



Global Learning Initiative



A Quality Enhancement Plan

Submitted to the Southern Association of Colleges and Schools, Commission on Colleges

February 2011

Winthrop University

Quality Enhancement Plan: *The Global Learning Initiative*

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**SACS On-Site Review Dates:
April 4-6, 2011**

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EXECUTIVE SUMMARY

Winthrop University, founded in 1886, is a comprehensive institution of higher education that enrolls over 6,000 students. Its **mission** emphasizes the university's collective responsibility to help students "acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world." To address these objectives, Winthrop University faculty, administrators, students, and staff selected the Global Learning Initiative (GLI) as its Quality Enhancement Plan (QEP) to be implemented and assessed through 2016.

The QEP's rationale stems not only from the institution's mission and student body **demographics**, but also from Winthrop's commitment to its students' achieving the **Winthrop University-Level Competencies**, particularly Competency # 2 that requires students "to take seriously the perspectives of others," and Competency # 3 that mirrors the mission's vision to prepare students for the contemporary world by helping them "understand the interconnected nature of the world and the time in which they live." (University-Wide Academic Assessment Committee, 2010). Although Winthrop has worked hard to increase international enrollments, has several agreements and cooperative arrangements with international universities, sends a small number of students abroad for study every year, and even requires students to take three hours in a designated "global" course, more than brief interactions with and exposure to international students and international cultures will benefit Winthrop students. The GLI will build on these ongoing initiatives to promote greater involvement with culturally diverse people, practices, values, and beliefs through the curriculum and other campus-wide activities, thereby enhancing Winthrop's global learning environment.

The GLI's purpose is to integrate global learning intentionally across the **Touchstone (general education) Program** beginning with freshman year. For the GLI, Winthrop is using Olson, Green, and Hill's definition of *global* to mean local, regional, national, and/or international experiences that may differ from one's own cultures (adapted from, 2006, p. v).

The GLI will address **five student learning outcomes** (SLOs) through course work in the Touchstone Program. The SLOs are grouped into three general categories: global knowledge, global attitudes, and global engagement. These three areas first will be addressed in two **Touchstone Core** courses and then broaden to courses across the Touchstone Program. Not all courses will incorporate aspects of global learning; however, all graduates will have explored global influences, examined culturally diverse relationships, and will have come to understand how those intercultural dynamics impact their senses of self, their lives, and their careers to prepare them better for success in the contemporary world.

Winthrop will use a diverse set of direct and indirect assessment strategies to qualitatively and quantitatively measure progress on GLI implementation and student learning outcomes. These include adapting rubrics designed for current assessment efforts and designing new assessments specifically for the GLI, e.g., a Global Learning Questionnaire that will be administered to students at least three times during their academic careers.

INTRODUCTION

Winthrop University is a master's-level, regional, public university located in Rock Hill, South Carolina. Founded 125 years ago to train young women to be teachers, Winthrop currently enrolls over 6,000 undergraduate and graduate students and confers degrees in business, education, the liberal arts, and the fine arts.

Winthrop has long recognized the importance of training its students to be cognizant of their responsibilities as citizens of the world. As early as the 1920s, Winthrop students traveled abroad as missionaries (Wilson 2010), and in 1984 the university established the **International Center** to address the needs of its growing international student population and to broaden the horizons of the greater Winthrop community.

In addition, Winthrop University has a long-standing, deep commitment to diversity, as manifested in the **demographics** of its student body, which are similar to the **demographics** of the population of South Carolina. Winthrop also recognizes the importance of teaching students to be citizens of the world and to appreciate diversity in all its forms.

In light of these institutional values, the Winthrop University community proposes this "Global Learning Initiative" (GLI) as its Quality Enhancement Plan. Focusing on the Touchstone Program in particular, the GLI seeks to integrate global learning through the curriculum and through co-curricular activities of the undergraduate experience.

Definitions of Key Terms

Touchstone Program. Winthrop University refers to its general education program as the *Touchstone Program*.

Touchstone Core. Four courses in the Touchstone Program constitute the Touchstone Core: ACAD 101 Principles of the Learning Academy; HMXP 102 The Human Experience; WRIT 101 Introduction to Academic Discourse; and CRTW 201 Critical Reading, Thinking, and Writing. Entering freshmen typically take three courses in the first year; CRTW 201 is taken in the sophomore or junior year.

The Touchstone Program also requires students to take courses in several areas, which include Natural Sciences, Social Sciences, Historical Perspectives, Global Perspectives, and Arts and Humanities (Touchstone **distribution requirements**, Undergraduate Catalog, pp. 15-16).

Global. Winthrop University defines *global* as applying to local, regional, national, and/or international experiences that may differ from one's own culture (adapted from Olson, Green, and Hill, 2006, p. v).

Global learning component (in courses). A *global learning component* in courses includes, but is not limited to, one of the following student learning activities: a relevant reading assignment, a video, a reflection or other writing assignment, a class discussion, field experience, a debate, a group presentation, a creative project, a lecture, and/or a required co-curricular activity, such as a Global Engagement Experience or Global Learning Cultural Event, that meets the definition of global above and is designed to fulfill one of the GLI student learning outcomes.

Global learning cultural event. A *global learning cultural event* is one in which the event's primary or secondary focus meets the global definition listed above. For example, in a panel discussion featuring several experts, one expert's perspective meets the definition. In a musical performance, several short pieces or one lengthy piece performed meet the definition, or in a gallery walk-through, a number of the pieces of art discussed meet the definition.

