates to QEP Objective: 1
- b) Ability to work and communicate successfully in multi-cultural settings and with diverse peoples.
Relates to QEP Objectives: 2, 3
- c) Cultural self-awareness.
Relates to QEP Objectives: 1, 2, 3
- d) Integration of the Global Semester Abroad experience into subsequent curricular and co-curricular activities.
Relates to QEP Objectives: 3, 4

b. Assessment

- **Test of Student Knowledge:** To assess student knowledge and understanding of global issues, a knowledge test will be designed by the program coordinator and faculty for administration to participants at the beginning and end of the program. This test will be constructed using comparative cultural perspectives to avoid one dominant cultural bias. The same test will be administered to a matched non-participant control group for comparison, to identify the program effects on student learning. The program coordinators and faculty will also determine, in advance, the expected success standards for both groups. Group and individual performance reports will be developed and given to participants.
Relates to GSA Outcome: a)
- **Standardized Psychometric Inventories:** Trinity College of Arts and Sciences is currently piloting the Global Perspectives Inventory (GPI) as well as the Intercultural

Development Inventory (IDI) in a broad assessment of its foreign language requirement. Other instruments under consideration are the Cross-Cultural Adaptability Inventory (CCAI) and the Global Mindset Inventory (GMI). We will make the final selection of the instruments that most closely align with the learning outcomes after we review the findings of the ongoing study of the foreign language requirement; this determination will occur in summer 2009. Students participating in the Global Semester Abroad will be required to take the chosen inventory the week prior to beginning the semester abroad and again within two weeks of their return from the semester abroad. We will also sample each first-year student cohort on this measure upon matriculation. This permits a three-point-in-time measurement for the Global Semester participants and a large group of non-participants from which to draw the appropriate control group for comparison. The GPI administration will be run by the Office of Assessment, Trinity College. All students who participate in the GPI will receive an individualized report detailing and interpreting their performance and will be invited to have an individual session with Office of Assessment personnel if they wish to discuss their results and thus obtain more in-depth feedback on their development. As with all results, summary information will be communicated via the public web pages of the Office of Assessment (Trinity College) site and will be used by Study Abroad and involved faculty to improve the program as necessary.

Relates to Global Semester Abroad Outcomes: a), b), c)

- **Global Semester Abroad Electronic Portfolio:** Currently being piloted at Duke, the e-portfolio will serve as a repository for coursework and reflection pieces demonstrating the attainment of knowledge, skills, and abilities as outlined in the program objective. Since students will continue to use the e-portfolio in other courses and programs after participation in the GSA, it will also be used to assess the level of integration of the Global Semester Abroad experience into subsequent curricular and co-curricular activities. Students and faculty will actively collaborate on determining which components should be placed in the portfolio. To enable pre/post comparisons, components could include reflective pieces in response to a standard prompt both at the beginning of the term and then at the end of the term. The portfolio and its contents, scored by trained raters, will be used in both formative and summative assessment activities. As stated below, in section D, ongoing workshops on rubric development and use and content rating of portfolios will be available for all faculty and instructors. Furthermore, training on the use of the portfolio will be available to students as well.

Relates to Global Semester Abroad Outcomes: a), b), c), d)

- **Student Surveys:** Prior to the Global Semester Abroad, students will be surveyed about expected gains in relation to the four learning outcomes as well as other topic-relevant issues. In addition, the survey will query the participants as to how they see themselves as part of a global community now and in the future. At the conclusion of the Global Semester Abroad, students will be asked to assess their perceived gains. The survey will be modeled on existing surveys used in the university's Study Abroad program, as well as surveys developed for use in our recently completed FIPSE-funded Research Service Learning initiative and ongoing Foreign Language Curriculum Requirement study. The web-based surveys will be administered by the Office of Assessment, Trinity College, and end-of-program reports will be provided by the office to the program coordinators. Overall summary pre- and post-survey results will be posted on the "Duke Public" page of the Office of Assessment Website.

Relates to Global Semester Abroad Outcomes: a), b), c), d)

After the mid-point of the semester following the semester abroad, the Global Semester Abroad program coordinator will submit a report of all assessment activities and outcomes to the QEP Implementation Committee (QIC). This report will include recommendations to that committee for program enhancements or changes that would aid in the attainment of the specified student learning outcomes.

3. Global Advising Program

a. Student Learning Outcomes

Students will demonstrate:

- a) Knowledge about global opportunities both on and off Duke's campus.
Relates to QEP Objective: 3
- b) Understanding of the importance of an international perspective by integrating one or more of Duke's international programs in their academic plan.
Relates to QEP Objectives: 1, 3, 4
- c) Understanding of the importance of preparation for taking full advantage of whatever global experience students undertake.
Relates to QEP Objectives: 2, 3

b. Assessment

- **Globalization Integration on Student Plan:** All students who engage in one or more individual, face-to-face meetings with a GAP advisor will be tagged and tracked as a unique cohort by the Office of Assessment. As part of the normal college level assessment activity of tracking standard socio-demographic and college assessment level benchmarking (GPA, Honors, Focus participation, Study Abroad participation, etc.), we will be able to do a matched sample of GAP and non-GAP participating students at various points in their tenure at Duke. Specifically we will pay particular attention to their academic plans and conduct a content analysis to determine if the number and constellation of activities such as study abroad, Global Semester Abroad, Winter Forum, DukeEngage, cross cultural inquiry courses, or the like differ between groups. This ongoing analysis will be carried out by the GAP advisors in concert with the Office of Institutional Research and the Office of Assessment, Trinity College. A report of the findings will be developed by the GAP coordinator and made available to the QIC.
Relates to GAP Outcomes: a), b), c)
- **Advising Survey Items:** Currently we have a cadre of advising surveys administered at various times during a student's time at Duke and after they graduate. The first survey is at the time of matriculation, designed to uncover student expectations of the advising milieu and what the Duke experience will be like. The survey at the time students declare their majors is designed to see if the expectations are in line with the actual experience. Students are also asked in their penultimate semester at Duke, in a survey focused on advising in the major, about their progress towards academic and personal goals. Finally, we administer an alumni advising survey twice, at the one-year and three-year points after graduation. We will add items regarding student perspectives on other cultures and cultural experiences to existing matriculation (expectations), declaration, and major surveys. We plan also to compile data from pertinent survey items in, and add appropriate comparison items to, current Study Abroad program assessment surveys, DukeEngage program assessments, Winter Forum, Global Semester Abroad, and university-administered Enrolled Student and Senior exit surveys. Of particular

importance will be items regarding participants' perception of how well they were prepared with respect to possible academic, emotional, intercultural, behavioral, and logistic challenges encountered. This information will be reported to the GAP coordinator along with the usual reporting schedule for these surveys. This information will act in both formative and summative ways, allowing the GAP program to get a snapshot of a student's perception of impact at multiple points in that student's time at Duke. We will also be able to compare and contrast the responses of those students who have engaged a GAP advisor and those who have not, to help determine effectiveness of the GAP. The surveys will be administered and reported to the GAP coordinator, as needed, by the same offices currently responsible for those duties. The GAP coordinator will make semi-annual reports to the QIC in the first year of the program, and annual reports in subsequent years.

