Team 4: Preparing Global Citizens and Leaders

Executive Summary

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One of the biggest changes for the U.S. education system between the end of the 20th century and the beginning of the 21st century has been the emergence of the responsibility to prepare every citizen to function within and productively contribute to a globally interdependent world. Members of society can no longer afford to remain ignorant of how their local choices are affected by, and in turn, profoundly affect events all around the globe. For its own part, the University of Wisconsin-Madison has accepted its responsibility as a leading *public* university by embracing the *Wisconsin Idea*[1]. The *Wisconsin Idea* embodies the principle that education and research should be applied to solve problems and improve health, quality of life, the environment and agriculture for all citizens of the state, the nation, and the world. In the 21st century, fulfillment of this mission will require investing in programs, policies, and infrastructure that ensure we provide a world-class *Preparation for Global Citizenship and Leadership* for all learners, broadly-defined, both on campus and off.

The most obvious rationale for this mission is to prepare University of Wisconsin-Madison (UW-Madison) graduates to thrive in the 21st century global marketplace. There are a diminishing number of professional career opportunities that will function in isolation or ignorance of global customers, markets, suppliers, and competitors. We all need to acquire skills to cope with a global economy in which expansion of employment opportunities and and markets is accompanied by global replaceability of work-force through outsourcing and migration of labor. To intentionally remain unconnected to the globe will have severe repercussions on the growth of the state's economy and its citizens and future generations.

However, of equal or greater importance is the imperative for every UW-Madison-educated citizen to understand the increasingly interdependent world in which we live. Decisions made at local levels as individuals or communities have profound effects on other communities in other parts of the world. Examples of how we are personally influenced by conditions and events across the globe that are, in turn, affected by local choices include:
- Consumption, distribution, availability, stability, and pricing of raw materials, food, and resources,
- Greatly increased human mobility, tourism, population changes, internal and trans-national migration, and the opportunities and challenges that these present for local economies, health care, environment, and education.
- The way in which local choices in any one region or country affect global economic, environmental, health, and security conditions.

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[1] http://www.wisc.edu/wisconsinIdea/, retrieved April 24, 2008
http://www.chancellor.wisc.edu/strategicplan/Exec_Sum.pdf

- The internet-enabled flow of information and the potential this creates for empowerment, manipulation, economic opportunity, and vulnerability.

Globally-prepared citizens and leaders will acquire or understand the importance of learning new skills, knowledge and values that enable communicating with and understanding others different than oneself. They will understand the importance of sustainable living and possess *global information literacy*—the ability to know what information is needed, where to find it, and how to evaluate and reflect on contradictory sources of information in an increasingly open, rapidly changing, and complex global information environment. Their experience with multiple cultures will translate into understanding how diversity, interdependency, competition, and difference affect our perceptions of and interactions with others around the globe. Preparing global citizens and leaders for the future will require sophisticated and innovative use of new technologies.

The UW-Madison has a great deal of past and ongoing activity that supports the preparation of global citizens and leaders. However, much of that activity is localized in particular departments, divisions, and organizations (formal and informal). It is not conducted at sufficiently large, campus-wide scales required by the emergent and future state of the world. To adequately prepare UW-Madison's learners and current leaders for global citizenship and continuing educational leadership we must ***transform campus attitudes so that global proficiency and understanding for everyone is a fundamental expectation and visibly celebrated***. ***Explicit language should be inserted into key and prominent documents*** (campus, division, school, college mission statements and strategic plans, general campus education requirements, etc) that reflect the campus commitment to this vision. We must turn to ***strategic partnering as our primary response*** to challenges, rather than striving to do it all by ourselves, within ourselves. That is, we must emphasize collaboration over isolation, which is both a recommended strategy and a fundamental ethic of citizenship and leadership in a global world. Given the unique cultural traditions of UW-Madison, this transformation will require ***construction of incentives and elimination of barriers***. A top-down, mandated approach will be counter-productive. If we successfully achieve our objectives, it will be evident in the *intuition and recognition by everyone of the power and value of diversity* as well in the ways we know to evaluate, discuss, examine, and relate to different cultural information, knowledge, and behavior.