Global engagement experience. A *global engagement experience* is a co-curricular activity such as a volunteer activity or service learning project that requires students to interact with individuals or communities that meet the global definition above. Examples include native English speakers working with English language learners in an elementary school, volunteering with an immigrant advocacy organization, working on a Habitat for Humanity house, or attending or volunteering at an ethnic or cultural festival. It may also include a study abroad opportunity.

Winthrop University is aware that the term *engagement* is used in cognitive, attitudinal, and behavioral contexts. However, in this document, Winthrop uses engagement to refer to behaviors only.

Implementation goals. *Implementation goals* are the goals Winthrop University has articulated as a means to achieve the GLI **student learning outcomes**. This term is used instead of *program goals* or *program outcomes*. The university chose the term, implementation goals, to better communicate that these are the means by which the institution will achieve the GLI's purpose: to enhance students' global learning.

Key administrative personnel. The **University College** is responsible for managing the Touchstone Program and also will manage implementation of the GLI under the supervision of the Vice President for Academic Affairs and the President in coordination with the four other academic colleges. The GLI Director will report directly to the Dean of University College and will work closely with the Director of the Touchstone Core, who supervises scheduling, training, curriculum, and assessment of ACAD 101 and HMXP 102.

Teaching and Learning Center. The **Teaching and Learning Center** (TLC) is a University College initiative dedicated to providing professional development opportunities for Winthrop faculty and staff.

PROCESS USED TO IDENTIFY AND DEVELOP THE QEP

In spring 2009, QEP Identification Committee Chair Dr. Marilyn Sarow interviewed the university's executive officers to identify potential Identification Committee members. In April, a 13-person **QEP Identification Committee** was selected to include members from the four academic colleges, the library, student government, student life, and support service units of the university.

Through the Vice President for Academic Affairs, the President charged the QEP Identification Committee to identify possible topics that fit Winthrop's overall **mission**, addressed its educational needs, and fulfilled specifically the missions' vision to prepare students "to meet the needs and challenges of the contemporary world." Four parameters were articulated as central to that process:

1. the committee should insure that all campus stakeholders have opportunities for input on topic selection;
2. the university should use the planning initiative to foster leadership experiences for junior-level faculty and staff.
3. the current state and national economic challenges that impact the institution should have no bearing on topics for consideration; and
4. the QEP should be distinctive but manageable within the five-year implementation period.

The Selection Process

Winthrop University employed a number of different methodologies in the process to develop its QEP topic with all university constituencies. They include the following:

Focus groups. The committee reviewed QEP plans from a number of institutions to identify research methodologies that could generate both awareness of the QEP initiative and possible topics. In the initial stage, focus groups used the **Appreciative Inquiry 4-D Cycle Model** utilized by North Georgia State College & State University for its QEP selection process. The model includes four steps--discovery, dream, design, and destiny--with each step involving inquiry and discussion (North Georgia College & State University **Quality Enhancement Plan, 2007**). During summer 2009, the Identification Committee conducted multiple focus group discussions (**questions** and **handouts**) with the following:

1. five focus groups composed of **staff** representing every unit of the university;
2. two **student focus groups**; and
3. one **Alumni Council** focus group.

The Identification Committee modified the inquiry process and used small groups of **faculty and administrators** during the annual Faculty Leadership Retreat in August 2009. Later, on November 5, 2009, the **Board of Trustees** replicated this exercise. In all, a total of 240

constituents participated in QEP focus groups through summer 2009. The QEP Identification Committee analyzed the material from these sessions and identified 15 possible QEP topics for further consideration.

Online questionnaires. In summer 2009, the QEP Identification Committee designed an online questionnaire to present the 15 topics to the university community. After pilot testing the questionnaire with the Council of Student Leaders in September 2009, the committee sent the online survey to all students and approximately 1,000 faculty, staff, and administrators.

A total of 421 students and 321 faculty, staff, and administrators responded to the questionnaire. From the survey information and focus group input, the Identification Committee ascertained the top five topics for further development.

Solicitation of proposals, proposal presentation, and review. In October 2009, the QEP Identification Committee invited on-line submission of proposals on the five topics the university community cited as most important: (a) critical thinking, (b) integrating global perspectives, (c) written and oral communication, (d) information literacy, and (e) lifelong skills. Guidelines required proposals to be 7-10 pages long and to include sections on goals, benefits, student learning outcomes, institutional resources, implementation, and assessment. The Teaching and Learning Center also held information sessions to answer questions and generate interest.

The QEP website, accessible to the entire university community, published all submitted proposals (Critical Thinking, Global Education, Navigating the Information Highway, Undergraduate Research), and the proposals were presented to faculty, staff, and students in an open forum in December 2009. Those attending the forum commented on and ranked each proposal. To encourage additional feedback, the presentations were videotaped and posted on the QEP website, and online evaluation forms provided an opportunity for additional feedback.

Analysis of proposals. In January 2010, the QEP Identification Committee analyzed each proposal and reviewed feedback from the presentations, focus group sections, and related data, which resulted in the committee recommending “Facilitating the Cognitive Shift to Global Learning” as the topic preferred by the Winthrop community (now commonly referred to as the Global Learning Initiative or GLI). The original proposal was developed by a team of faculty and staff from the College of Arts and Sciences and the International Center.