Relates to GAP Outcomes: a), b), c), d)

- **Rubric completed by Advisors:** A rubric that assesses the students' emphasis on global issues when creating their academic plan will be incorporated into standard advising protocols by advisors at all levels, including the GAP advisors. This rubric can also be used to provide feedback to students for their academic and co-curricular planning. GAP advisors will participate in the proposed series of workshops for rubric development and use. (See section D, below.) In concert with the Office of Assessment, Trinity College, the GAP coordinator and advisors will outline what it means to demonstrate "buy-in" to a globalized approach to academic planning. This rubric will be made available to all advisors (with concomitant training sessions added to the current series of advisor training sessions) for their use in advising sessions. Again, a GAP-engaged versus non-GAP-engaged comparison can be made. The GAP coordinator will report on the findings bi-annually to the QIC and factor the findings into the practice of the GAP.

Relates to GAP Outcomes: b), c), d)

D. Common Assessment Activities

The following formative and summative assessment activities will be undertaken across all the programs as applicable. The results of these assessment activities will be made available to program coordinators and the QEP Implementation Committee at times prior to, during, and at the end of the programming. This feedback will allow the coordinators to determine if target populations are being included in specific programming as well as allow for the recommendation and implementation of any programmatic changes prior to the next program event or activity to ensure the continued improvement of student learning. These assessment activities will be carried out by the individual program coordinators with support from the applicable university office (Office of Assessment, Student Affairs; Office of Institutional Research; Office of Assessment, Trinity College). To that end, output assessments include the following:

Output Assessment

- **Numbers of Students Applying and Participating:** We will track the student cohorts participating in each of the programs as they matriculate through the university. This tracking will include breaking out student groups and years by use of socio-demographic data (ethnicity, gender, etc.) as well as other institutional markers (program, co-enrolled in other programs, graduation with distinction, etc.).

- **Number of Faculty Involved:** We will track faculty participating in each of the programs and activities. This tracking will include socio-demographic and other markers (department, tenure-track versus non-tenure track, length of time at university, etc.).
- **Number of Departments and Programs Involved:** We will track the departments and other university/college programs participating in each of the QEP programs.

Additions to Ongoing Assessment Activities:

- i. Institutional Data and Currently Administered Instruments:** We will continue our standard practice of tracking and using existing institutional data on academic performance and co-curricular activities and existing college and university-wide surveys (e.g., Enrolled Student, Senior Exit, Advising, and Alumni surveys). It has been the practice at Duke for the last decade to use assessment tools not only for information gathering but also for student education and self-reflection. Providing students with self-reflective questions and contextualized feedback allows them to reflect on where they stand relative to the issues addressed by that instrument. The QEP Implementation Committee (QIC), in collaboration with the survey administrators and program directors, will review these instruments to determine what information they can already provide about the effects of participation in QEP programs and determine what, if any, new items could be added to enhance assessment of the QEP. The tracking and reporting of institutional data as well as the administration of existing surveys will remain under the control of the offices in which each is currently housed (Office of Institutional Research and the Office of Assessment, Trinity College). Contextualized feedback will be given to students whenever appropriate so that they can continue to improve their own learning in these areas. Annual reports will be provided to the QIC.
- **Qualitative Assessment:** Similar to our current course evaluation process, we will gather data concerning the impact of the program components (e.g., speakers, location, topic, activities, etc.) on the program participants' perceptions of gains made in regard to the three general QEP student learning objectives and program objective. In addition, we will collect data (regarding clarity of materials and presentations, access to necessary computer facilities, adequate housing, and the like) to inform specific planning and program implementation and possible impacts on program-specific student learning outcomes. Similar to what we now do for our Duke supported study abroad programs,¹¹ as part of the assessment we will conduct evaluations of program content, such as faculty interaction/involvement, speakers, and the utility of materials. In addition we will assess the program on criteria such as the perceived efficiency of program administration, the effectiveness of communications, support staff, publications, advertising, logistics, etc. and relate these perceptions to perceived program effectiveness. This information will then be analyzed in concert with assessments of student learning to see what if any impact these variables are having on the programs' success in improving student learning. For example, in the GAP, we would look at the relationship between student's perception of quality and applicability of information provided by the GAP advisors prior to any globalization experience and the students' perceived gains in reference to the objectives set for the program.
 - **Standardized Psychometric Inventories:** To assess attainment of the overarching goal of Duke's QEP, to enhance our students' capacity for global citizenship, we will

¹¹ It is our current practice to administer both pre- and post-program surveys to all students participating in a Duke-in study abroad program. In addition to feedback on programmatic issues, the instruments gather data on perceived quality of program and courses. The instruments are currently under review by the Office of Assessment and the Office of Study Abroad Assessment Committee.

administer standardized psychometric inventories to all matriculating cohorts (or samples thereof) and follow these up with appropriate sub-group analyses. This will allow for a complete factorial comparison of all QEP program participants and appropriate control groups. The instruments used will assess some of the basic skills (critical reflection and ethical and moral reasoning) we feel are necessary to obtain the overarching goal, along with aspects of our students' intercultural competence development, specifically their ability to see the world from others' perspectives. The tools used will be:

For critical reflection, the Reasoning about Current Issues Inventory (RCI)
 For ethical and moral development, the Defining Issues Test (DIT-2)
 For Cultural Perspective-Taking, the Global Perspectives Inventory (GPI)

The use of these standardized instruments provides us with the ability to evaluate the impact of the specific programming on our students but also allows for the comparison of our results to nationally (and in most cases internationally) normed results.

- **Rubric Development and Scoring Training:** Beginning in the upcoming academic year (2009- 2010), the QIC, in collaboration with QEP program coordinators, faculty, and the Office of Assessment, Trinity College, will develop specific guidelines for prompts and rubrics targeted at each of the program-specific outcomes and overall objectives. This same group will also develop associated performance standards. The Office of Assessment, Trinity College, is now compiling a library of existing rubrics and prompts from current literature to aid in this development process. The assessment activities themselves (the scoring of deposited work) will be done by trained program faculty and scorers, to ensure interrater reliability. To ensure proper prompt and rubric use, training workshops in the development and application of rubrics will be developed and administered by the Office of Assessment (Trinity College) and the Office of Institutional Research (Office of the Provost) over the course of the next two academic years. These workshops will be open to all interested faculty and students. We will also, whenever possible, take advantage of the current faculty development workshop series administered by the Graduate School.
- **Six-month Follow-Up:** Integration of the QEP Components into the larger Duke community (e.g., by means of house courses, class projects, presentations, use of Cultural Fund and University Fund monies (<http://osaf.studentaffairs.duke.edu/funding/sources/index.html>), or the like will be assessed using institutional data, self report, and e-portfolio content analysis. At the end of the first term after a Winter Forum and Global Semester Abroad, we will assess the comprehensiveness of the data collected and make appropriate additions if necessary.
- **One-year Follow-Up:** same as at the six-month mark.

