

**University of Wisconsin–Madison  
Reaccreditation Self-Study**

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**Team 4:  
Preparing Global Citizens and  
Leaders of the Future**

**Report Submitted by Co-Chairs**

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## I. EXECUTIVE SUMMARY

One of the biggest changes for the U.S. education system between the end of the twentieth century and the beginning of the twenty-first 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*<sup>1</sup>. 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 twenty-first 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 UW–Madison graduates to thrive in the twenty-first-century global marketplace. A diminishing number of professional career opportunities 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 markets is accompanied by global replaceability of workforce 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.

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 locally by 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 transnational 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;
- the Internet-enabled flow of information and the potential this creates for empowerment, manipulation, economic opportunity, and vulnerability.
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<sup>1</sup><http://www.wisc.edu/wisconsinIdea/>, retrieved April 24, 2008  
[http://www.chancellor.wisc.edu/strategicplan/Exec\\_Sum.pdf](http://www.chancellor.wisc.edu/strategicplan/Exec_Sum.pdf)

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 from themselves. 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.

At the UW–Madison, a great deal of past and ongoing activity 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, campuswide 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 counterproductive. 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 as 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.

- **Adopting an eCAMPUS as the twenty-first-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 twenty-first-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 auditoriums. 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-network 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.

- **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 also 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.

- **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<sup>2</sup>. At the same time, while philosophical and empirical studies have varied in their support for the most effective approaches to teaching and learning in higher education from the nineteenth through the early twenty-first century, there is consistent recognition that relevance and active participation in activities and lessons facilitate learning.<sup>3</sup> 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 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, and students must be able to engage in effective communication with others different from themselves (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 percent hope for study abroad experience during college, yet less than 20 percent 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*

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<sup>2</sup> <http://www.newsweek.com/id/92801/output/print>; retrieved April 30, 2008.

<sup>3</sup> 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.

*constraints so that every student interested in enhanced global understanding is able to fulfill their desire for important global learning experiences.*

- **Maximizing opportunities and eliminating barriers for acquiring language proficiency**

UW–Madison has the capacity to offer through the academic year or summer institutes more than eighty “ancient and modern” languages to undergraduate and graduate students. Approximately one quarter of the students at the university afford themselves of the opportunity to study one or more languages. However, the majority of UW–Madison undergraduate and graduate students do not pursue additional language study while at the university. To prepare global citizens and leaders of the twenty-first century, UW–Madison should enable 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.

- **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.

- **Educating for global information literacy**

We recommend that current instruction programs in information literacy be upgraded to specifically prepare learners to address unique challenges posed by an increasingly global information environment and world. In addition, we must adequately invest in information storage and retrieval resources needed for solving problems in a twenty-first-century global society.

- **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 course work, 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 or her learning.

- **Encouraging and supporting administrative, faculty, staff, and graduate student education for global citizenship and leadership**

The UW–Madison already offers numerous opportunities for global citizenship and leadership education. 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.*

- **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 eCAMPUS technologies, we will help more state citizens to achieve higher education, and to remain prepared for active participation in an increasingly knowledge-based, 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 twenties, 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?



## II. INTRODUCTION AND BACKGROUND

### A. A changing world

Theme 4 of the 2009 UW–Madison Reaccreditation Process focused on “Preparing Global Citizens and Leaders for the Future.” The importance of this theme to different university and external constituencies is related to a complex array of values and ideas, as well as changes and developments in Wisconsin, in the United States, and around the globe. These include: preparing for the global marketplace and ongoing changes in economic, environmental, and global security; recognition of global interdependencies and shortages in natural resources; major demographic changes in the United States and around the globe requiring increased focus on world poverty and inequalities in the availability, control of, and use of natural resources; changes in diversity influenced by transnational migration (both increased cultural heterogeneity in regions and nations and loss of indigenous world languages and cultures); rapid changes in the production, use, and communication of knowledge, as well as artistic and visual media production that require critical information literacy skills and training in new technologies; continual excellence in our education in math, sciences, computers, engineering, art, humanities, and information literacy studies; recognition of the importance of both disciplinary and interdisciplinary knowledge; an education that recognizes interdependencies and relationships that exist between the UW–Madison, the state of Wisconsin, the United States, and the world, as well as the complex histories and power relations that are part of local, state, national, and global relations; an education that requires recognition that both competition and cooperation are inherent and necessary to thriving as citizens of the state, nation, and global community; and, last but not least, explicit acknowledgement that the Wisconsin Idea<sup>4</sup> includes education, research, and training that reaches to the borders of the state, and also to the borders of the nation and the globe.

### B. UW–Madison leadership in global preparation

As the committee began its work, we identified UW–Madison as already a leader in global education. Some indicators of current leadership include:

- The International Institute leads the nation in having ten Title VI–funded international and area studies. Its sixteen member programs cover every world region (see <http://www.intl-institute.wisc.edu/>).
- The UW–Madison is an active founding member of the Worldwide Universities Network (WUN), a consortium of international universities that has developed conferences and research collaborations on numerous critical global topics (see <http://www.intlstudies.wisc.edu/wun>).
- UW–Madison computer scientists and campus leaders have been instrumental in partnering with other universities in the development of the Internet and Internet II.

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<sup>4</sup> [www.wisc.edu/wisconsinIdea](http://www.wisc.edu/wisconsinIdea)

- UW–Madison alums are first or second in the nation year after year in the number of graduates participating in the Peace Corps.
- The UW–Madison is home to eleven departments of language, has the capacity to teach eighty “modern and ancient” languages, and is the home of the UW–Madison Language Institute, the National Council of Less Commonly Taught Languages and the federally funded National African Language Resource Center. In 2007–08, 9,463 students at UW–Madison enrolled in first- or second-year language courses; about 20 percent of students were involved in world languages.<sup>5</sup>
- Students at UW–Madison can apply to more than one hundred study-abroad programs in every continent of the world except Antarctica. Seventeen<sup>6</sup> percent (1,738) of undergraduates and graduate and professional school students participate in semester-long or year-long study abroad programs throughout the world. Many undergraduate and graduate students participate in briefer, discipline-specific study abroad programs, courses, internships, or research projects that involve international study and research.
- Undergraduates can take multiple international or global studies majors in many of the schools, colleges, departments, and divisions (e.g., international studies major, international business major, international agricultural major), as well as internationally focused master’s and Ph.D. programs with emphases on global, area, international disciplinary and interdisciplinary research studies throughout the world (e.g., Wisconsin and the Global Economy, Center for International Business Education and Research, Center for Global Health, UW–Madison’s Global Studies Program, and the Visual Culture Program within the UW Arts Institute).
- International research circles and centers on critical global topics have been developed to examine important issues as collaborations among faculty and upper-level undergraduate and graduate students at UW–Madison. These are often organized with support of the university’s International Institute, and/or with other major universities in the United States and internationally.
- The university is the home to one of the largest number of international student bodies in the United States<sup>7</sup>. Its graduates, whether in this country or in other nations, already are or will become global leaders in business, higher education, medicine and public health, law, environmental studies, agricultural and land and environmental resources, engineering, science, and biotechnology.

### C. Imagining the future of global preparation

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<sup>5</sup> see World Language Institute at <http://www.languageinstitute.wisc.edu/>; see also “Theme 4 Subcommittee report on “Language” and e-appendix.

<sup>6</sup> Jocelyn Milner, UW Academic Planning and Analysis, “Fall 2006, Spring 2007, Summer 2007 Study Abroad Programs: for 2008 OPEN DOORS REPORT,” unpublished document, April 1, 2007, p. 1.

<sup>7</sup> Over three thousand international students, with two-thirds graduate or professional, and one-third undergraduate students. See <http://www.iss.wisc.edu/instudentpopulationdetails.asp#top>

The UW–Madison is a leader in international and global education. However, Team 4 was charged with “imagining the future,” and not to be content with what we are already doing. Reviews from other U.S. universities and colleges quickly establish that UW–Madison is distinctive in its current leadership in international and global studies, but that it is not unique in recognizing the importance of globalization. Presentations in 2007–08 alone sponsored by the International Institute, the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), and the Worldwide Universities Network (WUN) on the theme of “The Global Public University,” have suggested that many major universities in the country, and the world, are focusing in a variety of ways on increasing globalization in their university or college educational plans<sup>8,9</sup>.