The QEP Identification Committee then presented its report and recommendations to the SACS Steering Committee, which includes the executive officers of the university. Following their approval, the Board of Trustees endorsed the concept at its annual retreat in February 2010.

Stakeholders meeting. The QEP Identification Committee also identified a group of stakeholders who are faculty and staff members with global contacts or expertise. This

group was convened in February 2010 to discuss global expertise extant on campus, means to promote global learning broadly, and strategies to successfully integrate international students into the Winthrop University culture.

The QEP Planning Committee and the GLI Coordinating Committee

University officials appointed a **QEP Planning Committee** in spring 2010. The committee met weekly during summer 2010 to refine the QEP, its goals and student learning outcomes and implementation. Members of this committee included faculty members from the Colleges of Arts and Sciences, Business Administration, Education, and Visual and Performing Arts, along with University College, Dacus Library, Student Life, and Academic Affairs.

The current **Global Learning Initiative Coordinating Committee** was appointed in fall 2010 and is charged with the GLI's implementation, assessment, and promotion. Members of this Committee are drawn from the academic colleges, the Division of Student Life, and Dacus Library. The Coordinating Committee will include two student representatives as well.

The current **Global Learning Initiative Promotions Committee** began work in fall 2010 and is charged with promoting all GLI activities to the campus community. Members of the Promotions Committee include faculty and students and representatives from Academic Affairs, University Relations, and the International Center.

The Promotions Committee introduced the GLI to the campus community in fall 2010 during International Week. **GLI events** included "global games," food sampling, and other activities. These events received extensive coverage in the university newspaper, *The Johnsonian*. Winthrop University also introduced its Global Learning Initiative **logo**, which will be used extensively to promote the GLI as the program is implemented.

LITERATURE REVIEW AND BEST PRACTICES

Winthrop University's GLI takes into account that a broad range of attempts has been made to increase global learning, awareness, and citizenship in U.S. higher education. The literature reviewed includes both theory and practice that address student learning, institutional involvement, and program assessment.

In addition, the QEP Planning Committee examined how other institutions have integrated global learning into their curricula. The institutions examined include Kennesaw State University, the University of North Carolina at Chapel Hill, Duke University, and the University of Texas at Tyler. Both the literature and other institutions' experiences show that the progressive programs infuse global awareness across the disciplines and engage students in the search for global realities from the multitude of perspectives that a successful university offers.

Student Learning

The American Council on Education's 1995 report on internationalizing U.S. higher education recommends that more attention be placed on intercultural competence, including foreign language, diverse cultures, and global issues. Although written in 1995, the report holds relevance today and advocates programs of study based less on theory and more on real problems and recommends placing more emphasis on studies of the non-western world. Although Winthrop University offers multiple study abroad opportunities and instruction in at least five different foreign languages, Ashwill (2004) contends that study abroad and foreign language mastery are not enough to ensure true multicultural sensitivity; and in today's global business world, true multicultural sensitivity is essential for success. Further, Deardorff and Hunter (2006) argue that increased cultural awareness and enhanced multicultural understanding are necessary for college graduates to attain the skill sets necessary to navigate the global economies of the modern work place.

Chickering and Braskamp (2009) apply Chickering and Reisser's (1993) four vectors for college student psychosocial development to the **AAC&U Core Commitments** to develop students' sense of personal and social responsibility. The authors demonstrate how moving through autonomy toward interdependence, establishing identity, developing purpose, and managing emotions are essential to developing a global identity.

Inside Higher Education (Redden, 2010) reported on a comprehensive University System of Georgia 10-year study that looked at the impact of study abroad programs on a variety of factors. The results indicate that students who study abroad have a higher graduation rate, particularly among non-white students, and higher grade point averages; however, their knowledge of global interdependence and world geography showed no significant gains. Furthermore, Kniefkamp and David-Lang (2010) found that freshmen's intellectual and psychological readiness to engage in diversity-enriched courses is essential.

University Involvement

University involvement at all levels is essential to a successful global learning program. Levitz and Noel (1989) discovered that first-year students leave college for a variety of reasons including academic boredom, irrelevancy, unrealistic expectations of college, academic unpreparedness, adjustment difficulties, disconnects between career goals and majors, and incompatibility with the institution. The authors conclude that institutions must (a) devise programs and services to help students connect to the academic and social living environment, (b) build skills to cope with and succeed in this environment, (c) help students succeed in the classroom, and (d) provide students with academic advising to help them learn how to achieve their goals.

Finally, according to Schaller (2010), students beyond the freshman year also need opportunities for self discovery and to examine where they fit in the expanding world. These opportunities can include internships, service learning, and study abroad. Indeed, Sobania and Braskamp (2009) argue that a domestic-based program focusing on diverse cultures within a local, regional, or national community may provide students with a transformative opportunity.

Assessment

A comprehensive assessment program is paramount to determining any learning initiative's success. Therefore, the GLI outcomes will be measured based on Deardorff's (2006) recommendations to incorporate multiple formative assessment methods administered over time, and to have realistic expectations for student learning (2009). Using multiple formative methods over time will allow GLI administrators to determine if and where the cognitive shift to global learning takes place and to modify global learning activities as needed. A key component will be a questionnaire that measures changes in global knowledge, attitudes, and engagement. Such instruments will provide valuable data to determine the GLI's success.