E. Reporting

In the first year of implementation of the QEP, the QEP Implementation Committee (QIC) will produce a biannual report to the provost and the requisite university assessment committee (Committee on Academic Assessment or the Committee on Assessment of Educational and Administrative Support) on the current state of QEP program implementation and any assessment findings; this report will contain recommendations for future planning and implementation. In subsequent years, this report will be made on an annual basis. Each report will have recommendations for adjusting assessment activities as necessary.

XI. Conclusion

Duke's Quality Enhancement Plan is complex and ambitious, featuring three distinct components, two curricular and one infrastructural. Yet the very complexity of our QEP is a sign of the vigor of Duke's many constituent parts: we are a multifaceted institution that emphasizes simultaneously our roles and responsibilities as an undergraduate liberal arts college, as an engineering school, as a research university, and as a university renowned for preparing post-baccalaureate students for a variety of professions. Furthermore, all three components of our QEP are unified by an overarching learning objective essential for the present and future—enhancing our students' capacity for global citizenship—and by an overall institutional objective of strengthening bonds within the student body. We firmly believe that our QEP will help Duke students to develop into world citizens who, at the same time, will always cherish their foundation at Duke. Although the recent, worsening economic climate has brought into ever sharper focus the ambitiousness of our QEP, it has also underscored the utter necessity of global citizenship.

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XIII. Appendices

Appendix A: Summary Timetable of QEP Development

- Fall 2006—leadership team constituted
- December 2006—first meeting of leadership team
- Fall 2006-spring 2007—presentations around campus to explain QEP and solicit topics; leadership team discusses “educating students for the world of the future”; case statements drafted; “blue sky conversations” held with students and faculty
- June 2007—accreditation orientation in Atlanta
- June 2007—topic selected by leadership team from among the 20-30 suggested: “Re-Imagining Liberal Arts Education in the 21st Century” (the topic suggested by the undergraduate member)
- July 2007—selection of QEP committee co-chairs
- August 2007—formation of QEP committee, in consultation with ECAC and approval of President and Provost
- Fall semester 2007—QEP committee meets every 3 weeks
 - Through October 2007, discussion of various articles on liberal education
 - Presentations by co-chairs and liaison to exec comm. of graduate faculty, GPSC, DSG, Library Council, plus informal discussions with non-committee colleagues and students
 - By end November 2007, 4 or 5 foci emerged as important for liberal education: critical thinking, interdisciplinarity, assessment of personal growth, post-Duke life, integration of undergrad and graduate/professional schools; global citizenship. four subcommittees formed: transition beyond the first year; junior/senior years including integration with grad/prof schools; four year overview; global citizenship.
- Spring semester 2008—QEP committee reviews subcommittee work and narrows focus to global citizenship as (1) important element of liberal education for living, learning, and working in 21st century; (2) aspects of “global citizenship” discussed and parsed out. Rationale for plan developed. Subcommittees formed to investigate possible components of preparing Duke undergraduates for global citizenship. All subcommittees to include consideration of elements deemed important: better integration of professional schools; vertical integration; co-curricular integration; fit with undergraduate majors
- May 2008—Three possibilities presented to leadership team: winter forum, global advising program, and better integration of international students. Global semester abroad mentioned at that time but not approved.
- September 2008—Leadership team approves three components of the global citizenship focus for QEP: winter forum, global semester abroad, and global advising program.
- Fall 2008—subcommittees work on fleshing out the three components, consulting with individuals and groups around campus; student focus groups held.
- Winter 2008/09—Drafts created and circulated; revisions made on basis of feedback.

Appendix B: Membership of Duke’s Leadership Team

- Richard H. Brodhead, president, chair
- Lee Baker, dean of academic affairs, Trinity College (added fall 2008)
- James Bettman, faculty, Fuqua School of Business

- Mary T. Boatwright, faculty in classical studies, Arts and Sciences, and co-chair of QEP committee
- Sally Deutsch, dean for social sciences, Arts and Sciences and faculty in history
- Peter Lange, provost
- Linda Franzoni, associate dean for undergraduate education, Pratt School of Engineering (replaced Laursen, July 1, 2008)
- Tod Laursen, Professor and Chair, Department of Mechanical Engineering and Materials Science, Pratt School of Engineering (stepped down from position and committee, July 1, 2008)
- Hof Milam, vice president for finance
- Larry Moneta, vice president for student affairs
- Stephen Nowicki, dean of undergraduate education and faculty in biology (replaced Thompson, July 1, 2008)
- Gautham Pandiyan, graduate student in molecular cancer biology
- Jim Roberts, executive vice provost for finance and administration
- Judith Ruderman, vice provost for academic and administrative services and liaison to SACS
- Robert Thompson, dean of Trinity College and vice provost for undergraduate education (left position and committee, June 30, 2008)
- Kevin Troy, Trinity College '09

Appendix C: List of Groups with whom Preliminary QEP Discussions were Held, Sept. 2006-June 2007

University Input Into Proposal and Selection of QEP Topics

Organization	Date
Provost's Staff	9/18/2006
Leadership Team	12/18/2006
Provost's Staff	1/8/2007
Deans Cabinet	1/8/2007
Academic Programs Committee	1/10/2007
Pratt School of Engineering: Directors of Undergraduate Studies	1/18/2007
Assessment Working Group	1/23/2007
Graduate and Professional Student Council	1/23/2007
Duke Student Government	1/24/2007
Compliance Certification Team	1/30/2007
Student Affairs Senior Leadership Team	1/31/2007
Arts and Sciences Council	2/8/2007
Alumni Board	2/10/2007
Provost's Staff	2/13/2007
Academic Council	2/22/2007
Board of Trustees, Faculty, Graduate, and Professional School Affairs Committee	2/23/2007
Board of Trustees, Undergraduate Affairs Committee	2/23/2007
Engineering Faculty Council	2/23/2007
Administrators of Continuing Education and Outreach Programs	2/26/2007
Law School Faculty	2/27/2007
Directors of Undergraduate Studies I	2/27/2007
Directors of Undergraduate Studies II	2/28/2007
Student Administrative Services:	3/9/2007

Duke University

Office of Undergraduate Financial Aid and Student Loans
Student Accounts/University Cashiering Office
Office of the University Registrar
SISS Office
DukeCard Office
Student Service Center
Office of Undergraduate Admissions
Financial aid, admissions and records staff from all graduate and professional schools