Whereas the Institute for International Education<sup>10</sup> suggests that not more than ten universities have more than 40 percent of their students engaging in study abroad experiences, some universities and colleges have announced goals for major increases in the number of undergraduates who do study abroad. Princeton University has announced that as many as 10 percent of its students are being encouraged to do international service-learning projects or study abroad before entering the campus as freshmen.<sup>11</sup> The University of Wisconsin–Madison as well as other peer universities (e.g., the University of Illinois–Urbana-Champaign) have new international distance-learning degrees with significant national and international student participation. Some have and are developing physical (brick and mortar) branch campuses overseas to provide new opportunities for higher education<sup>12</sup>. In addition, the flow of information is increasingly “open source” or “open access”; scientific journals, e-books, and course work are now online, for purchase, or freely accessible. UW–Madison is participating in an open-access network for journal publications, as well as in the Google Library Project, which will put the majority of the library’s resources onto the Web. Through MITOPENCOURSEWARE (<http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>) MIT is providing free online-access to all archival learning material associated with all of its ~1,800 university courses (course syllabi, lecture notes, videos, etc.) to anyone in the world, free of charge.

In summary, rapid and dramatic changes in technology, and new economic, political, educational and cultural opportunities are requiring and stimulating equally dramatic changes in higher education.

#### D. The state of Wisconsin in partnership with the university

Our committee members acknowledged the resources, and the *trust*, that the state of Wisconsin placed in its university to be a partner in advancing and sustaining the welfare of the state’s citizens, as well as all the citizens of the globe. We further understood the responsibility to partner with system campuses, and other educational institutions and constituencies, to develop

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<sup>8</sup> <http://www.wiscapewisc.edu/publications/default.asp>;

<http://www.uwex.edu/ics/stream/event.cfm?eid=15670>

<sup>9</sup> [http://www.pbs.org/newshour/generation-next/demographic/abroad\\_10-25.html](http://www.pbs.org/newshour/generation-next/demographic/abroad_10-25.html)

<sup>10</sup> Institute for International Education, Washington, D.C.

<sup>11</sup> Associated Press, March 18, 2008

<sup>12</sup> e.g., see <http://globalhighered.wordpress.com/2008/04/29/debating-nyu-msu/>

plans that ensure the welfare of today’s citizens while *sustaining* the physical, cultural and economic health of future state, national and global citizens. We, therefore, examined trends in public financing for higher education in and out of the state of Wisconsin, resources that are available to us beyond money, and the implications these ideas and trends had for our vision for preparing global citizens and leaders for the coming decades in the state of Wisconsin.

Higher-education instructional budgets at major research public universities are being squeezed between market competition pressures on salaries for excellent faculty and staff members, traditions of maintaining comprehensive expertise and facilities on each campus, and growing limits on states’ abilities to allocate more tax revenues to their public universities. Wisconsin is no exception, and the situation is exacerbated by the fact that Wisconsin and other states in the Great Lakes region lag other states in transitioning from a contracting, labor-based, manufacturing economy to a growing, twenty-first-century, knowledge-based economy<sup>13</sup>. This transformation is impossible without a broad and comprehensive, higher-education capability within the state. Therefore, **it is crucial that the UW–Madison and UW System work with the state and come to agreement on strategies to realize a world-class educational capacity for preparing global citizens and leaders** within constraints imposed by local demographic and economic realities. It is highly unlikely that any one strategy will suffice. Instead, it will require a combination of new approaches to funding, infrastructural planning and stewardship, and human resource partnerships.

Wisconsin’s economy and education face a crossroads .We have the opportunity to transform from historical reliance on a heavy manufacturing/labor economy into a *thriving* twenty-first-century, knowledge/high-tech/service economy. Or, if we do nothing, we risk significant economic contraction.

Keys to achieving the bright future option include (1) increasing the percentage of population with post-high-school education; (2) promoting the growth of small businesses in the knowledge-economy sectors (high-tech, services) to provide incentives for creative, energetic, and entrepreneurial, well-educated young adults to reside in Wisconsin; and (3) nurturing new markets for Wisconsin (and regional) commercial exports.

Crucial state and regional goals include providing students and citizens of Wisconsin with global understanding and professional skills gained in higher education (four-year, two-year or technical degrees aimed at higher-paying jobs), and recruiting, educating, and making welcome bright students and visitors from the nation and the world. Citizens who stay in or adopt Wisconsin as their state of residence after higher education will remain active alumni and partners. Alumni who leave the state for employment or residence in other states or countries can also be considered partners in future efforts to build collaborative solutions to important state, regional, national, and global problems.

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<sup>13</sup> Jones, D. (June 7, 2007). *Higher education and the future of Wisconsin*. citing data from the U.S. Census Bureau. Presented to the Board of Regents of the University of Wisconsin System, Milwaukee, Wisconsin. <http://www.wisconsin.edu/news/2007/r070607c.htm#heading3>, retrieved April 27, 2008; Brookings Institution Metropolitan Policy Program (2006). *The vital center: A federal-state compact to renew the Great Lakes Region*. Washington, D.C.: The Brookings Institution; Duderstadt, J. (2007). *The Michigan Roadmap: Redux*, (The Millenium Project, University of Michigan) Chapter 7: A broader perspective: The Great Lakes Region: 102–5.

For all the above reasons, *it is imperative that UW–Madison adopt an aggressive and coordinated effort to ensure that every student, faculty member, and staff member on campus is “prepared for global citizenship and leadership.”* Furthermore, consistent with the Wisconsin Idea, UW–Madison must take every opportunity, through partnerships, to ensure the same important learning opportunities are shared as broadly as possible across the entire state, as well as in the nation, and around the globe.

The *Preparing Global Citizens and Leaders for the Future* Theme Team of the Reaccreditation Self-Study was charged with assessing where we are now, and to envision where we should go in the next decade in order to achieve these objectives. In our report, we elaborate the ideal attributes of global citizens and leaders, based upon the discussion above, current scholarship, and the priorities established during group discussions. We describe the attributes necessary to lay the foundation from which metrics should be developed for continuous assessment of our efforts to *prepare global citizens and leaders*. We outline a decade-long vision, including proposed strategies, for fulfilling our responsibility to Wisconsin, as well as our potential for national and global leadership in this area. The envisioned implementation strategies are perceived to be particularly appropriate approaches at UW–Madison, consistent with existing resources, traditions, experience, and opportunities. In addition we list questions for the external site-visit team that emerged from our team’s self-study. Finally, an electronic version of this report ([http://www.greatu.wisc.edu/theme-teams/documents/team4\\_report\\_050908.pdf](http://www.greatu.wisc.edu/theme-teams/documents/team4_report_050908.pdf)) includes full copies of all subcommittee reports, including extensive inventories of current programs on campus for undergraduate students, graduate students, faculty, and staff that address preparation for global citizenship and leadership.

#### E. Characteristics of global citizens and leaders

Based upon extensive discussions and analyses of other research and documents<sup>14</sup>, both within our team and in coordination with the UW–Madison Global Competence Task Force,<sup>15</sup> the following characteristics were identified by the Theme 4 committee of faculty, staff, students, and alumni of the UW–Madison reaccreditation process as the attributes we expect in a *globally prepared citizen* at UW–Madison.

1. **Critical thinking and action**—acts on informed decision-making on local and global issues; asks questions to better understand the cultural, political, economic contexts impacting all sides of issues, and works in collaboration with others.
2. **Intercultural competence and sensibility**—respects all cultures, communicates with diverse audiences across cultures and languages; understands religious, ethnic, and other

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<sup>14</sup> E.g., Robbins, J. (2008), Bok (2003), also <http://www.aau.edu/resuniv/WhitePaper1.01.html>; see “The Global Public University” <http://www.wiscapc.wisc.edu/publications/default.asp> and <http://www.uwex.edu/ics/stream/event.cfm?eid=15670>

<sup>15</sup> See electronic appendix subcommittee report on “Defining global citizens and leaders,” available summer 2008. Also, see the task report on global competencies chaired by Professor Randall Dunham (Dunham, 2008). This UW–Madison committee also included several members of our committee. [Is there a link for this report????]

customs that shape the opinions and actions of others from backgrounds different from one's own.

3. **Economic competitiveness and the ability to thrive**—ethical and effective work in the global marketplace; ability to balance free-market opportunities with an understanding of global interdependency,
4. **Understand and act upon interdependency between local and global communities**—understands interdependency, respects and recognizes global relationships, sees the link between global and local issues and respects the importance of each.
5. **Ethical and socially responsible**—measures conduct of individuals and governments by effect on others, seeks win-win opportunities, demonstrates honesty and fairness, recognizes unequal distribution of resources, engages in public service to make the world a safer and better place.
6. **Open and adaptive to change**—learns from others' ideas, knowledge, practices, and systems; views issues from different perspectives; shares best practices; accepts change as inherent to a globalized world.
7. **Ability to appreciate and guide sustainability and the use of the earth's resources without harming future use**—recognizes impact of shrinking resources, understands a responsibility for ethical resource stewardship, pursues sustainable, win-win economic strategies, incorporates limitations and constraints in long-range planning.
8. **Solid foundation of personal characteristics, qualities, and behaviors**—demonstrates broad cultural literacy and confidence in multicultural situations; exhibits a desire for lifelong learning; demonstrates respect, humility, tolerance, toward others; educates self on global cultures, beliefs, religions as needed; assesses accurately one's own inner resources, abilities, and limits.