Global Learning Questionnaire. Winthrop University will develop a Global Learning Questionnaire to use as a major assessment tool. This questionnaire will be tailored to the GLI student learning outcomes and will be administered using the on-line instructional program *Blackboard*. It can be administered frequently without additional cost to the university, and students' responses can be tracked over time through their university ID numbers, which are required to log into *Blackboard*.

Initially, Winthrop University considered using the Global Perspective Inventory (GPI), developed by Larry Braskamp, David Braskamp, Kelly Carter Merrill, and Mark Engberg (Global Perspective Institute 2010) as a major assessment instrument. Although the GPI provides national comparison data, limitations, including cost, led to the decision to develop an internal assessment tool.

JUSTIFYING THE GLOBAL LEARNING INITIATIVE

The Winthrop University community justifies its choice of global learning on multiple grounds. It is consistent with current trends in higher education, is supported by the university's mission and values, builds on a commitment already embedded in numerous university policies and programs, is an identified need in an increasingly interrelated world, and is a value shared by the Winthrop University community.

Consistent with Current Trends in Higher Education

Higher education institutions across the United States have realized that conventional, discipline-specific approaches to undergraduate education are not adequate to prepare students for an increasingly complex and interrelated world. Thus institutions are increasingly turning toward integrative learning that goes beyond traditional disciplinary boundaries (Elrod and Hovland, 2010). These innovations include interdisciplinary collaborations in teaching and research, instructional techniques and assignments that require students to adopt perspectives of others, globalization of the curriculum, and other means whereby students and faculty may be experts in one field but also are conversant in many others. By emphasizing global learning and the perspectives of others, the GLI is consistent with these important developments in American higher education.

The University's Mission and Values

The Global Learning Initiative is consistent with several key documents that articulate Winthrop's mission, vision for the future, values, and community contributions. First, Winthrop University's **mission** emphasizes the university's collective responsibility to help students "acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change" (Winthrop University Mission Statement).

In 1989 Winthrop's ninth president, Anthony DiGiorgio, engaged the university in an introspective process to develop a new vision that that would invigorate Winthrop's inherent potential to create a culture of pervasive excellence and continuous quality improvement. From this introspective process, a systematic master planning and evaluation process, the Winthrop *Vision of Distinction* (VOD), evolved. The VOD identifies six intentionally timeless **Winthrop Strategic Values/Goals** that derive from the mission's objective that "Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world" (Winthrop University Mission Statement). The GLI will assist Winthrop in attaining these goals.

Further, as a result of the President's charge two years earlier, in 2004 the **Nature and Character Task Force** prepared and presented a document that encapsulated Winthrop's institutional values and principles. Published in the *Vision of Distinction*, part of the Nature and Character document asserts the university's commitment to providing a broad liberal arts education that includes a global dimension:

As a community of learners:

- We center the Winthrop experience on student development inspired by our commitment to the liberal arts traditions, to national-caliber professional education, and to developing leadership and civic responsibility;
- We nurture collective and individual growth, enlightenment, and transformation;
- We embrace multiculturalism and the broadest possible diversity of people and perspectives. (*Vision of Distinction 2010, p. 2*)

Finally, Winthrop University's participation in the American Association of Colleges and Universities (AAC&U) **Core Commitments Initiative**, along with only 23 member institutions nationwide, emphasizes Winthrop's commitment to attain its mission and vision. Quoted in part below, the AAC&U Core Commitments underscore the appropriateness of the GLI in enhancing Winthrop's learning environment:

- Contributing to a larger community: recognizing and acting on one's responsibility to the educational community, the local community, and the wider national and global society.
- Taking seriously the perspectives of others: recognizing and acting on the obligation to inform one's own judgment; relinquishing a sense of entitlement; and engaging diverse and competing perspectives as a resource for learning, citizenship, and work. (American Association of Colleges and Universities Leadership Consortium 2007)

Existing Commitment to Global Learning

The Global Learning Initiative is further justified because it builds on existing efforts underway at Winthrop and is clearly a value shared across the university community. Current efforts are described below.

University-Level Competencies. The first way such a commitment is manifested is through Winthrop's **University-Level Competencies**. In particular, Competency # 2 requires students "to take seriously the perspectives of others," and Competency # 3 mirrors the mission's vision to prepare students for the contemporary world by helping them "understand the interconnected nature of the world and the time in which they live" (University-Wide Academic Assessment Committee, 2010).

International study options. Second, Winthrop University encourages students to take advantage of international study opportunities. The university holds active international

exchange agreements with seven international institutions and maintains affiliations with nine study abroad provider programs. These relationships allow Winthrop to offer students opportunities to spend a semester studying at one of **21 institutions** in 18 different countries. In addition, the university also regularly offers courses that include faculty-led international travel and study abroad opportunities, such as **ENGL 200 Paris in the Jazz Age** and **RELG 450 Israel: Land of the Bible**.

Winthrop University also maintains an **International Center** among its student support services. The International Center, located in University College, offers orientation sessions and cultural education programs and events to help international students integrate with and succeed in their new environment. In addition, the center's programs help to familiarize domestic students with other cultures before they participate in programs abroad.

Existing global learning requirements in undergraduate degree programs. Third, global learning is already emphasized in the undergraduate degree program. The Touchstone Program includes a **Global Perspectives** requirement. Thus, all Winthrop graduates must take at least three hours in a designated global course.