Provost's Staff	3/19/2007
Provost's Staff	3/26/2007
Provost's Staff	4/2/2007
Provost's Staff	4/9/2007
Leadership Team	4/27/2007
Provost's Staff	4/30/2007
Provost's Staff	5/5/2007
Provost's Staff	5/7/2007
Provost's Staff	5/14/2007
Dean of Students Office	5/15/2007
Provost's Staff	5/21/2007
"Blue Sky" conversation with faculty, students, staff	5/25/2007
"Blue Sky Conversation" #2, other faculty, students, staff	5/30/2007
Provost's Staff	6/4/2007
"Blue Sky Conversation" #3, graduate and undergraduate students	6/8/2007
Leadership Team	6/13/2007

Appendix D: Solicitation of QEP Topics, March 2007, Naming Topics to Date

Reaffirmation of Accreditation by the Commission on Colleges Southern Association of Colleges and Schools: Getting Started

Every decade, Duke University undergoes the process of re-affirming its accreditation by SACS, its regional accrediting body. The process is rigorous and lengthy, taking more than two years and involving all university constituencies.

In this, the first, re-accreditation of the twenty-first century, a noteworthy development on both the federal and state levels is an increased emphasis on assessment and accountability, especially of student learning outcomes. This emphasis is present in both prongs of SACS re-accreditation, the Compliance Certification Report and the Quality Enhancement Plan.

The latter, a self-study of no more than 75 pages of narrative, will center on student learning in whatever ways we seek to define and analyze it. Input on possible topics is now being solicited across Duke. *Your* feedback is valued and will be solicited at the upcoming meeting. Here are the topics proposed to date.

Quality Enhancement Plan Topics Proposed to Date

Transitions

- Making the Most of the Final Educational Year
 - Capstones
 - Career advising

- Central Campus
- Educating Students for the Work World of the Future
 - Education and “pre-professionalism”: mutually exclusive?
 - Making a difference for self and society
 - Work world needs skills built through
 - interdisciplinarity
 - internships
 - study abroad
 - liberal arts as “practical”
 - vocations and avocation; vocation vs. avocation
 - non-linear career paths

Education in/for the 21st Century

- Knowledge in service to society
 - Knowledge and Society—definitions, issues, and challenges
 - Faculty and translational research
 - Students and civic engagement
- Advancing Interdisciplinarity to Innovation
 - Interdisciplinarity as the engine of innovation
 - Inculcating in students the power to create
 - Mentorship and vertical innovation as vehicles for idea realization
 - Bringing ideas to the service of society
- The Research University and the Millennial Student
 - Changing demographics
 - Media-exposed modes of learning
 - Enhancing the “fit” between undergraduates today and the environment we create for them
 - Ways we teach
 - How we house
 - How we create faculty-student interactions
- Liberal Education in the 21st Century

Student development

- Educating the Whole Student
 - Integrating ethics education
 - Attending to mental and physical health
 - Building leadership skills
 - Central Campus and other residential components
 - Career services
 - Service to society
 - Lifelong learning
- Enhancing Interactions Between Graduate Students and Undergraduates
 - Classroom teaching and learning
 - Research teams
 - Residential life
 - Career preparation
- Campus community as it Affects Student Learning

Infrastructure Issues:

- Creating a More Adequate Infrastructure for Research and Teaching (facilities, etc.)
- Maximizing the Effectiveness of Central Campus as a Living and Learning Environment
- “Urban planning” for Campus as a Whole

Topics suggested as stand alones that could be part of any final choice

- Student engagement in learning (critical piece)
- Best practice teaching
- Globalization
- The arts
- Diversity: How to think about it in the 21st century
- Integrating disciplinary and interdisciplinary learning

Miscellaneous

- Cross-Institutional Partnerships
- Balancing Academics and Athletics

Thank you for considering these topics, for providing your thoughts about their suitability, and for proposing additional topics as you see fit.

Judith Ruderman, Vice Provost for Academic and Administrative Services, Liaison to SACS

Appendix E: QEP Committee Membership

- Owen Astrachan, faculty, computer science, Arts and Sciences
- Lee Baker, dean of academic affairs, Trinity College (replaced Thompson, summer 2008)
- John Board, faculty, electrical and computer engineering, Pratt School of Engineering
- Mary (Tolly) Boatwright (co-chair), faculty, classical studies, Arts and Sciences
- Crystal Brown, chair of Graduate and Professional Student Association (GPSC) and student, School of Law (graduated May 2008; replaced by Duncan)
- Dona Chikaraishi, faculty in neurobiology, School of Medicine
- Doriane Coleman, faculty in School of Law
- John Coleman, faculty in Fuqua School of Business
- Harris Cooper, faculty in education and psychology, Arts and Sciences
- Alvin Crumbliss, dean of sciences, Arts and Sciences, and faculty in chemistry
- Sheila Curran, director, Career Center (left Duke June 2008)
- Alethea Duncan, chair of Graduate and Professional Student Association (GPSC) and graduate student, chemistry (replaced Brown, spring 2008)
- Thomas Ferraro, faculty in English, Arts and Sciences (off campus summer-fall 2008)
- Curtis Freeman, faculty in Divinity School
- Judith Hays, faculty, Center for the Study of Aging & Human Development and School of Nursing (on leave as of fall 2008)
- Elizabeth Holmberg, Duke alumna and graduate student in psychology, Arts and Sciences
- Matthew Hurst, student, School of Law
- Susan M. Jones (assistant to the committee), Office of the Provost

- Prasad Kasibhatla (co-chair), faculty, Nicholas School of the Environment and Pratt School of Engineering
- Daniel Kimberg, Duke alumnus (T '06), director of Student U. (local non-profit)
- Lori Leachman, faculty in economics, Arts and Sciences
- Stephen Nowicki, dean of undergraduate education and faculty in biology
- Awo Nur, undergraduate, Trinity College '10 (abroad fall 2008)
- Judith Ruderman, Duke University liaison to SACS, vice provost for academic and administrative services, and adjunct faculty in English
- Lori Setton, faculty in biomedical engineering
- Suzanne Shanahan, chair of Arts and Sciences Council, associate director of Kenan Institute for Ethics, and faculty in sociology, Arts and Sciences
- Robert Thompson, dean of Trinity College and vice provost for undergraduate education (left position and committee, June 30, 2008)
- Kevin Troy, undergraduate, Trinity College '09
- Erika Weinthal, faculty, Nicholas School of the Environment