With the above in mind, we emphasize the following strategies and initiatives in our report.

1. **Adopting an eCAMPUS as the 21st century agile architecture paradigm for learning, research, and partnering**. Productive interdisciplinary collaborations for education and research that prepare citizens and leaders for the highly interdependent globe require not only diverse expertise, but also abundant space and opportunities for frequent gatherings of collaborating partners. The traditional response has been to construct physical buildings. However, the pace of global change, the rising costs of "bricks and mortar", and logistical barriers to collecting the requisite diversity of global experts in one physical location

favor a new approach. We recommend the eCAMPUS, a nimble, reconfigurable architecture in which individual rooms in an array of strategically located buildings would be equipped with 21st century high-bandwidth digital connectivity and true teleconferencing capabilities. These separate rooms, when needed, would be linked into a "virtual" large room when occasion required, eliminating the need to construct special purpose, large auditoria. Alternatively, clusters of two or three rooms could be linked for smaller capacity needs. High bandwidth channels, routers and routing software should enable instant, intimate, multi-participant videoconferencing from offices, campus-net terminals, or in-the-field terminals for collaborative learning. This vision will provide UW-Madison with high bandwidth capacity for e-collaborations with partners across the campus, the state, throughout the Great Lakes region, across the nation and to many places around the globe

2. **Emphasizing deliberate cross-infusion of content between separate courses to achieve knowledge integration**   Preparation for global citizenship and leadership will require not only the acquisition of diverse individual knowledge skills but their integration to enable understanding and making choices about complex subjects such as adoption of technologies or sustainable practices. Rather than rely on the development of an extensive array of new integrative courses, we recommend deliberate cross-infusion of content and collaborative semester projects between existing but currently separate courses in humanities, economics, law, business, education, communications, mathematics, science, social sciences, engineering, ecology, and the arts.

3. **Emphasizing immersion learning**. Cognitive research has established that knowledge construction and retention are most likely to occur when learning involves sensory-rich, emotion-laden, and cognitively complex learning experiences[2]. However, while philosophical and empirical studies have varied in their support for the most effective approaches to teaching and learning in higher education from the 19th through the early 21st century, there is consistent recognition that relevance and active participation in activities and lessons facilitates learning.[3] The most powerful opportunities to teach communication and information processing proficiencies while understanding cultures and interdependencies should involve immersion experiences rather than merely lectures. Examples include study abroad; on-campus simulated cross-cultural or cross-linguistic collaborative course projects; regional, in-state, in-country, or international service-learning experiences, undergraduate, graduate, and faculty research collaborations focusing on local and global problems, and the use of new technologies (see eCAMPUS infrastructure above) for international course

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[2] http://www.newsweek.com/id/92801/output/print; retrieved April 30, 2008.

[3] E.g., see Bruner, J. (1960). *The process of education*. Cambridge, Mass.: Harvard University Press; Bruner, J. (1996). *The culture of education.* Cambridge, Mass.: Harvard University Press.

project collaborations. Key elements for these learning experiences should include the ability to discuss global and local differences, and global and local interdependency. *Faculty, staff, students must be able to engage in effective communication with others different than oneself (different language, different culture, different values, knowledge, and opportunities) while working on significant issues and problems.*

With regard to study abroad, surveys of incoming freshmen indicate that 50% hope for study abroad experience during college, yet less than 20% ultimately participate in this learning experience. *One important recommendation is that all departments and divisions of UW-Madison should minimize or eliminate barriers to study abroad due to curricula or other constraints so that every student interested in enhanced global understanding is able to fulfill their desire for important global learning experiences.*

4. **Maximizing opportunities and eliminating barriers for acquiring language proficiency.** UW-Madison has the capacity to offer through the academic year or summer institutes over 80 "ancient and modern" languages to undergraduate and graduate students, and approximately one quarter of the students at the university afford themselves of the opportunity to study one or more languages. However, the majority of the undergraduate and graduate students at the university do not pursue additional language study at the University of Wisconsin. To prepare global citizens and leaders of the 21st century, UW-Madison should be enabling many more of its students to become multilingual. We recommend allowing students to use language courses to satisfy breadth requirements, and making language study more flexible through the use of technology.