The global learning commitment also is manifested in required foreign language study in disciplines across the university. Winthrop University regularly offers instruction in five foreign languages. All students may use foreign language coursework to meet part of the Touchstone Program's Logic/Language/Semiotics requirement. In addition, all candidates for B.A. or B.S. degrees in the College of Arts and Sciences must complete two semesters of foreign language study; students earning English degrees must complete three semesters. In the College of Business Administration, foreign language study is required for native English speakers completing the international business option. In the College of Visual and Performing Arts, students pursuing degrees in art, art history, music performance, and music composition are required to complete one to three semesters of foreign language study. Finally, in the Richard W. Riley College of Education, students earning middle level certification in any two of the areas of English/language arts, mathematics, science, and social studies must complete one semester of foreign language study (***Undergraduate Catalog 2010***). Taken together, nearly half of Winthrop University undergraduates are required to study foreign language (***Winthrop University Factbook, 2010***).

Moreover, Winthrop University's Modern Languages faculty employ pedagogies that conform with the **five Cs** of foreign language education advocated by the American Council on the Teaching of Foreign Languages: Communication, Communities, Cultures, Comparisons, and Connections (n.d.). Four of the five Cs are consistent with the GLI's student learning goals discussed below.

Similarly, Winthrop University also offers several major and minor programs that include a global emphasis. For example, students may earn a baccalaureate in international business, French, Spanish, environmental studies, or environmental science. They also may pursue minors in international studies; African American studies; French; German; Spanish;

medieval studies; peace, justice, and conflict resolution studies; or environmental studies; or earn an Honors Program degree with international experience.

An Identified Need

In spite of these efforts, Winthrop identified clear needs for further emphasis on global learning. In its investigations, the QEP Planning Committee found numerous indicators of this need, which are detailed below.

Low enrollments in study abroad programs. Winthrop has worked hard to increase study abroad opportunities and has several agreements and cooperative arrangements with international universities. Yet few students take advantage of these opportunities. On average, only 159 students studied abroad each year from 2006 - 2010, representing 2.5% of the student body. Several possible reasons for these low participation rates include a lack of awareness of study abroad opportunities, concerns about cost, and the demands of degree programs, especially in professional programs that are highly prescribed.

Little exposure to international students. Although the International Center's commitment to bring "the world to Winthrop and Winthrop to the world" reflects the institutional vision, data suggest that a fairly low percentage of students engage in the International Center's on-campus awareness programs. Similarly, the annual number of international students enrolled at Winthrop from 2006 - 2010 averaged 217 or 3.4% of the student body. However, due to more aggressive international recruitment, coupled with a cooperative arrangement with the University of Nantong in China, Winthrop's international enrollment is increasing.

Student body demographics. Winthrop University's student body disproportionately represents the student groups who are least likely to participate in study abroad opportunities, and by extension, to be exposed to global learning through other personal experiences. Approximately 38% of the Winthrop students are first generation college students; 31% are members of underrepresented minority groups; 84% are from South Carolina; and 45% are eligible for Pell Grants, up from 33% in just two years (Pell Grant eligibility is an indicator of modest family income). **University, state and national statistics.**

Preparation for the world of tomorrow. Winthrop University recognizes that more than brief interactions with and exposure to international students and international cultures will be crucial to prepare its students for entry into the world where they will live and work as adults. The GLI will build on these ongoing initiatives to promote greater involvement with culturally diverse people, practices, values, and beliefs through the curriculum and other campus-wide activities, thereby enhancing Winthrop's global learning environment. In light of the current and ongoing world shift toward global thinking and action, the GLI will prepare Winthrop students for life and work in a shrinking world.

A Shared Value in the University Community

Substantial evidence shows that a commitment to global learning is a shared Winthrop University community value, which is manifested in various ways. This unity will contribute to the program's eventual success by ensuring that all components of the university are engaged in this initiative and that students will be receptive to the lessons they will learn.

Evidence of students' global engagement. Since 2004, Winthrop has gathered evidence of students' global engagement using the National Survey of Student Engagement (NSSE). The university uses NSSE data to compare student experience and university performance relative to college students enrolled in similar institutions across the country. NSSE data also are used in planning and assessment efforts to determine what areas of student engagement need attention.

NSSE 2009 results (Table 1) reveal significantly more Winthrop first year and senior respondents reporting that Winthrop emphasizes contact among students from different backgrounds (NSSE item 10.c.) than first year and senior respondents in the Carnegie Comprehensive Masters classification cohort or the national NSSE 2009 cohort. In addition, both first year and senior respondents reported that their experiences at Winthrop enhanced their ability to understand "people of other racial and ethnic backgrounds."

TABLE 1: Selected National Survey of Student Engagement (NSSE) Results*

		Winthrop	Carnegie Class			NSSE 2009		
		Mean	Mean	Sig ¹	Effect Size ²	Mean	Sig ¹	Effect Size ²
To what extent does your institution: encourage contact among students from different economic, social, and racial or ethnic backgrounds (10.c) Response options: each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much	FY	3.11	2.72	***	.41	2.72	***	.40
	SR	2.89	2.57	***	.33	2.55	***	.35
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much	FY	3.06	2.74	***	.34	2.71	***	.37
	SR	3.01	2.70	***	.32	2.67	***	.35
11. I. Understanding people of other racial and ethnic backgrounds								
1 *** = significant at p. 0.0001								
2. An effect size of .2 is often considered small, .5 moderate, and .8 large.								