Appendix F: "Global" Opportunities at Duke University

Name:	Contact Person / Information:	Website / URL:
Angier B. Duke Memorial Scholarship Program	Alexander Rosenberg / 660.2430 / rosenberg@abduke.org	http://www.abduke.org/index.aspx
Asian Pacific Studies Institute	Cindy Carlson / 684.2604 / cindyh@duke.edu	http://www.duke.edu/APSI/grants/undergrads.html
Baldwin Scholars	Colleen Scott / 684-6579 / colleen.scott@duke.edu	http://baldwinscholars.duke.edu/program/junior
Benenson Awards in the Arts	Deborah Wahl / 684.6536 / deborah.wahl@duke.edu	http://undergraduateresearch.duke.edu/programs?id=7
The Berlin Project	William Donahue / 660.3089 / wcd2@duke.edu	http://www.aas.duke.edu/trinityresearch/berlin_project_07.htm
B.N. Duke Scholarship Program	Donald Taylor, Jr. / 660.2429 / don.taylor@duke.edu	http://www.bnduke.org/SummersOfService.aspx
Davies Fellowships	Lori Leachman / 660.6894 / Leachman@econ.duke.edu	http://www.econ.duke.edu/ecoteach/undergrad/research.php#davies
Dean's Summer Research Fellowships	Dean Mary Nijhout / 684.6536 / mary.nijhout@duke.edu	http://undergraduateresearch.duke.edu/programs?id=6
DukeEngage	Annie Kao / 660.3226 / annie.kao@duke.edu	http://dukeengage.duke.edu/

Duke Global Health Initiative Student Grants	Lisa Croucher / 681.7716 / lisa.croucher@duke.edu	http://globalhealth.duke.edu/funding/dghi-funding
Duke U. Center for International Studies Overseas Summer Research Awards	Nancy Hare Robbins / 684.6454 / nancy.robbs@duke.edu	http://ducis.jhfc.duke.edu/funding/undergraduate-funding
Engineering World Health Summer Institute	Michelle Garst / 660.5181 / michelle.garst@duke.edu	http://www.ewh.org/summer/index.php
Hart Leadership Program	Trisha Bailey / 613-7406 / tab16@duke.edu	http://www.pubpol.duke.edu/centers/hlp/programs/fellows/overview.html
International Comparative Studies	Dr. Marcy Litle / 660.4353 / marcy.litle@duke.edu	http://www.jhfc.duke.edu/ics/
John Hope Franklin Student Documentary Awards	Tom Rankin / 660-3663 / docstudies@duke.edu	http://cds.aas.duke.edu/jhf/index.html
Latino/a Studies Program Undergraduate Research Awards	Jenny Snead Williams / 684.4375 / jennysw@duke.edu	http://latino.aas.duke.edu/academics/funding.php
Latino/a Studies Conference Travel Awards	Jenny Snead Williams / 684.4375 / jennysw@duke.edu	http://latino.aas.duke.edu/academics/funding.php
Pratt School of Engineering International Honors Program	Miguel A. Medina, Jr., Ph.D. / 660 5195 / miguel.medina@duke.edu	http://ceeweb.egr.duke.edu/~medina/IHP/
Robertson Scholars Program	Vicki Stocking, Ph.D. / 668.3371 / vicki.stocking@duke.edu	http://www.robertsonscholars.org/index.php?type=dynamic&source=homepage
See! The World	Sally Ong / so27@duke.edu // Lisett Babaian / lmb24@duke.edu	http://www.duke.edu/web/seetheworld/index.html
Students of the World	Margo Hoyler / mmh19@duke.edu	http://www.duke.edu/web/sow/

Study Abroad	Margaret Riley / 684.2174 / mriley@duke.edu	http://studyabroad.duke.edu/
SXL (Program in the Study of Sexualities at Duke)	Ara Wilson / 684.3770 / ara.wilson@duke.edu	http://sxl.aas.duke.edu/
University Scholars Program	Victoria Lodewick / 684.5202 / victori.lodewick@duke.edu	http://www.duke.edu/web/usp/index.html
Women's Studies At Duke	Melanie Mitchell / 684.3655 / melanie.mitchell@duke.edu	http://www.duke.edu/womstud/index2.html

Appendix G: Presentations to Units, Process of Development of Selected QEP Topic, July 2007-December 2008

University Input Into Development of the QEP Topic

Organization	Date
Provost's Staff	7/9/2007
	7/23/2007
	9/12/2007
Board of Trustees, Faculty, Graduate, and Professional Affairs Committee	9/28/2007
Student Affairs, senior leadership	10/10/2007
Executive Committee, Graduate School	10/16/2007
Graduate and Professional Student Council	10/30/2007
Duke Student Government	11/7/2007
Library Advisory Board	11/9/2007
InterCampus Council	11/26/2007
Leadership Team	11/26/2007
Board of Trustees, Faculty, Graduate, and Profession School Affairs	12/7/2007
Leadership Team	2/1/2008
Arts and Sciences Council	2/14/2008
Executive Committee, Academic Council	2/20/2008
Academic Council	2/21/2008
Board of Trustees, Faculty, Graduate, and Professional School Affairs	2/29/2008
Board of Trustees, Undergraduate Affairs	2/29/2008
Leadership Team	3/4/2008
International Affairs Committee	4/16/2008
Leadership Team	9/15/2008
Deans Cabinet	9/29/2008
Directors' Council for University Institutes and Centers	10/6/2008
Arts and Sciences Council	10/16/2008
Duke Student Government	10/22/2008
Engineering Undergrads, Study Abroad Session	10/22/2008
Arts & Sciences Council Study Abroad Committee	10/30/2008
Directors' Council for University Institutes and Centers	11/3/2008
Student Affairs, Senior Leadership	

	11/5/2008
Academic Programs Committee	11/5/2008
Undergraduate Focus Groups	11/5/2008
	11/6/2008
	11/7/2008
	11/10/2008
Academic Council	11/20/2008
Board of Trustees, Joint Meeting of Committees	12/5/2008
Academic Council Committee on Undergraduate Education	12/8/2008

Appendix H: Duke Faculty and Staff Consultants to the QEP Subcommittees in Development of Winter Forum, Global Semester Abroad, and Global Advising Program

- Todd Adams - associate dean of students
- Ed Buckley - vice dean for medical education, School of Medicine
- Li-Chen Chin - director, International House
- Lisa Croucher - assistant director, Global Health Institute
- Rachel Davies - assistant director, alumni lifelong learning, Alumni Affairs
- Darla Deardorff - executive director, Association of International Education Administrators
- Linda Franzoni - professor, mechanical engineering and material science, associate dean for undergraduate education, Pratt School of Engineering
- John Gallagher – associate dean, Fuqua School of Business
- Jehanne Gheith – associate professor, Slavic and Eurasian Studies, director International Comparative Area Studies
- Joe Gonzalez - associate dean, Residential Life
- Marianne Hassan - associate dean, Pratt School of Engineering
- Eddie Hull - director, Residential Life & Housing Services
- David Jamieson-Drake - director, Institutional Research, Provost's Office
- Jiali Luo - higher education analyst, Provost's Office
- Amanda Kelso - associate director, Study Abroad
- Anirudh Krishna - associate professor, public policy studies
- Bruce Kuniholm – director, Sanford Institute of Public Policy Studies
- David Lapinski - associate director, external relations, Career Center
- Marcy Litle – co-director, international comparative area Studies major
- Elaine Madison - director, Community Service Center
- Robert Malkin - professor, biomedical engineering
- Mike Merson - director, Global Health Institute
- Gil Merx - vice provost, international affairs, Provost's Office
- Eric Mlyn - director, DukeEngage
- Larry Moneta - vice president, Student Affairs
- Phil Morgan, director, Social Sciences Research Institute
- Seun Olamosu - assistant director of training and outreach, International House
- Tim Profeta – director, Nicholas Institute
- Michele Rasmussen – associate dean, Trinity College
- Margaret Riley – director, Study Abroad
- Susan Roth – vice provost for interdisciplinary studies, Provost's Office
- Blair Sheppard – dean, Fuqua School of Business
- Sterly Wilder – executive director, Alumni Affairs