*Global leaders* have the qualities of *global citizens* as well as leadership attributes.<sup>16</sup> Global leaders adapt and comfortably incorporate evolving technologies, tempered by a consideration of local culture and infrastructure and ethical resource stewardship. Global leaders demonstrate multicultural perspectives, distinguishing themselves as students of human behavior and transcending their own culture. They can formulate and articulate long-range visions that can be understood and inspire others from multiple cultures. Global leaders build consensus and enable group actions spanning cultures by appreciating the importance of listening, timing, diplomacy, balance, pragmatism, self-awareness of personal shortcomings, continuous learning, and a strong sense of responsibility for the outcomes.

### III. VISION

#### A. The campus in 2020

The committee identified the following *transformation of attitudes and expectations* to define how the campus would *look different* in the next decade if it was successfully *preparing global citizens and leaders for the future*.

#### 1. Campus cultural change so that global education is expected and celebrated

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<sup>16</sup> Ibid, see the electronic appendix on the Theme 4 subcommittee report on global citizenship.

The campus at large should emphasize that global competence requires global proficiencies in many areas, is an expectation of education at UW–Madison and is celebrated. This was identified as the top “vision” from our team—an indication that, despite our achievements to date, we believe that a significant visual, verbal, and active commitment will be needed to back up our proposed efforts and ideas.

The committee agreed that a campus cultural change was needed so that all student, faculty, and staff members on campus recognize their own part in “thinking globally, and acting locally.” Mahatma Gandhi stated, “Be the change you want to see in the world.” The use of these ideas and quotations is not meant to be superficial, nor to suggest an undue reliance on the individual for action, but to stress that we, as a campus community, must lead change at local (individual, school/college, campus, state), national, and global levels.

Given UW–Madison’s strong shared-governance traditions, the committee further concluded that the proposed campus culture change must be accomplished through grass-roots buy-in from faculty, staff, and students. Consequently, incentives and removal of barriers must be emphasized over top-down mandates. It will also be necessary to infuse the conversations and campus culture with the understanding and expectation that a commitment to this preparation is taken seriously, is expected, and is not optional if we intend to meet our obligations to our students and our state. Therefore, it is recommended that both general and specific statements of our commitment to *global preparation* be inserted into key and visible places and documents around campus. Examples include:

- Inserting explicitly worded commitments to global preparation into campus mission statements and strategic planning documents.
- Inserting explicitly worded commitments to global preparation into mission statements and strategic plans of each college, school, or division.
- Making sure that general education guidelines documents (General Education requirements, Essential Learning Outcomes) explicitly embed a priority on the acquisition of global proficiencies and experiences.
- Innovating various new traditions that visibly celebrate global preparation while communicating to all campus members the expectation that this is expected and valued. Just one example (of an infinite set of possible strategies) is to provide vibrantly colored hoods for students at graduation who have accomplished a meaningful study abroad or global immersion experience.
- Establishing and/or supporting a webmaster who organizes the advertisement and description of global learning and impact opportunities and initiatives within a single “clearinghouse” Web site location for easy access and navigation.

## **2. Strategic partnering**

The committee’s vision was that pursuit of strategic partnerships should be the instinctive first response across campus to the challenges of preparing global citizens and leaders, rather than attempting to do it all by ourselves. That is, to eschew isolation in favor of

collaborations. Such collaborations can be powerfully effective by leveraging diverse knowledge and expertise that cross the boundaries of departments, divisions, institutions, the state of Wisconsin, other states in the Great Lakes region, the Committee on Institutional Cooperation (CIC, see [www.cic.uiuc.edu](http://www.cic.uiuc.edu)), peer institutions, and countries around the globe. Strategic partnering should be used to improve access to the UW around the state for particular course-work given at UW–Madison, other UW System campuses, or other regional (e.g., CIC) institutions. Given resources, strategic partnering can be used to offer course work to some students for very selective, yet important needs at both the undergraduate and graduate level. Of course, we wish UW–Madison to remain the major research campus that it is. However, using and respecting resources available at “partner” institutions around the state and the CIC (or elsewhere), we can enhance our ability to provide deep education in areas of student need in ways that we are not now *always* able to do. This requires a different attitude toward partnerships and collaborations rather than a “we can do it alone” perspective that inevitably encounters realistic resource limits and thus fails to allow access for many to information and degrees. Finally, strategic partnerships can enhance the diversity of conversations in our classrooms in ways that other strategies thus far have not. Students can take approved courses at other campuses as parts of their majors throughout the state,<sup>17</sup> and the CIC (this can happen now but it is an option too infrequently used). Students from other campuses can take some of the courses offered by UW–Madison on-site, or through our proposed eCAMPUS linkages. More discussion of these ideas will be part of our eCAMPUS strategy below.

### **3. Recognition of the power and value of many ways to celebrate diversity**

We believe that intercultural competence and the recognition of the value of diverse cultures, identities, and backgrounds is part of skills, knowledge, and values required for global citizenship and leadership. Intercultural competence embodies a respect for and value of diverse cultures and the complex affiliations people have to their “home” cultural identities as well as to others around the world. UW–Madison derives strength from the diverse groups represented in its staff and student body with different histories, regional and group affiliations, and diverse experiences in the United States and around the globe. We expect all members of the UW–Madison community to recognize and respect different knowledge systems and value understanding different cultures and languages both here and around the world. We also recognize the value of breadth and depth in education that allows for critical and ethical reflection about our knowledge about self and others, about the conceptions of *diversity* itself. Our vision includes recognizing historical privileges, and the histories of inequalities in wealth and natural resources in our state, in our country, and around the world. We want to foster a *nonsuperficial* examination of diverse cultural and national or regional relations and interdependencies as part of acknowledging effects of power relations in both reasoning and actions that appear inclusive, but too often exclude.

### **4. Global proficiencies for all**

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<sup>17</sup> <http://advantage.wisc.edu/>; see UW System Board of Regents (2007). The UW System’s Strategic Framework to Advantage Wisconsin, Think Tank #7, Collaboration Report: 1–9.



Despite the major achievements and many programs currently present at the UW–Madison, the team found that only fractions of faculty, staff, students, or administrators are participating in many international opportunities. As part of our effort to “scale up” our efforts, we recognized the importance of cultural and language studies that encourage immersion in our own community and state, as well as outside the country. The proficiencies we identified, therefore, can be enhanced through both local and international education, research, and service activities, with formal course work and participation in global research partnerships, and with attention to the rich diversity of languages and cultures, strengths, and knowledge systems in our own state and region, in other nations and regions of the world.

With these ideas in mind, we tried to identify programs and efforts with “scale up” potential along with strategies for accomplishing an expansion into broad participation across the entire campus. The list of characteristics of global citizens and leaders mentioned above were the principal focus of our attention toward knowledge, skills, values, and dispositions that should be enhanced. Critical global proficiencies that were particular targets in our discussion focused on outcomes related to greater world cultural knowledge; enhanced language and global information literacy skills; greater attention toward the importance of interdisciplinary knowledge across the humanities, liberal arts and sciences for both global citizenship and leadership; and, finally, on the need for enhanced skills for everyone in technology, engineering, science, and mathematics areas.

## B. Proposed strategies for implementation

### 1. **eCAMPUS: the twenty-first-century agile campus architecture for learning, research, and partnering**

Universities are ideal places for innovating new ideas and envisioning and disseminating new ways of thinking. Of particular importance to preparing citizens and leaders for the highly interdependent, twenty-first-century globe, universities, which house a comprehensive array of diverse human expertise and knowledge resources, are ideal places to develop *interdisciplinary* responses to complex global challenges. In addition to the diverse pool of human experts, however, productive interdisciplinary collaborations for education and research require abundant space and opportunities for frequent spontaneous and formal organized gatherings of collaborating partners. The conventional response has been to construct physical spaces with architectural features that facilitate or even promote intentional aspects of the interactions. Examples in global education include construction of satellite campuses of American or European universities in globally remote locations. Similar to a trend aggressively pursued by some UK universities, Georgetown and Texas A&M Universities have set up full-fledged, four-year-degree satellite institutions in Qatar, with classes taught by visiting or relocated faculty. Michigan State University opened an international campus in Dubai in 2008, and Cornell University has erected a medical school in Qatar complemented by a research hospital with an \$8 billion endowment. In 2006, Carnegie Mellon opened a satellite campus offering master's degrees in public policy or information technology in Adelaide, Australia.