Notably in 2009, 34% of Winthrop freshmen and 58% of seniors reported having taken foreign language courses. These statistics compare favorably to national averages wherein 30% of freshmen and 36% of seniors reported studying foreign languages ($p \leq 0.001$). Certainly one reason for this result for Winthrop is the number of students who are required to study foreign languages in their major programs. A reinforcing factor for the GLI is that studying a foreign language allows students to walk in the cultural shoes of the country Nussbaum (2004).

Evidence of Faculty and Staff Support for Global Learning

Ample evidence that Winthrop University faculty and staff are supportive of the global learning initiative also exists. Indeed, many faculty and staff have engaged in their own global learning in various ways. For example, since 1998, a dozen Winthrop University faculty members have participated in **Fulbright Programs**, studying and teaching in Europe, Canada, East Asia, and South Asia. In addition over 40 Winthrop **faculty and staff members** are foreign nationals, naturalized American citizens, or hold dual citizenship.

The QEP Identification Committee's follow-up **survey** of all faculty and staff further documents faculty and staff members' out-of-country experiences. Completed by 250 respondents, the survey results show significant activities by faculty and staff regarding working, researching, or traveling outside the United States:

- 78.7% had international experiences outside the United States;
- 90.5% had traveled abroad for tourism;
- 29.1% had conducted research abroad;
- 24.3% had consulted or worked for an organization or business abroad; and
- 68% reported that they had participated in an "international experience(s) within the United States," including 67.5% who reported working closely with international students.

In addition, when asked about their current views on the QEP topic:

- 83% reported that understanding of global issues is important for success in the workforce;
- 41% reported that the global learning focus of the QEP was highly relevant to their work; and
- 43.1% reported that it was "somewhat relevant" to their work.

DESIRED STUDENT LEARNING OUTCOMES

The purpose of the Global Learning Initiative is to prepare effective and successful global citizens. Based on Bachner, Malone, and Snider's (2001) recommendation that targeting first year students allows for more time to "integrate the intercultural experience into . . . [students'] ongoing studies and to consider the experience's possible implications for career and other life choices" (p. 135), Winthrop will integrate global learning intentionally across the Touchstone Program, beginning with ACAD 101 Principles of the Learning Academy and HMXP 102 The Human Experience: Who Am I?

Winthrop University's Touchstone Program

The Touchstone Program is the name of Winthrop University's general education program. In the *2007-2008 Vision of Distinction*, President Anthony DiGiorgio explained the role of the Touchstone Program in the total development of Winthrop University students:

A key part of the Winthrop Experience is that all Winthrop students, regardless of major, begin their studies with a rigorous set of Touchstone courses that will help them succeed in meeting both the challenges of higher learning and the unknowable challenges they will encounter as professionals and citizens in a global society. Through these courses, students develop capacities for gathering key information, thinking about it, and acting upon it – the touchstones of lifelong learning and leadership. (p. 1)

The Touchstone Program is comprised of 46-58 semester credit hours. The total number of credits and/or courses varies by degree program because courses taken to meet undergraduate degree requirements also may apply to Touchstone Program requirements.

The centerpiece of the Touchstone Program is the Touchstone Core. The Touchstone Core is comprised of four courses: ACAD 101 Principles of the Learning Academy; HMXP 102 The Human Experience: Who Am I?; WRIT 101 Introduction to Academic Discourse; and CRTW 201 Critical Reading, Thinking, and Writing. Three of these courses are typically taken during the first year; CRTW 201 is taken in the sophomore or junior year. Students complete the remainder of their Touchstone Program requirements at varying points in their undergraduate careers, often as late as their final year.

The Touchstone Program is composed of the skills and subsets of skills listed below.

- ACAD 101 (required of first-time freshmen only) (1 credit hour)
- Critical Skills (15 - 21 credit hours)
 - Writing and Critical Thinking
 - Quantitative Skills
 - Logic/Language/Semiotics
 - Oral Communication
 - Technology

- Skills for Common Experience and Thinking Across Disciplines (9 credit hours)
 - HMXP 102
 - Global Perspectives
 - Historical Perspectives
- Developing Skills and Applying Them to Disciplines (22 - 28 credit hours)
 - Natural Science
 - Social Science
 - Humanities and Art
- Intensive Writing (0 - 3 credit hours)
- Constitution Requirement (0 - 3 credit hours) (*2010 - 2011 Undergraduate Catalog*)

Advantages of Strengthening Global Learning Across the Touchstone Program

A global focus in a program of study as large, complex, and cross-disciplinary as the Touchstone Program will establish a solid foundation for the GLI's equally complex and challenging task to strengthen global learning. Numerous advantages for using the QEP to strengthen global learning across the Touchstone Program curriculum include the following:

Greater campus involvement. Grounding the GLI in the Touchstone Program insures greater campus-wide involvement in the QEP. Levitz and Noel (1989) contend that greater faculty, staff, and administrator involvement in specially designed programs helps students to succeed in the classroom. Because faculty and staff from across Winthrop teach both ACAD 101 and HMXP 102 and because all academic colleges teach courses currently approved for the Touchstone Program (many of which are also requirements in individual majors), using the Touchstone Program as a vehicle guarantees campus-wide participation in developing the GLI and supports a connection to the major programs.

Springboard for global engagement. Establishing a substantial commitment to global learning within the Touchstone Program and the **Touchstone Core** should serve as a springboard for strengthening student preparation for global engagement. The existing global learning components in the Touchstone Program's global perspectives requirement represent a record of previous success in infusing global learning content into the Touchstone curriculum. This foundation provides evidence of the university's capability and commitment to strengthen global learning experiences and student learning outcomes. The GLI will expand on this capability and commitment and increase opportunities for students to participate in global learning in the Touchstone Program.