- Lee Willard – sr. associate dean for academic planning, Arts and Sciences
- R. Sanders Williams – sr. vice chancellor and sr. advisor for international strategy, Medical School
- William Wright-Swadel, director, Career Center

Appendix I: Comparative Global Issues Study Abroad programs Around the Country (included separately with hard copy QEP)

Appendix J: Letter of Support from Pratt School Dean for the Global Semester Abroad

Peter Lange, Ph.D
Provost
122 Allen Building
Duke University

Dear Peter:

It is my pleasure to provide you with this letter of support and participation in Duke's new initiative to develop and implement a comparative global study abroad program (GSA). The Pratt School will commit to the development of a GSA that is aimed at enrolling engineering undergraduates. In a world of increasing social, economic, and ecological interdependence, few educational opportunities could have a more profound impact than increasing global literacy, cultural awareness, and foreign language skills of US students. The Pratt School of Engineering fully endorses the concept of our students studying abroad. While the curriculum for engineering majors is demanding and full of required sequential courses, our students and faculty have found a variety of mechanisms for studying abroad; in fact, you'll find that each of our four engineering departments routinely sends its students abroad and actively works with its students to develop study abroad plans. As a result, Duke is one of only a handful of engineering schools realizing significant success in fostering international study. More than 27% of our engineering students study abroad, compared to the national average of 2.2%. This trend is steadily increasing each year.

The nation, now more than ever, needs engineers who are dynamic thinkers, skilled problem solvers, and capable of taking the lead in helping resolve some of society's most pressing problems. Our goal at Pratt is to educate world class engineers who have an understanding of the global context for technical work, put into practice through service learning, outreach, and study abroad. International study is an important step to improving our students' ability to thrive in today's international economy.

In the last four years, the largest numbers of Pratt students studying abroad went to the United Kingdom and Australia. We have had students study in other countries such as Turkey, Spain, Italy, and Germany. In the spring of 2007, a new offering in the Duke in Berlin program was launched that is specifically targeted for engineers, featuring intensive language training and the opportunity to study engineering in the Technical University of Berlin. This effort represents the sort of initiatives we are pursuing to further expand our offerings in non-English speaking countries, and to integrate engineering study with broad-based cultural and liberal education. I challenge Pratt faculty and students to explore other cultures and countries that make sense to their interests and personal goals for the future. The University's GSA initiative will provide an opportunity for us to add a comparative component to the students' experiences which will make for a valuable lifetime experience. Toward this end, I am pleased to have the leadership talents of Lori Setton, Linda Franzoni, and Marianne Hassan who will form a working group of faculty to brainstorm over the Spring term.

On behalf of the Pratt School faculty, we look forward to participating in this effort.

Sincerely,



Thomas Katsouleas
Professor and Dean

Appendix K: Potential Undergraduate Schedules for Representative Student-athletes Engaging in Global Experiences (highlighted in blue)

Schedule 1: Varsity soccer player (fall sport)

Varsity soccer players have no athletic obligations to Duke over the summer, although they do return to campus 1-2 weeks before the start of the fall semester to begin preseason training. Some players who aspire to play professionally after they graduate will participate in the Professional Development League in the United States, and they also have the option of participating in preseason training with a professional club overseas. This athletic experience can follow a 4-5 week term of summer study abroad.

Year	Term	Courses (four per semester, up to two in the summer)			
First-Year	<i>Fall</i>	Writing 20	elective	elective	elective
	<i>Spring</i>	Freshman seminar	elective	elective	elective
	<i>Summer</i>	Summer session, Term 1 (up to two courses) Pre-season training			
Sophomore	<i>Fall</i>	Foreign Language	Major course	elective	elective
	<i>Spring</i>	Foreign Language	Major course	elective	elective
	<i>Summer</i>	Summer study abroad, Term 1 (4 weeks) Train/play with European football (=soccer) club Pre-season training			
Junior	<i>Fall</i>	Major course	Major course	elective	elective
	<i>Spring</i>	Major course	Major course	elective	elective
	<i>Summer</i>	Professional Development League (USA) Pre-season training			
Senior	<i>Fall</i>	Major course	Major course	elective	elective
	<i>Spring</i>	Major course	Major course	elective	elective

Schedule 2: Varsity baseball player (spring/summer sport)

Because post-season play extends well beyond the end of the spring semester, baseball players are typically restricted in the scope of their summer activities, especially in May and June. Players who do not plan on playing professionally could participate in a summer term 2 study abroad program of 4-5 weeks. Many players, however, will opt to play in a semi-pro league during their undergraduate summers. These students could have a global experience through participation in the Winter Forum, at the midpoint of their sophomore, junior or senior year.

Year	Term	Courses (four per semester, up to two in the summer)			
First-Year	<i>Fall</i>	Writing 20	Foreign Language	elective	elective
	<i>Spring</i>	Freshman seminar	Foreign Language	elective	elective
	<i>Summer</i>	Post-season play Semi-professional baseball leagues			
Sophomore	<i>Fall</i>	Major Course	Foreign Language	elective	elective
	<i>Spring</i>	Major Course	elective	elective	elective
	<i>Summer</i>	Post-season play Semi-professional baseball leagues			
Junior	<i>Fall</i>	Major course	Major course	elective	elective
	Winter Break	Winter Forum (2.5 days)			
	<i>Spring</i>	Major course	Major course	elective	elective
	<i>Summer</i>	Post-season play Semi-professional baseball leagues			
Senior	<i>Fall</i>	Major course	Major course	elective	elective
	<i>Spring</i>	Major course	Major course	elective	elective

Schedule 3: Varsity football player (fall sport)

First-year football players typically matriculate as Duke students during summer term 2 and complete two courses before the traditional beginning of the freshman year in August. Student-athletes on the football teams usually attend Duke summer session and take up to 4 courses after their first and second years. They could include a global experience like DukeEngage, study abroad or an internship during the first 5-8 weeks of the summer after their sophomore or junior years.