The challenges for this type of large-scale, bricks-and-mortar response as a way of supporting interdisciplinary, global-impact collaborations in the twenty-first century include:

- The pace of change is becoming very rapid, while the timescale to implement new large physical space construction requires years, sometimes decades.
- There will be an ever-growing array of complex global problems whose solutions will require an equally large number of constantly evolving partnerships of knowledge and expertise.
- The financial, raw materials, energy, and “carbon footprint” cost of new bricks and mortar is increasing. It has become impossible to accommodate every deserving initiative. Moreover, a distant satellite campus is a “huge and risky commitment.”<sup>18</sup> Of course, once a building has been custom-designed for one purpose, it is not easily reconfigured for alternative uses.
- For global initiatives, where the needed expertise is spread worldwide, collaborations reliant on physical proximity will encounter rising costs and logistical constraints on the spontaneous physical relocation of globally dispersed partners.

To address the need for collaborative educational and research “meeting spaces” in the twenty-first century, a new, nimble, reconfigurable architectural approach is needed.

We propose the concept of an eCAMPUS. In many ways, the eCAMPUS paradigm is analogous to the transformation of university computing facilities from centralized mainframe computers to distributed microcomputer networks. With an eCAMPUS solution, individual rooms in an array of strategically located buildings would be refurbished and equipped with twenty-first-century, high-bandwidth, digital connectivity and teleconferencing capabilities. These separate rooms, when needed, would be linked to a “virtual” large room when occasion required. Alternatively, clusters of two or three rooms could be linked for smaller-capacity needs. The 10 GB bandwidth Internet2 backbone linking UW–Madison to other CIC institutions and the BOREAS-Net project (<http://wistechnology.com/articles/3852/>) linking UW–Madison to Minnesota, Iowa and Iowa State universities as well as Kansas City and Chicago (which is a high bandwidth gateway to the globe) provides us with tremendous latent capacity for high-quality, “just-like-being-there” video linkages. Moreover, the BOREAS-Net leg from Minnesota is being extended into a 10 GB fiber ring in the state that will provide a digital superhighway linkage between the UW System campuses. Thus, we could conduct regular systemwide workshops on global preparation or even share classrooms with our talented instructional partners around the state. We could implement a uniquely UW–Madison version of the global satellite campus trend by bringing the partnering institutions to Madison, but doing it virtually (which, in fact, is a symmetrical experience on both ends of the partnership). Meanwhile, this same infrastructure would be available for research and meeting purposes. This has the added benefit of increasing physical access, enabling full participation by those who have difficulty getting across campus quickly (e.g., during harsh weather, or simply because of the expansive size of the campus). By the end of 2008, UW–Madison will have backbone capacity for virtual video e-collaborations with partners across the

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<sup>18</sup> See *Times Higher Education*, 21 Sept 2007, [www.timeshighereducation.co.uk/story.asp?storyCode=310521&sectioncode=26](http://www.timeshighereducation.co.uk/story.asp?storyCode=310521&sectioncode=26). Also, referred to earlier, see: <http://globalhighered.wordpress.com/2008/04/29/debating-nyu-msu/>

campus and the state, throughout the Great Lakes region, across the nation, and to many places around the globe. This powerful bandwidth resource will be grossly underutilized and, thus, wasted, without aggressive commensurate investment in on-campus connectivity upgrades along the lines of the eCAMPUS.

The potential for research impact is one of the driving forces for the installation of this capacity. However, the potential for education that prepares global citizens and leaders is novel and exciting, but brings special needs if we are to maximize the payoff for installation of the high-bandwidth fiber-optic links.

One exciting vision includes smaller classrooms that are configured like an IMAX theater. In one quadrant of the room, students are physically present. Projected on segments of the rest of the wall are images from remote rooms, where other students are sitting. An image of the instructor is projected onto a column in the middle of the classrooms, or, in more sophisticated cases, illuminated as a hologram. The video-linked classrooms function like a single lecture hall, including dialogues and discussions among the instructor and all students. Until recently, very high quality video teleconferencing was realistic only between two sites, because the electronic boxes that mediated between three or more sites—the *routers* and associated software—were unable to provide adequate speed and bandwidth for high-quality videoconferencing between three or more simultaneous sites. Now, however, that last major technological hurdle has been solved, as illustrated by commercial product examples such as Cisco’s Telepresence® ([www.cisco.com/web/solutions/telepresence/fox/demo.html](http://www.cisco.com/web/solutions/telepresence/fox/demo.html))<sup>19</sup>. To date, the products have been designed for a corporate boardroom configuration. The corporate boardroom configuration would work perfectly for higher-level, lower-enrollment courses. However, it would be an incredibly exciting adventure, and an opportunity for higher educational leadership, to partner with technology companies to develop and beta-test innovative, larger-classroom extrapolations of the technology. Successful realization of this concept would eliminate the need for constructing large, special-purpose auditoriums, replacing them with smaller, more uniform, multipurpose and agile learning spaces. Note that the technology products are compatible with asymmetric capabilities on the two ends. Thus, with the high-end products installed at UW–Madison as a host institution, participants from around the globe can partner with partial functionality even if all they can afford are laptop computers with webcams. In fact, along with the new classroom architectures, we should install hardware and software that enables instant, intimate, multi-participant videoconferencing from offices, campus network terminals, or in-the-field terminals for collaborative learning.

To be fully successful, the eCAMPUS would include features such as:

- Visually perfect video quality, like “being there.”
- No extra charges to the instructional staff wanting to use the facilities.
- Easy to use as a telephone, not having to think about it.

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<sup>19</sup> This is not “product placement,” but a clear example that illustrates the vision we are trying to put forward; strategic planning would require an examination of alternative products to reach the vision we illustrate.

- Users exploit the technology not only for the visually intimate experience, but for collaborative learning projects in which students (and instructors) gain firsthand understanding of interdependency.
- Ability to join two *or more* classrooms across campus (to allow partnerships and cross-course content integration in traditionally distinct courses).
- Ability to link two *or more* classrooms on common subjects from across the state, the nation, or the globe.
- A flexible approach to timetable management to accommodate time zone differences between physically remote, participating sites.
- Agile, reconfigurable architecture.
- Ability to provide more private meeting spaces (e.g., using wireless headsets) for spontaneous “virtual hallway” conversations that are a vital, creative, interactive element of formally organized, productive workshop experiences.
- Financially sustainable mechanisms (e.g., partnering with knowledge media providers such as Wisconsin Public Radio<sup>20</sup>) to digitally record and archive speeches, seminars or classroom dialogues, and other orally transmitted knowledge from experts around the world that is not otherwise available from other media sources.

Some of the challenges to address in realizing this vision include:

- Achieving the culture change among both planners and users to embrace infrastructure development based upon the twenty-first-century eCAMPUS paradigm, rather than the less agile, more expensive, and more risky “bricks and mortar” paradigm.
- Adopting flexible timetable strategies that maximize usage of the infrastructure and accommodate time zone differences.
- Developing adequate resources to achieve the “easy-to-use-as-the-telephone” feature. The eCAMPUS vision is unlikely to realize its full potential for benefits without financial development from individual and corporate donors. At the same time, in addition to initial capital investments, a critical component of such development *must* include endowment for maintenance (regular upgrades) and support staff to minimize user stress, to make this exciting, relatively easy, low in cost after initial investments, and continually high quality due to availability of highly trained technical assistance. Thus, legacy gifts for individual eCAMPUS rooms that become integrated into the eCAMPUS should be structured to include capital investments for both hardware and software systems as well as future upgrades and support personnel.
- Creating the incentive for faculty and staff to use the eCAMPUS will require strong support of existing educational and research information (IT) practices and encouragement to explore new growth and to build-in sustainability. Strong support for existing educational and research IT practices also helps faculty to make the transition to bigger ideas, like the eCAMPUS.

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<sup>20</sup> This partnership was briefly explored, and should be explored further; it is a possible example that might allow for campus video archiving via partnered resources at the same time that instructors, students, and state citizens could access presentations and conference material any time, any place.

## **2. Deliberate instruction for knowledge integration**

The model upon which most of our current curricula, courses, and academic calendar was based evolved during, or even before, the twentieth century. An underlying assumption is that after taking separate courses from a broad diversity of topics such as science, mathematics, communication arts, economics, literature, history, among others,, the student will spontaneously and naturally synthesize the individual skills or ways of thinking into an organic whole. In fact, there is plenty of anecdotal evidence to suggest that many of these individual skills remain compartmentalized in their use and application. It is not correct to assume that all students intentionally apply quantitative reasoning in the midst of a class discussing social or human conditions. Many students will not intuitively grasp the importance of understanding culture or historical methods in a class learning economics, engineering, or environmental science. One of the barriers to spontaneous synthesis of knowledge learned in semester-long and topically segregated courses is physiological. Neuropsychology research has revealed that the brains of most young adults are experiencing tremendous physiological development and transformation through their early twenties. Thus, there are fundamental reasons why many undergraduate students may not, without facilitation, make the linkages between seemingly separate academic subjects and apply them to thinking about global circumstances and issues. However, this also presents an opportunity.