Notably, Yershova, DeJaeghere, and Mestenhauser (2000) argue that the only way to develop sophisticated multicultural understanding is to internationalize the entire curriculum. However, even though the GLI focuses only on the Touchstone Program, it will provide a basis upon which the university may further internationalize the curriculum.

Student Learning Outcomes

The student learning outcomes below are designed to apply across curricular and co-curricular activities as students explore global issues; interact with students of different cultural backgrounds and learn about diverse political, religious, and social beliefs; and respond to new ideas and ways of knowing. The GLI's student learning outcomes cover three major areas: global knowledge, global attitude, and global engagement. These three categories compare favorably to the three main domains of human development outlined by developmental psychologist Robert Kegan (1994): cognitive, intrapersonal, and interpersonal. Patricia M. King and Marcia B. Baxter-Magolda further refined these concepts in their important work on intercultural maturity. In this context, *intercultural maturity* refers to "the developmental capacity that undergirds the ways learners come to make meaning, that is the way they approach, understand, and act on their concerns" (King and Baxter-Magolda, 2005, p. 574).

The three categories listed below contain the five student learning outcomes that will be the basis for assessment of the GLI.

Category 1: Global Knowledge.

- *Student Learning Outcome 1:* Seniors will demonstrate *awareness* of various cultures and their impact on global society.
- *Student Learning Outcome 2:* Seniors will demonstrate *comprehension* of various cultures and their impact on global society.

Category 2: Global Attitudes.

- *Student Learning Outcome 3:* Seniors will exhibit *attitudes* that reflect cultural self-awareness and respect for and acceptance of cultural perspectives different from their own.
- *Student Learning Outcome 4:* Seniors will exhibit *behaviors* that reflect cultural self-awareness and respect for and acceptance of cultural perspectives different from their own.

Category 3: Global Engagement.

- *Student Learning Outcome 5:* Seniors will exhibit global civic responsibility by *engaging* effectively with others in diverse intercultural groups and settings.

PROGRAM IMPLEMENTATION GOALS AND ACTIONS TO BE IMPLEMENTED

Introduction

The purpose of Winthrop University's Global Learning Initiative is to increase students' learning in three categories: global knowledge, global attitudes, and global engagement.

To achieve this purpose, Winthrop University will focus on the Touchstone Program with the initial emphasis on the Touchstone Core. As stated above, the Touchstone Core is comprised of four courses: ACAD 101 Principles of the Learning Academy; HMXP 102 The Human Experience: Who Am I?; WRIT 101 Introduction to Academic Discourse; and CRTW 201 Critical Reading, Thinking, and Writing. Two of these four courses comprise the cornerstone of the GLI as described below.

The first is ACAD 101 (one credit hour). This course is designed to help students transition to college; build a connection to the campus community; and promote student, faculty, and staff engagement. The course also is used as an introduction to the university's AAC&U **Core Commitments**. Winthrop offers 50-60 sections of ACAD 101 annually, taught by faculty members, staff members, and academic administrators from across the university. Instructors engage in **12 hours of training** prior to teaching the course and use common texts and a **common syllabus**; the students participate in common activities, as well. Thus student learning goals are the same across all sections. The university also selects and trains advanced students to work as *peer mentors*. A peer mentor is assigned to each section, and s/he works with the course instructor to deliver the course material. Peer mentors present sessions on selected topics, organize group activities, and work one-on-one with students to ensure a successful college transition.

The second cornerstone course is HMXP 102 (three credit hours), a multidisciplinary course taught by faculty and staff from the five academic colleges, Student Life, and Dacus Library. In the course, "students will find academic engagement and intellectual challenge through their own written and oral responses to mature interdisciplinary readings--readings that explore the "self" in five thought-provoking contexts" (*2010-2011 Undergraduate Catalog*). The **course text**, a compilation of over 40 readings, includes essays, manuscript excerpts, poetry, and artwork. A cross-disciplinary faculty committee selects the readings, which are grouped into five sections: The Self and Education, The Autonomous Self, The Self and Community, The Self and Nature, and The Self and the Sacred. All instructors undergo approximately **30 hours of training** during which they learn various approaches to presenting the readings, techniques to stimulate class discussion, and the **grading rubric** used to evaluate student papers.

Program Implementation Goals

Winthrop University uses the term *program implementation goals* rather than *program goals* or *program outcomes* to distinguish these from desired results or outcomes for student learning. Table 2 provides an overview of the GLI program implementation goals and assessment strategies. Following Table 2 a multi-page narrative explains the program implementation goals and specific actions required for each one.