Year	Term	Courses (four per semester, up to two in the summer)			
First-Year	<i>Summer</i>	Writing 10	Freshman seminar		
	<i>Fall</i>	Writing 20	elective	elective	elective
	<i>Spring</i>	elective	elective	elective	elective
	<i>Summer</i>	Summer session, Term 1 (Foreign Language + elective) Summer session, Term 2 (Foreign Language + elective) Pre-season training			
Sophomore	<i>Fall</i>	Foreign Language	Major Course	elective	elective
	<i>Spring</i>	Major Course	elective	elective	elective
	<i>Summer</i>	Summer session, Term 1 (up to two courses) Summer session, Term 2 (up to two courses) Pre-season training			
Junior	<i>Fall</i>	Major course	Major course	elective	elective
	<i>Spring</i>	Major course	Major course	elective	elective
	<i>Summer</i>	DukeEngage Preseason training			
Senior	<i>Fall</i>	Major course	Major course	elective	elective
	<i>Spring</i>	Major course	Major course	elective	elective

Appendix L: Assessment Grid

	Specific Learning Outcomes	Overall Program Objectives				Measures	Direct Measure	Indirect Measure	Date	Timeline Details	Implementation Details
		Knowledge	Skill	Self Concept	Program Objective						
WINTER FORUM To be initiated January 2010, held annually	a) Evaluate a global issue from perspectives of multiple disciplines	X	X			Student Presentations	X		Jan-10	Annually, completed at Winter Forum	Student's will work in groups, and make a presentation at the conclusion of the WF
						Student Surveys		X	Jan-10	Annually, completed immediately prior and after Winter Forum	Pre and Post surveys will assess student perceived gains from the WF
						Test of Student Knowledge	X		Jan-10	Annually, completed immediately prior and after Winter Forum	Pre and Post tests will assess student knowledge gained from WF
						Forum Activities Assessed by Rubric	X		Jan-10	Annually, completed at Winter Forum	Trained raters will assess activities based on a rubric
	b) Evaluate a global issue from multiple cultural perspectives	X	X			Student Presentations	X		Jan-10	Annually, completed at Winter Forum	Student's will work in groups, and make a presentation at the conclusion of the WF
						Student Surveys		X	Jan-10	Annually, completed immediately prior and after Winter Forum	Pre and Post surveys will assess student perceived gains from the WF

					Test of Student Knowledge	X		Jan-10	Annually, completed immediately prior and after Winter Forum	Pre and Post tests will assess student knowledge gained from WF	
					Forum Activities Assessed by Rubric	X		Jan-10	Annually, completed at Winter Forum	Trained raters will assess activities based on a rubric	
	c) Engage in collaborative group work, centered on a global issue that serves to deepen their understanding of that issue.			X	X	Student Presentations	X		Jan-10	Annually, completed at Winter Forum	Student's will work in groups, and make a presentation at the conclusion of the WF
						Student Surveys		X	Jan-10	Annually, completed immediately prior and after Winter Forum	Pre and Post surveys will assess student perceived gains from the WF
						Forum Activities Assessed by Rubric	X		Jan-10	Annually, completed at Winter Forum	Trained raters will assess activities based on a rubric
	d) Relate Winter Forum experience to classroom coursework and co-curricular activities			X	X	Student Surveys			Jan-10	Annually, completed immediately prior and after Winter Forum	Pre and Post surveys will assess student perceived gains from the WF
	GLOBAL SEMESTER ABROAD to be initiated Spring 2010, and continued annually					Test of Student Knowledge			Jan-11	Annually, completed immediately prior and after Semester Abroad	Pre and post test will assess student knowledge gained from GSA
		a) Knowledge about the chosen global theme from a comparative perspective	X			Standardized Psychometric Inventories	X	X		Annually, ongoing assessment	Duke is in the process of piloting these inventories for use on the undergraduate population
						GSA Portfolio	X			Jun-11	compiled during spring semester abroad, and assessed annually at conclusion of program

GLOBAL ADVISING PROGRAM To be initiated Fall 2009 and ongoing	b) Ability to work and communicate successfully in multi-cultural settings and with diverse peoples.		X	X	Standardized Psychometric Inventories	X	X	Annually, ongoing assessment	Duke is in the process of piloting these inventories for use on the undergraduate population	
					GSA Portfolio	X	Jun-11	compiled during spring semester abroad, and assessed annually at conclusion of program	Portfolios are currently being developed for the undergraduate population, and will be examined across the QEP programs.	
	c) Cultural self-awareness.				Test of Student Knowledge		X	Jan-11	Annually, completed immediately prior and after Semester Abroad	Pre and post test will assess student knowledge gained from GSA
		X	X	X	Standardized Psychometric Inventories	X	X	Annually, ongoing assessment	Duke is in the process of piloting these inventories for use on the undergraduate population	
					GSA Portfolio	X	Jun-11	compiled during spring semester abroad, and assessed annually at conclusion of program	Portfolios are currently being developed for the undergraduate population, and will be examined across the QEP programs.	
	d) Integration of the Global Semester Abroad experience into subsequent curricular and co-curricular activities.			X	X	GSA Portfolio	X	Jul-11	compiled during spring semester abroad, and assessed annually at conclusion of program	Portfolios are currently being developed for the undergraduate population, and will be examined across the QEP programs.
	a) Knowledge about global opportunities both on and off Duke's campus.					Global Integration on Student Plan	X		Annually, ongoing assessment	To be assessed by advisors
				X		Survey Items on Existing Surveys		X	Annually, ongoing assessment	Additional items may be added to existing survey tools at the university. Existing items will continue to be tracked, examining for differences in QEP participants

Duke University

b) Understanding of the importance of an international perspective by integrating one or more of Duke's international programs in their academic plan.	X			Global Integration on Student Plan	X		Annually, ongoing assessment	To be assessed by advisors
				Survey Items on Existing Surveys		X	Annually, ongoing assessment	Additional items may be added to existing survey tools at the university. Existing items will continue to be tracked, examining for differences in QEP participants
				Rubric completed by Advisors and DUS's	X		Annually, ongoing assessment	To be assessed by advisors
c) Understanding of the importance of preparation for taking full advantage of whatever global experience students undertake.			X	Global Integration on Student Plan	X		Annually, ongoing assessment	To be assessed by advisors
			Survey Items on Existing Surveys		X	Annually, ongoing assessment	Additional items may be added to existing survey tools at the university. Existing items will continue to be tracked, examining for differences in QEP participants	
			Rubric completed by Advisors and DUS's	X		Annually, ongoing assessment	To be assessed by advisors	

Appendix M: Sample Rubric on Global Awareness

Global Perspective Rubrics
Linked ability: Communication

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions
2. Demonstrate knowledge of cultural, social, religious, and linguistic differences
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions

Given a specific case or assignment, the student will be able to

6- Exemplary Achievement	<ul style="list-style-type: none"> • Clearly and completely Identify a wide range of political, economic, and cultural elements which have historically influenced relations of the states and societies in that specific case. • Clearly and completely Identify a wide range of political, economic, and cultural elements influencing relations of those states and societies today. • Analyze the political, economic, and cultural elements which have historically influenced relations of those states and societies accurately and completely. • Analyze the political, economic, and cultural elements which influence relations of those states and societies today accurately and completely. • Communicates thinking process clearly with originality
5- Commendable Achievement	<ul style="list-style-type: none"> • Clearly but less completely than a "6" identify a wide range of political, economic, and cultural elements which have historically influenced relations of the states and societies in that specific case. • Clearly but less completely than a "6" identify a wide range of political, economic, and cultural elements influencing relations of those states and societies today. • Analyze the political, economic, and cultural elements which have historically influenced relations of those states and societies accurately but less completely than a "6" • Analyze the political, economic, and cultural elements which influence relations of those states and societies today accurately but less completely than a "6" • Communicates effectively most of the thinking process

4- Adequate Achievement	<ul style="list-style-type: none"> • Identify a range of political, economic, and cultural elements which have historically influenced relations of the states and societies in that specific case. • Identify a range of political, economic, and cultural elements influencing relations of those states and societies today • Analyze the political, economic, and cultural elements which have historically influenced relations of those states and societies in a general way, but in less detail than a "5". • Analyze the political, economic, and cultural elements which influence relations of those states and societies today in a general way, but in less detail than a "5" • Communicates thinking process on a limited basis
3- Some Evidence of Achievement	<ul style="list-style-type: none"> • Identify some political, economic, and cultural elements which have historically influenced relations of the states and societies in that specific case. • Identify some political, economic, and cultural elements influencing relations of those states and societies today • Analyze the political, economic, and cultural elements which have historically influenced relations of those states and societies, but the analysis may be vague or incomplete • Analyze the political, economic, and cultural elements which influence relations of those states and societies today, but the analysis may be vague or incomplete • Communicates thinking process on a limited basis
2-Limited Evidence of Achievement	<ul style="list-style-type: none"> • Identify only one or two of the political, economic, and cultural elements which have historically influenced relations of the states and societies in that specific case. • Identify only one or two of the political, economic, and cultural elements influencing relations of those states and societies today • Analyze the political, economic, and cultural elements which have historically influenced relations of those states and societies, but the analysis is inaccurate or incomplete • Analyze the political, economic, and cultural elements which influence relations of those states and societies today, but the analysis is inaccurate or incomplete. • Communicates little of thinking process

1- Minimal Evidence of Achievement	<ul style="list-style-type: none"> • Identify none of, or inaccurately identify, the political, economic, and cultural elements which have historically influenced relations of the states and societies in that specific case. • Identify none of, or inaccurately identify, the political, economic, and cultural elements influencing relations of those states and societies today • Does not analyze the political, economic, and cultural elements which have historically influenced relations of those states and societies, or the analysis is inaccurate • Does not analyze the political, economic, and cultural elements which influence relations of those states and societies today, or the analysis is inaccurate. • Does not communicate thinking process
0- No response	<ul style="list-style-type: none"> • Response is off task, or is too minimal to respond to in a meaningful way

Demonstrate knowledge of cultural, social, religious, and linguistic differences

Given a specific case or instance, the student will

6 Exemplary Achievement	<ul style="list-style-type: none"> • Clearly and precisely identify a wide range of cultural, social, religious, and linguistic differences in relationship to that specific case • Reflect on the implications of these differences for that specific case clearly, accurately, and completely.
5-Commendable Achievement	<ul style="list-style-type: none"> • Clearly and precisely identify a wide range of cultural, social, religious, and linguistic differences in relationship to that specific case, but with less richness of detail and content mastery than a 6 • Reflect on the implications of these differences for that specific case clearly, accurately, and completely
4- Adequate Achievement	<ul style="list-style-type: none"> • Clearly identify cultural, social, religious, and linguistic differences in relationship to that specific case, but in a more general way than a 5 or 6 • Accurately reflect on the implications of these differences for that specific case, but analysis is less complete or clear than a "5" or "6"
3- Some Evidence of Achievement	<ul style="list-style-type: none"> • Identify only some of the cultural, social, religious, and linguistic differences in relationship to that specific case • Reflect on the implications of these differences for the specific case somewhat accurately, but in a general way.
2-Limited Evidence of Achievement	<ul style="list-style-type: none"> • Identify only some of the cultural, social, religious, and linguistic differences in relationship to that specific case, or identifies them inaccurately • Reflect on the implications of these differences for the specific case, but analysis may be somewhat inaccurate or illogical.
1- Minimal Evidence of Achievement	<ul style="list-style-type: none"> • Does not identify cultural, social, religious, and linguistic differences accurately as they pertain to the specific case. • Does not reflect on the implications of these differences for the specific case, or analysis is inaccurate or illogical
0- No response	<ul style="list-style-type: none"> • Response is off task, or is too minimal to respond to in a meaningful way

Understand the role of a world citizen and the responsibility world citizens share for their common global future.

When prompted, the student will be able to:

6 Exemplary Achievement	<ul style="list-style-type: none"> Identify a wide variety of roles we play as global citizens clearly and precisely Identify a wide variety of ways to exercise responsibilities of citizenship clearly and precisely Reflect clearly and accurately on the importance of these roles and responsibilities for the global future
5-Commendable Achievement	<ul style="list-style-type: none"> Identify a wide variety of roles we play as global citizens clearly and precisely Identify a wide variety of ways to exercise responsibilities of citizenship clearly and precisely Reflect clearly and accurately on the importance of these roles and responsibilities for the global future, but with less detail than a "6"
4- Adequate Achievement	<ul style="list-style-type: none"> Identify a number of roles we play as global citizens clearly and precisely Identify a number of ways to exercise responsibilities of citizenship clearly and precisely Reflect on the importance of these roles and responsibilities for the global future, but in a general way, with less detail than a "5"
3- Some Evidence of Achievement	<ul style="list-style-type: none"> Identify some of the roles of global citizens Identify some ways to exercise responsibilities of citizenship Reflects on importance of rights and responsibilities in an incomplete, partial, or occasionally inaccurate way
2-Limited Evidence of Achievement	<ul style="list-style-type: none"> Identify only one or two of the roles of citizens Identify only one or two ways to exercise responsibilities of citizenship Does not reflect on the importance of rights and responsibilities to society, or does so in an incomplete or generally inaccurate way
1- Minimal Evidence of Achievement	<ul style="list-style-type: none"> Identify no roles of citizens Identify no ways to exercise responsibilities of citizenship Does not reflect on the importance of rights and responsibilities of citizenship, or does so in an inaccurate way
0- No response	<ul style="list-style-type: none"> Response is off task, or is too minimal to respond to in a meaningful way

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