Two of many possible examples that illustrate important integrated thinking capabilities that globally prepared citizens and leaders should possess are how to make wise choices about technology adoption and environmental sustainability. The former might be called “engineering literacy” or “technology literacy” and the latter might be called “sustainability literacy,” but neither is a skill that we can afford to leave as the sole responsibility of a small percentage of experts among the population. The impact of individual and community choices on technology adoption, resource consumption, and sustainable living are profound and hard to reverse after avoidable poor choices have become part of ingrained habits.

To adequately prepare global citizens and leaders for today and tomorrow’s highly technological and environmentally interdependent world must start with generally required skills such as critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.<sup>21</sup> But it will require a synthesis of these and more. It will require understanding that good choices require a fundamentally iterative form of critical thinking that goes beyond the constructively skeptical and questioning attitudes that are conventionally regarded as “critical thinking skills.” Engineers would refer to it as the “engineering method” (an analog to the scientific method), but it is a transdisciplinary, problem-solving protocol needed by all global citizens for crafting productive responses to many choices made complex by our local and global interdependencies. One must develop and accept the responsibility to create, innovate, or propose a choice, then gather information, develop possible solutions as alternatives or a prototype (a candidate solution), experiment or re-question, get answers to the questions, reexamine the solution, revise, and test out ideas in research or study partnerships or internships with others (international agencies, businesses, nongovernmental

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<sup>21</sup> Essential Learning Outcomes, <http://www.ls.wisc.edu/gened/LEAP/AACU-ELO.pdf>, retrieved April 29, 2008.

organizations) (e.g., an example is how to deal with conflicts between nations related to scarce resources and scientific innovation), attempt “trial runs,” revise, etc. (e.g., in the case of using solar power for cell phones or computers, global energy solutions, etc.).

Prepared global citizens must master enough quantitative literacy to evaluate their choices or situations in terms of whether the “numbers balance.” They must understand and be able to manipulate rates and accumulations, and deal comfortably with the statistics of probabilistic situations. They must be able to use critical information-literacy skills to evaluate options. They must know cultural and linguistic knowledge to understand complex historical, economic, political, and religious patterns. The metric for competence and mastery should be achieving comfort in quantitatively and qualitatively analyzing things in everyday societal, community, or personal living contexts, instead of giving up and saying “it’s too complicated, I can’t do math,” “I cannot learn languages,” or “I don’t understand that culture.” The difficulty is that when one acknowledges quantitative literacy, one admits to the responsibility to use it correctly and thoroughly, since there are real ramifications to the impact one’s choices has on others, and ignorance no longer becomes an excuse.

With regard to both technology literacy and sustainability literacy, global citizens need to acquire rudimentary understandings of how technology *and* ecology work, while including complex cultural, economic, and historical considerations. This is not the same as learning fundamentals of basic natural or social science, as examples. Most technology (and ecology) works at a “system” level that is understandable but not solely as an extrapolation of fundamental science concepts. This meta- or systems-level understanding is something that every citizen making technology-adoption choices or resource-consumption choices ought to know as part of a twenty-first-century liberal education. Most important, technology and sustainability literacy are just two examples of higher levels of understanding in which the correct choices must be framed consistent with all the constraints. It is a misperception by many (including experts in the fields) that twenty-first-century engineering or environmental or human sciences are specialized professions practiced alone in a cubical or out in the forest or in a contrived laboratory. In fact, these are incredibly social professions because the adoption of a technology or a sustainable practice does not achieve the desired or proper outcome unless it respects all relevant constraints, drawn from knowledge and experience with people. Some of the constraints are hard and immutable, such as physical laws, but other equally critical constraints include economics, politics, laws, cultural practices and traditions, language, history, and differentially available infrastructure.

Therefore, it is proposed that we reexamine and modify curricula across the entire campus not only to achieve the learning of the essential fundamental skills of a liberal education, but also to direct their synthesis into higher-level analytical capabilities needed by twenty-first-century global citizens. This would start with articulating some examples, such as those described above, and make them explicit goals in the strategic educational plans for every student. Recommended implementation strategies are to introduce this type of synthesized learning into existing courses, i.e., cross-course content integration. In a few instances it might be strategically effective to form cross-campus or cross-division collaboration courses (with one possibility being the introduction in early courses taken by nearly 80 percent of undergraduates). In most cases, the objective would be to introduce a single lecture here, or a couple of half-lectures there, where an exercise

of modeling engineering methods, technology knowledge, or sustainability literacy is woven into the fabric of a language, history, economics, law, linguistics, marketing, education, communications, math, physics, or chemistry course, and vice versa. Thus, the vision is that engineering or environmental science instructors engage in conversations with colleagues in other fields (e.g., anthropology, cultural studies, arts and humanities, education, global health and medicine, political science, history, economics, agriculture, and law) to come up with anecdotes, exercises, half-lectures, or one-week modules that deliberately begin to demonstrate the synthesis element of problem solving at an early stage, and repeat (for effective learning) the practice throughout the entire curriculum.

Faculty from the humanities, business, economics, political science, law, and the arts, would be similarly involved in the design of learning experiences that are collaboratively injected into engineering or environmental, or other science courses. Two separate courses, (e.g., an engineering and a humanities course) could design a common semester project that would require the students to collaborate to achieve higher levels of learning. Another approach is to encourage module course designs with intentional content overlap that links the ideas and methods in what have traditionally been separated courses. Of course, there are some important barriers to address. One barrier is persistent and pervasive: finding ways and spaces for instructional faculty and staff to think reflectively about their teaching and hold creative, innovation discussions for the collaborative nuggets, or redesigning courses into modular structures that would enhance learning through cross-course content integration. One possible solution might be to start with pilot projects and then archive the examples, large and small, in an easily accessible place for others to copy, rather than reinvent vetted and effective teaching ideas. A second challenge to address is how to motivate “buy-in” by as many instructional faculty and staff as possible.

### **3. Immersion learning**

The committee wanted to highlight the importance of problem-based experiences, immersion, and interactive partnerships with others around real-life problems as part of our approach to global preparation. While there is a long history of learning through problem-based teaching in all fields and disciplines, it is important that we reemphasize this strategy as part of global education. Thus, study abroad experiences, discussed further below, would be one important form of immersion experience. Other immersion experiences include service-learning opportunities promoted all over campus by the Morgridge Center for Service Learning,<sup>22</sup> which offers (for the current year) ninety separate courses or course experiences such as Tessa Arenas’s course on “Crossing Borders—Environmental Justice at the Texas–Mexican Border, or the Village Health project course that global health students are taking in Ghana. The Morgridge Center also promotes alternative spring break experiences that immerse students in projects in the United States such as working in homeless shelters or housing in New Orleans in the aftermath of Hurricane Katrina. A new proposal emerging at the University of Wisconsin–Madison will focus on international service-learning projects in different communities.<sup>23</sup> Other

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<sup>22</sup> <http://www.morgridge.wisc.edu/community/servicelearning.html>

<sup>23</sup> UW–Madison proposal (In progress).

proposals sponsored by the Nelson Institute for Environmental Studies and led by Professor Herb Wang focus on water resource use in New Orleans.

The concept of immersion in our committee was central to our discussions of another key strategy discussed above—the eCAMPUS. We envisioned groups of students from different parts of the state of Wisconsin, the CIC, the Worldwide Universities Network (WUN), or in other strategically selected universities around the world focusing together on global problems and solutions. We believe that when students talk with each other across geographical, linguistic, and cultural borders, they gain irreplaceable insights into how to incorporate diverse knowledge and perspectives to solve problems in real-world situations.

Our vision is to exploit eCAMPUS linkages to facilitate and encourage problem-centered, collaborative immersion experiences that complement class lectures, dialogue (synchronous and asynchronous), readings, podcasts, or different media presentations. Even in those classes structured for large lectures, new technologies allow for inviting speakers from around the world to deliver video-linked lectures or engage students in dialogue that stimulates new ways of thinking through both asynchronous and synchronous technologies. In addition, small seminars, honors courses, upper-level classes, service-learning opportunities here and overseas, and community-based projects on-site in Madison or in places around the world could be used to a greater extent than they already are to foster intercultural competencies and research skills and knowledge. It is through these hands-on experiences that students construct an intuitive understanding of complexity and interrelationships between different factors that lead to undesirable outcomes and that differentiate why there are generally no one-size-fits-all solutions to global challenges.

a. Study abroad

The most obvious form of immersion learning that is important for global preparation is meaningful study abroad. There is significant evidence of—and support for—studying and doing research abroad for undergraduate and graduate students in virtually every field and discipline of study at UW–Madison. Currently, 17 percent of UW–Madison students (primarily undergraduate) study abroad through the nearly one hundred programs organized by the university; some others study abroad on their own, or through programs organized by other universities. Data from the academic year 2006–07 show that there were 1,616 (1,738 including all other programs) UW–Madison students, primarily juniors and seniors engaged in a study abroad experience.<sup>24</sup> The majority of these students were female (1,123 female versus 493 male) and Caucasian (1,434 out of the total 1,616). Major fields of study in which students engaged in study abroad were business and management (155), foreign languages (195; there were no further breakdowns by language), the humanities (100), social sciences (363), and physical and life sciences (147). Programs with nearly one hundred students abroad included engineering (90)