5. **Hosting a "Grand Event".** A particularly powerful method to stimulate innovation, nurture enthusiasm, and showcase important ideas and value is to host a *Grand Event*. This is envisioned to be a high-visibility Exposition with a global grand-challenge theme that combines opportunities for serious discussions of global issues with celebrations of global diversity as expressed in languages, literature, arts, cuisine, culture, politics, even approaches to technology. Maximum participation around and across the state would be facilitated by extensive use of the high-bandwidth internet network that is projected to be fully connected to all UW System campuses by the end of 2008. Experts and perspectives from around the country and around the world would be included, again by this opportunity for virtual partnering. This event could be coordinated with other events in 2012, such as the Centennial celebration of the Wisconsin Idea, or become a more regular event, once the eCAMPUS initiative is put into place.

6. **Educating for Global Information Literacy.** We recommend that current information literacy instruction programs be upgraded to specifically prepare learners to address unique challenges posed by an increasingly global

information environment and world. In addition, we must must adequately invest in information storage and retrieval resources needed for solving problems in a 21st century global society.

7. **Facilitating students, schools, and colleges to use portfolios for self-assessment of their preparation for global citizenship and leadership.** Students should be encouraged to develop portfolios that will allow them to demonstrate to themselves ways in which they have acquired global education through coursework, service learning, and other immersion experiences at the UW-Madison. Portfolios should be encouraged within each College and School and major in ways that are individualized and highlight a student's own ability to reflect critically on his/her learning.

8. **Encouraging and Supporting Administrative, faculty, staff, and graduate student education for global citizenship and leadership**. There already are numerous opportunities global citizenship and leadership education at UW-Madison. However, current efforts must be scaled up, researched for effectiveness, and sustained when appropriate. Effective implementation will require that campus educators and leaders (administrators, faculty, staff, and graduate students) have adequate incentives, support, and training to engage in and do research on new forms of education that are critical to our vision of preparing global leaders in the future. *Reducing barriers, highlighting best practices, and providing opportunities for excellence in research and teaching related to global issues will be necessary.*

9. **Envisioning and promoting the preparation of global citizens and leaders for returning students, alumni, and other members of the state community.** As the flagship campus of the University of Wisconsin system, we should partner with the state and with state, national, and international alumni to prepare state residents for global citizenship and leadership. Through partnerships with other state institutions, as well as alumni, and with the enhanced use of our eCAMPUS technologies, we will help more of the state citizens to achieve higher education, and to remain prepared for active participation in an increasingly knowledge-based, and interdependent world

This vision and recommended implementation initiatives raise additional questions that our study did not have adequate opportunity to address. Those questions include
- What are the best strategies for motivating all faculty and instructional staff to participate and embrace this vision beyond a few of the "converted"? How can we establish a cultural change in belief in the importance of these ideas and a "buy-in" for moving these ideas forward in the next decade?
- What might be strategies for expanding opportunities for global learning and proficiencies acquisition by graduate students, given the significant constraints they face associated with their financial support via assistantships and fellowships?

- How might we better coordinate goals of developing global citizenship and leadership with K-12 schools?
- How can we foster immersion learning experiences through eCAMPUS experiences, service learning, internships, and research opportunities in the best ways for undergraduates and graduate students, with limited financial resources?
- Are there ways to encourage flexibility in relation to when students begin or end school so that more cultural, international, and language immersion experiences might be included? Given the improved learning focus that comes with more mature mental and social development in the early 20s, should UW-Madison actively encourage greater flexibility as to when students begin their undergraduate experience or how they progress through their recommended educational experiences as undergraduates, or even graduate students?