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<sup>24</sup> Institute of International Education, U.S. Open Doors Study Abroad Survey, Fall 2005, Spring 2006, Summer 2006, p. 3; and Milner, J. Academic Planning and Analysis, Fall 2006, Spring 2007, Summer 2007 Study Abroad Programs: for 2008 OPEN DOORS REPORT, April 1, 2007, p. 1.



and fine or applied arts (85). Most other programs had closer to fifty students abroad in 2005–06.<sup>25</sup>

After a review of the above data along with data on outcomes related to study abroad (see subcommittee report in electronic appendix, [http://www.greatu.wisc.edu/theme-teams/documents/team4\\_report\\_050908.pdf](http://www.greatu.wisc.edu/theme-teams/documents/team4_report_050908.pdf)), the committee recommends increasing study abroad experiences for students at the University of Wisconsin–Madison. In the next decade we seek increased participation in study abroad such that every student expressing interest as a freshman in study abroad has the opportunity to participate in this type of learning at some point in the college experience. Based upon a recent survey,<sup>26</sup> this would translate to a minimum participation of 50 percent of our undergraduates in study abroad.

We understand that financial resources, time limits to degree programs, and major curriculum requirements are important factors in students' ability to participate in study abroad experiences. Therefore, we offer several suggestions:

- Each college, school, and division should set study abroad as a priority for its students, and develop a study of constraints or barriers students face and incentives needed to expand study abroad learning opportunities. Each academic division should develop a plan of action to encourage students, faculty, and staff to mitigate or eliminate the barriers and implement the incentives as broadly as possible.
- The UW–Madison should find ways to make studying abroad more affordable, given that students often have to give up jobs and lodging to participate. A study of these factors should be conducted on ways to overcome or reduce financial barriers for students, such as scholarships, reduced tuition, housing, travel, or lower institutional fees.
- Benefactors, including businesses that would benefit from international interns, or donors who believe that studying abroad is of great benefit for global citizenship and leadership, should be sought by the university administration in conjunction with the Wisconsin Alumni Association (WAA) or the UW Foundation.
- Faculty and instructional staff course loads should be made more flexible in terms of timing and location of courses such that short-term immersion or study abroad learning experiences could be encouraged and, wherever possible, included as regular parts of academic course loads. Examples might include winter break, intercession, or summer courses overseas that immerse students in course work under faculty direction, with readings and problem-based experiences.
- International service-learning courses of 1–3 credits can be offered for students at all levels, including freshmen through graduate students. Students might be encouraged to

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<sup>25</sup> While some UW–Madison students do study abroad by themselves at host institutions abroad, or through sponsored programs by their schools or colleges, while others may do study abroad through other universities or other international programs that arrange for students to do study abroad through their organization, most use UW–Madison Study Abroad programs. The advantage of doing study abroad through UW–Madison is ease of transfer of credits, insurance, liability, etc.

<sup>26</sup> Professor Rob Howell, UW–Madison, personal communication related to a survey conducted several years ago during a UW–Madison SOAR program.

do study abroad in a supervised experience before starting their course work at Madison or to consider study abroad as a break between high school and college. Alternatively, they could be encouraged to take study abroad as their last educational experience at UW–Madison, once course work is complete, and before beginning employment or further graduate school.

- *Our large international student population, as well as our large international alumni community could be drawn on to develop unpaid and paid internships, or to supervise students' international studies, especially alumni who teach in colleges or universities throughout the world.* Colleges or schools that have or are currently developing sections of required UW–Madison core courses taken for full credit at international campuses (e.g., business, engineering) could partner with willing UW–Madison graduate students from those countries to serve both as course TAs and as hosts to the students taking those courses and visiting those countries for the first time.

b. Languages

Strong preparation in one or more languages other than one's native language is an important goal for preparing global citizens and global leaders. World languages not only serve as invaluable means of communication but also represent crucial repositories of cultural values, customs, and assumptions. We believe that global expertise and leadership is enhanced by the development of multilingual skills. In support of this objective, UW–Madison should maintain its historical excellence and breadth in world languages (80 modern and ancient languages). However, as we move to strengthen the number of students with proficiency (reading, writing, speaking), fluency, or competence in languages other than their native language, we do not recommend adding additional requirements onto existing programs. We recommend (1) that barriers be removed for greater language study at the UW–Madison, (2) that we provide *encouragement and incentives* for students to achieve proficiency and fluency in multiple languages, and (3) that we think creatively about the way language instruction and language learning is delivered and occurs.

Currently the locus of language teaching is spread across many departments and programs. The ten federally funded Title VI programs, housed in the International Institute, bring depth by offering language courses that are not commonly taught and often have lower enrollments than other languages. The new Language Institute serves as a portal for finding where languages are taught on campus and it also houses the interdisciplinary doctoral program in second language acquisition (SLA), which provides research-related course work. All these entities—language and literature departments and related programs, the Language Institute, and the SLA program—face resource challenges that must be addressed in order to sustain these campus resources for language learning in the next decade, and beyond, at UW–Madison.

More could be done to allow students to integrate language study into undergraduate and graduate programs. Language courses are not recognized either as humanities or social science credits in the university's breadth requirement. This implies that language courses do not have cultural content, and are *merely* a tool for communication. This (lack of) curriculum status is not accurate given that the language courses include linguistics content, which is a fundamental gateway into understanding other cultures. It also serves as a disincentive for undergraduate

students to continue language study toward higher proficiency, or to learn additional languages within many desired majors. We recommend, therefore, that there be greater flexibility in how students can meet the breadth requirements. Specifically, we recommend that up to two semesters of language study be recognized as one option to fulfill the humanities or social science credits in undergraduate breadth requirements. We recommend that many students be encouraged to incorporate language study while at UW–Madison as part of their portfolio of global proficiencies, and that majors across the campus examine their curriculum to look for ways to provide students with time to elect language study. In addition, options for language-related service-learning in Madison, the state, and beyond should be explored as ways to integrate different approaches to learning through immersion with increasing proficiency in multiple languages.

Currently proficiency in languages is measured by grades received and credits taken. We recommend that students have the opportunity to certify language proficiency. These certifications should be included as part of a student’s global proficiency portfolio. While proficiency examinations require extra payment by students, they are worthwhile as documentation on resumes for future employers, and are recommended for this reason as well as self-assessment of learning. While many students can afford certification, financial assistance should be targeted toward economically disadvantaged students. Certification programs or minors can also be developed in more languages, allowing some students to complete their majors with a minor that will add to their global competence and support their ability to do internships, study, or research abroad. Certifications and minors should be available to graduate as well as undergraduate students.

New ways to deliver course work in languages should also be utilized. For some students in some majors, the five-times-per-week, fifty-minute sessions required in many language courses are a prohibitive deterrent. Short-term immersion programs, including service-learning-related courses in local and state communities may increase language proficiency while students are also doing service and learning (service learning). In addition, emerging technologies promise to provide new ways to enable a wide range of linguistic interaction. The eCAMPUS enables instruction and learning partnerships with faculty and students from other institutions or other countries, providing new opportunities for fluency and proficiency. The necessity to communicate in other languages about problems within one’s subject area provides incentives for greater fluency, knowledge of technical terms, and complementary views of content that will help students beyond graduation.

The use of new partnerships for language study has already been piloted in at least one innovative partnership with other CIC institutions. Different courses in Spanish are provided to students on a rotating basis between UW–Madison and other CIC faculty and instructors via Internet delivery or videoconferencing. Costs for developing course work and maintaining high-quality delivery of instruction represents one barrier to increased use of this currently successful pilot program. The advantage of this approach, however, is that the great demand for Spanish language classes might be able to be met through a combination of different course offerings on the UW–Madison campus, through well-designed Internet course-delivery, through new eCAMPUS videoconferencing partnerships with other universities in and out of the United States, and through immersion-oriented service-learning opportunities that will build on cultural and

language proficiency. With new flexibility in the delivery of language instruction, more opportunities would be available for undergraduates, graduate students, and, potentially, for other state residents or alumni who recognize the need for language instruction.

#### **4. 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 literature, arts, cuisine, culture, politics, even approaches to technology. UW–Madison would appoint a senior-level event organizer (e.g., Provost Fellow) to coordinate planning and preparation for the event. Although UW–Madison would lend its vast resource and expertise pool to the event’s organization, the event should be a statewide partnership experience, involving every UW System institution and any other educational institution that wishes to participate. The planning for the event would begin several years in advance, and students and instructors would incorporate preparatory experiences into their courses, connected to the Global Grand Challenge Theme. During the actual event (which might run over the course of one or several weeks), interdisciplinary team discussions would be hosted to examine, debate, and iteratively develop proposed responses to the Global Grand Challenge Theme. Local community members would be encouraged to visit the nearest UW System campus during the event, to participate in the cultural experiences or the Grand Challenge discussions. Local and area businesses, alumni, and alumni and community organizations should be encouraged to participate not only for what they can offer in terms of global experiences, diverse cultural opportunities, and resources, but also as ambassadors to promote the *Grand Event* as a welcome and enriching experience for everyone.

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. The Global Grand Challenge discussions could incorporate a WUN-hosted international discussion, for example. UW visibility and value, statewide, nationally and globally, could be promoted and enhanced. An aggressive campaign to promote the event would also include a commensurate campaign to develop state-of-the-art, high-capacity infrastructure, such as the eCAMPUS facilities, and the abilities to “virtual host” a large and diverse array of participating sites. We envision lasting infrastructural and stature benefits similar to those appreciated by a city that hosts the Olympic Games. Strategic advantages may be achieved by coordinating this event with other events in 2012, such as the centennial celebration of the Wisconsin Idea, or by becoming a more regular event, once the eCAMPUS initiative is put into place.

#### **5. Global information literacy**

Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”<sup>27</sup> Information literacy has become a global issue in the last decade. Members of Team 4, working with library colleagues at UW–Madison,<sup>28</sup> identified specific attributes of information literacy that must be stressed to prepare global citizens and leaders for the future:

- Determining the extent of information needed by framing research questions in a global context. Specifically, researchers must have an understanding of publication types and the economics of information dissemination outside the U.S. These skills are needed to identify what merely economic or politically intentional filters may govern the information available on a topic in an increasingly online information environment and to evaluate that information for reliability and biases. Perspectives, terminology, etc., may vary considerably depending on which countries, ethnic groups, religions and cultures are involved.
- Accessing the needed information effectively and efficiently, especially when that information resides in less easily accessed places. Many discovery tools (e.g., article databases) highlight publications in English and publications from the U.S. in particular. To ensure accurate global coverage, students, staff, faculty must know how to identify, navigate to, and utilize tools with global scope, including those that include resources relevant to a global regional issue, recorded in local languages other than English.
- Learning to apply global information literacy skills in situations where choices have consequences. To produce information-literate graduates prepared for the globalized world, students must be engaged in a variety of authentic tasks in their chosen fields that require them to practice incorporating global information effectively and responsibly to accomplish a specific purpose. It is imperative that the immersion learning experiences described earlier in this report be intentionally designed to incorporate *practice and assessment* of global information literacy.
- Understanding the economic, legal, and social issues surrounding the ethical and legal access and use of global information. In a culture of remixing content, students must know what constitutes plagiarism and the ethical use of information created by others. These rules are more complex in a global information environment. For just one example, information that is well-known to indigenous people on novel therapies and practices or arts and artistic practices must be respected.<sup>29</sup>

Learning outcomes and performance-assessment indicators for information literacy are enumerated in the Information Literacy Competency Standards for Higher Education.<sup>14</sup> Several standardized assessment instruments have been developed to measure students’ information

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<sup>27</sup> Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*, 2006. [www.ala.org/acrl/ilcomstan.html](http://www.ala.org/acrl/ilcomstan.html) (Accessed 14 Feb, 2007)

<sup>28</sup> See Global Information Literacy electronic subcommittee report, available summer, 2008; Although this subcommittee was chaired by Emilie Ngo-Nguidjol (Memorial Library, Member Theme 4), we specifically want to acknowledge all the work by Steve Baumgart (Memorial Library), Eliot Finkelstein (College Library), Sarah McDaniel (Library and Information Literacy Instruction Program), and Phyllis Weisbard (Memorial Library) in completing this report.

<sup>29</sup> *Draft United Nations Declaration on the Rights of Indigenous Peoples*. 1994–95.

literacy in the context of specific courses.<sup>30</sup> However, we recommend that at UW–Madison these standardized tests be complemented or used in conjunction with authentic assessments such as capstone projects, immersion experiences, global project partnerships, or portfolios of student work that we are advocating constitute part of the core of global citizenship and leadership preparation.

Much of what needs to be done to ensure global information literacy among UW–Madison students can be accomplished by evolving or extending established and highly successful, large-scale initiatives already in place. For example, a campuswide Library & Information Literacy Instruction Program already collaborates with faculty, instructional staff, and campus administrators to pursue its primary mission of ensuring that students develop the information literacy skills, attitudes, and knowledge that they need in order to become efficient, effective users and producers of information. More than twenty campus libraries participate in presenting over 2,300 instructional sessions annually, reaching over 31,000 campus library users. The cornerstone of the Library & Information Literacy Program is the undergraduate Communication Requirement. Except for the small percentage of students who test out, all incoming freshmen are required to take Course A of the Communication Requirement within their first year. Course A includes an information literacy component, taught by campus teaching librarians, that is integrated with the other course components. The module consists of two parts: CLUE, a multimedia, library skills tutorial and a classroom session in one of the campus’s electronic library classrooms. Therefore, our team recommends that an intentional initiative, including necessary resources, be dedicated to upgrade this module not only to instruct the information literacy competencies in a general context, but also to specifically prepare the students to address unique challenges posed by an increasingly global information environment and world. Some specific examples are given below. In addition, we must not take for granted that the libraries provide a full array of services and expertise that facilitate the discovery of and access to global resources at the individual level. These include the obvious and complex infrastructure associated with access to a *necessarily vast local and global repository* of print, video, audio, and electronically archived media, but also a library liaison to each academic department, an area studies program, in-person reference across campus, remote reference services in synchronous and asynchronous modes, online tutorials, interlibrary loan services, and document delivery. The UW–Madison will be literally crippled and unable to fulfill its obligation to the Wisconsin Idea if this resource and stewardship infrastructure is lost. Hence, an obvious but necessary reminder from Team 4 is that the campus must continually renew its commitment to accomplish and support this mission, which, when it functions smoothly, can be so “seamless” to users that it can be taken for granted.

## 6. Portfolios

Portfolios as a method of self-assessment and self-reflection have been developed around the world as a way to understand proficiency and assess one’s own learning from elementary school through graduate school. Our committee recommends the voluntary use of a *global portfolio* for

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<sup>30</sup> For example, see [www.wla.lib.wi.us/waal/conferences/2005/presentations/WAALProgram05\\_AbbieLoomis.ppt](http://www.wla.lib.wi.us/waal/conferences/2005/presentations/WAALProgram05_AbbieLoomis.ppt)

undergraduate and graduate students to document and reflect upon one's acquisition of global competencies and experiences. The portfolio system has been examined by the Campus Global Competency Task Force and is also supported by that committee for the campus. Students could develop their portfolios as extension of K–12 portfolios, as electronic portfolio systems, or in other school-, college- or major-sensitive ways.

Our conception of the portfolio is one in which students would add course work taken; papers or projects that reflect upon their experiences with global education, immersion, and service-learning experiences; global programs and study abroad; languages learned; language fluency certifications earned; and examples or portraits made by students about global citizenship and leadership values, skills, knowledge, and dispositions. Recommended portfolio guidelines could be developed within colleges and schools to reflect particular experiences, specialized skills and types of knowledge to be included, but the portfolio's contents would primarily be determined by individual students as a personal learning diary. Students may elect to use parts or all of their portfolios with potential employers or in graduate or professional school applications. However, the primary role envisioned for portfolios is for students to self-assess and self-guide their learning, with special emphasis on global citizenship and leadership. It is important to highlight that portfolios are *not* recommended as a new form of *standardized assessment*, nor as *student marketing tools*. On the other hand, portfolio content voluntarily made available by students or alumni may provide valuable means for the university to market itself to prospective students, parents, and citizens throughout the state.

## **7. Graduate student, faculty, and staff education and opportunities for global citizenship and leadership**

UW–Madison provides numerous opportunities across most colleges, schools, and divisions for faculty, staff, and graduate students to participate in global citizenship and leadership. For example, as stated earlier there are ten federally financed area studies programs with lists of affiliated faculty participants demonstrating some of the ways in which our faculty at UW–Madison are active in international and interdisciplinary studies and research around the world ([www.international.wisc.edu](http://www.international.wisc.edu)). Other programs and resources include the International Institute ([www.intl-institute.wisc.edu](http://www.intl-institute.wisc.edu)), the Worldwide Universities Network (WUN, [www.intlstudies.wisc.edu/wun](http://www.intlstudies.wisc.edu/wun)), the Center for World Affairs and the Global Economy (WAGE, [www.wage.wisc.edu](http://www.wage.wisc.edu)), the Center for Global Health ([www.pophealth/wisc.edu/gh](http://www.pophealth/wisc.edu/gh)), the Center for International Business Education and Research or CIBER ([www.bus.wisc.edu/ciber/home/home.asp](http://www.bus.wisc.edu/ciber/home/home.asp)), the Global Legal Studies Center ([www.law.wisc.edu/gls/index/htm](http://www.law.wisc.edu/gls/index/htm)), the East Asian Legal Studies Center (<http://law.wisc.edu/ealsc>), the Ph.D. in Development Studies of the College of Agricultural and Life Sciences, the NSF-supported Certificate on Humans and the Global Environment ([www.sage.wisc.edu/igert](http://www.sage.wisc.edu/igert)), the NSF-supported program on Biodiversity Conservation and Sustainable Development in Southwest China ([www.swchina.wisc.edu/graduate.en.html](http://www.swchina.wisc.edu/graduate.en.html)), the Center for Sustainability and the Global Environment (SAGE) (housed within the Nelson Institute for Environmental Studies, [www.nelson.wisc.edu](http://www.nelson.wisc.edu)), and the internationally known Land Tenure Center (LTC) (also housed within the Nelson Institute, [www.nelson.wisc.edu](http://www.nelson.wisc.edu)), the International and Comparative Education Research Group ([www.education.wisc.edu/eps/academics/concentrations/ICERG.asp](http://www.education.wisc.edu/eps/academics/concentrations/ICERG.asp)), graduate degree programs

in International Studies of Curriculum, Pedagogy and Instruction administered by the Department of Curriculum and Instruction, and the Engineers Without Borders program in the College of Engineering ([www.ewbuw.org/](http://www.ewbuw.org/)).

While the 2007 Open Doors Submission Data<sup>31</sup> on study abroad opportunities suggests that one hundred graduate and professional students engage in study abroad at UW–Madison, this underrepresents the number who have fellowships and/or engage in research abroad for master’s and Ph.D. programs. In addition, it fails to highlight the large number of international graduate students at the UW–Madison who are engaged in studies here and in their home countries each year.

Despite the growth of programs and opportunities, the recommendations of the Theme 4 Team focus on increasing opportunities and support. The summary of our subcommittee working on this issue stated: “There still appears to be very limited campus support for graduate study or research overseas, and such support is especially limited for the master degree students.”

Examples of where increases of support or opportunities are recommended include:

- There are relatively few language study fellowships, or travel fellowships available for students or faculty, though, of course, there are some (e.g., FLAS Fellowships, Vilas Travel Awards, Fulbright Fellowships; Social Science Research Fellowships, and campus fellowships targeted toward international study, such as the Scott Kloeck-Jenson Memorial Fund, and others.)
- There is no comprehensive UW–Madison Web site listing campus support for graduate student study, travel, and research abroad. All departments on campus should be regularly surveyed for this information, which should be listed on an integrated Web site.
- Graduate students are seldom able to participate in international exchange programs arranged with international universities. Cost is the greatest barrier. There is not only the out-of-pocket cost for travel, but also the potential for losing UW-awarded teaching, research and project assistantships. At present, these assistantships are tied to being on campus. Giving up a TAship opportunity in order to pursue a year or a semester of study at a UW-affiliate foreign university would also burden the graduate student with the full weight of UW tuition fees. Giving up the federal financing of a research assistantship that is not internationally oriented would be discouraged by many faculty advisors, mentors, and sponsors, as well as students. Were some means found to resolve this issue, it is likely that many more UW graduate students would participate in WUN and other international exchange programs or other research and study abroad.
- Foreign Language Area Studies Fellowships (FLAS) provide important opportunities to help globalize graduate programs across the campus. Federal funding for these fellowships through UW’s eight Title VI National Resource Centers have capped tuition coverage below that required for graduate students who are not residents of Wisconsin. This creates a disincentive for global and area studies programs to expand this critically important means of globalizing graduate education. Were increased monies to be found to cover tuition fees or, alternatively, were all FLAS awardees permitted to pay in-state

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<sup>31</sup> Jocelyn Milner, Fall 2006, Spring 2007, Summer 2007 Study Abroad Programs: for 2008 OPEN DOORS REPORT, UW–Madison Academic Planning and Analysis, April 1, 2007, p. 1.



tuition fees during the fellowship period, a major expansion of these granting opportunities might be possible in future Title VI National Resource Center competitions.

- *Most of the global graduate opportunities listed above, available to all students, are limited to one or two awardees per year.*
- Given the large number of international students at UW–Madison, perhaps some opportunities for linking graduate student support for international study, travel, and research could be creatively linked to major UW undergraduate **study** abroad programs already in place. Graduate students might be employed in various ways to support such programs, potentially carrying some department-level commitments for multiyear funding in the form of teaching, project and research assistantships to Division of International Studies programs in specific regions/countries.
- UW–Madison faculty, staff, and administrators should continue to seek means to help with visas for international students who wish to stay, study, and work in the United States, as part of the development of global leaders
- UW–Madison should invest maximum effort to maintain linkages with UW alumni in other parts of the world to draw upon their enthusiasm and capabilities to facilitate leadership initiatives, research, and in-depth international study opportunities for all students, faculty, and staff members. These opportunities may exist on campus (enabled by the eCAMPUS), in Madison, across the state or nation, or in other countries.

### **8. Envisioning preparation of global citizens and leaders for returning students, alumni, and the citizens of Wisconsin**

Team 4’s vision for 2020 includes returning students, alums and, pursuant to the Wisconsin Idea, the citizenry of Wisconsin. Each constituency shares the need for continuing exposure to cultures, specific language proficiency, new techniques, and so on. Each has the same requirement as traditional undergraduate and graduate students for ongoing access to the most up-to-date course content, research, research applications, and experience to keep them well informed and competitive. Further, each may well have current real-world experience as global citizens and leaders which can be shared, thus contributing to the command of global cultures and practices as they evolve in real time. Each can become purchasers of service, donors of time, and donors of dollars.

Envisioning how to meet our obligations to these constituencies while leveraging the rich trove of experience they offer is informed by the following observations.

- Returning students have the same needs as traditional undergraduates and they often bring the benefit of current, practical experience to the learning equation.
- UW–Madison has more than 340,000 alums (with known addresses), living and working in virtually every state, and approximately 15,000 of these alums currently reside overseas, representing more than 150 countries. It is not hard to imagine that virtually every field of endeavor is represented by this important constituency. Our vision is that there are powerful latent opportunities to address the net out-migration of young college-educated citizens (the so-called brain-drain challenge for Wisconsin and other Great Lakes states) by more actively engaging this pool of human resources—an important percentage of which reside outside of Wisconsin.

- The citizens of Wisconsin, whether or not alums, are another important constituency. It is not hard to imagine that virtually every field of endeavor in the state already experiences the impact of globalization on methods and markets: teaching to multiple cultures, sourcing raw materials from abroad, selling products overseas, collaborating with employees in other countries, keeping up with new techniques in medicine—the list can go on! Certainly, it is the mission of the Wisconsin Idea to bring the benefits of the university to the citizens of the state.

Members of these constituencies have much to offer. Our vision includes their increasing and active involvement. Such participation could take place on campus, in more traditional ways. However, we also envision taking advantage of technology (the eCAMPUS) and accessing remote locations and resources through partnerships with UW System institutions and technologically compatible organizations (multinational businesses, for example). We envision the development and exchange of information through interactive courses and modules. We envision the development of study and travel-abroad programs for these constituencies—including fostering of service components—with manageable time commitments. And we envision more of our alumni—especially those who are actually living abroad—to play roles in study and travel-abroad programs, collaborative research, and innovative learning and thinking.

These constituencies represent important pathways to extend the reach and relevance of UW–Madison. Demands and needs grow for paid offerings, and part-time learning opportunities—some with degrees attached, others more experimental and innovative and shorter-term. Such courses or new opportunities would increase the pool of real-time experiences to be shared with others. Many may actually increase the pool of donors of time and talent—contributing their experiences to others, such as in seminar settings. Alums (anywhere in the world) and many citizens of Wisconsin (whether or not alums) could be sought as partners to expand the pool of needed internships and/or on-site orientations for students, faculty, and staff—highlighting the global or multicultural nature of a particular field of endeavor, whether business, agriculture, education, medicine, law, or public health. Some will become donors of dollars, supporting undertakings of specific importance to them.

New knowledge is generated at an increasingly rapid pace. Practical applications of such knowledge and competitive information, in general, are accelerating within industries, and within and across different regions of the world at dizzying speeds. These realities require us to expand our universe of resources, methodologies, and instructional approaches, including making use of new knowledge, new technological advances, and recognizing new local and global needs. Expanding learning opportunities for and with returning students, alumni, and the citizens of Wisconsin is not just a “nice to have” option. It will make all the difference in keeping UW–Madison’s offerings as broad-based and relevant as possible.

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