Table 2: Grid of Program Implementation Goals

Implementation Goal, Specific Action	Assessment Mechanism				Responsible Individual(s)
	Numerical Count	Document Produced (Item)	Annual Report/ Other Narrative	Qualitative Assessment	
Implementation Goal 1: Global learning components will be infused into two Touchstone Core Courses: ACAD 101 and HMXP 102					
Action 1: Select global common book and create assignments and activities		✓ (Syllabus)	✓		Touchstone Core Director; Common Book Committee
Action 2: Global engagement experience in ACAD 101	✓		✓		Touchstone Core Director; Program Director for Service Learning
Action 3: Require ACAD 101 students to attend a global cultural event	✓	✓ (Syllabus)		✓	ACAD 101 instructors
Action 4: Require ACAD 101 students to view International Center presentation	✓	✓ (Syllabus and Presentation)			Touchstone Core Director; Director of International Center
Action 5: Recruit global peer mentors	✓				Touchstone Core Director and Director of Orientation and New Student Programs
Action 6: Adopt global readings and assignments in HMXP 102	✓	✓ (Syllabus)			Touchstone Core Director, HMXP Committee

Table 2: Grid of Program Implementation Goals

Implementation Goal, Specific Action	Assessment Mechanism				Responsible Individual(s)
	Numerical Count	Document Produced (Item)	Annual Report/ Other Narrative	Qualitative Assessment	
Action 7: Adapt HMXP 102 Common Grading Rubric		✓ (Rubric)	✓	✓	Touchstone Core Director, HMXP Committee
Action 8: Adapt training for HMXP 102 and ACAD 101 new instructors and peer mentors		✓ (Training agendas)	✓	✓	Touchstone Core Director, University College Dean, Director of Orientation and New Student Programs
Action 9: Develop supplemental training for current ACAD 101 and HMXP 102 instructors		✓ (Training agendas)	✓	✓	Touchstone Core Director, University College Dean, TLC Director
Implementation Goal 2: By AY 2015-16, the number of courses in the Touchstone Program that contain a global learning course component will increase by at least 10%.					
Action 1: Touchstone Program Course Mapping Project	✓	✓ (Course Map)			Individual Departments, GLI Director
Action 2: Touchstone Program course application forms revised		✓ (Forms)	✓		General Education Committee, Academic Council
Action 3: Syllabus policies revised		✓ (Syllabus Policies)	✓		Academic Deans
Action 4: Professional development opportunities for faculty	✓	✓ (Agendas and publicity)	✓	✓	TLC Director

Table 2: Grid of Program Implementation Goals

Implementation Goal, Specific Action	Assessment Mechanism				Responsible Individual(s)
	Numerical Count	Document Produced (Item)	Annual Report/ Other Narrative	Qualitative Assessment	
Action 5: Annual workshops for faculty		✓ (Agendas)	✓	✓	GLI Director, GLI Coordinating Committee
Implementation Goal 3: The number of global learning cultural events will increase by at least five per year through AY 2015-016.					
Action 1: Identify and invite departments and programs to host global learning cultural events	✓	✓ (Invitation letters)	✓		GLI Director, University College Dean
Action 2: Invite interested faculty to host global learning cultural events	✓	✓ (Invitation letters)	✓		GLI Director, University College Dean
Action 3: International student cultural event			✓		International Center Director
Action 4: Determine and publicize criteria for global learning cultural events and publicize	✓	✓ (Website, meeting minutes)	✓		Cultural Events Committee, GLI Director
Implementation Goal 4: Identify means whereby students can complete Touchstone Program courses while studying abroad.					
Action 1: Identify more long term study abroad opportunities	✓	✓ (Contracts)			International Center Director
Action 2: Assist faculty in developing short-term study abroad opportunities	✓	✓ (Emails, meeting agendas)	✓		International Center Director

Table 2: Grid of Program Implementation Goals

Implementation Goal, Specific Action	Assessment Mechanism				Responsible Individual(s)
	Numerical Count	Document Produced (Item)	Annual Report/ Other Narrative	Qualitative Assessment	
Action 3: Promote study abroad opportunities		✓ (Websites, emails, publicity)	✓	✓	International Center Director, departments and programs
Action 4: Promote fin. asst. for study abroad; first gen, low income, and underrepresented minority groups targeted		✓ (Websites, publicity)		✓	International Center Director, ONCA Director
Action 5: All major programs identify at least one study abroad opportunity for students	✓	✓ (Correspondence, publicity)	✓		International Center Director; departments and programs
Action 6: All major programs will publicize study abroad opportunities on its web page	✓	✓ (Webpages)		✓	International Center Director, departments, and programs
Implementation Goal 5: Winthrop University will assess the student learning outcomes to determine the GLI's impact and use these results improve the program.					
Action 1: Develop Global Learning Questionnaire		✓ (Questionnaire)	✓		GLI Assessment Committee
Action 2: Administer Global Learning Questionnaire to establish baselines	✓	✓ (Results)	✓		GLI Director and GLI Assessment Committee

Table 2: Grid of Program Implementation Goals

Implementation Goal, Specific Action	Assessment Mechanism				Responsible Individual(s)
	Numerical Count	Document Produced (Item)	Annual Report/ Other Narrative	Qualitative Assessment	
Action 3: Develop assessments for curricular enhancements in ACAD 101		✓ (Rubrics, Results)	✓	✓	GLI Director, Touchstone Core Director, International Center Director, ACAD Committee, GLI Assessment Committee
Action 4: Adapt University-Level Competencies assessment rubrics as appropriate		✓ (Rubrics)	✓	✓	University College Dean
Action 5: Develop assessment rubrics and instruments for global learning cultural events		✓ (Rubrics and questionnaires)	✓		GLI Director, GLI Assessment Committee
Action 6: Adapt HMXP 102 writing assessment rubric and senior capstone writing rubric		✓ (Rubrics)	✓		University College Dean, Touchstone Core Director
Action 7: Regular administrations of Global Learning Questionnaire in ACAD101 and HMXP 102	✓	✓ (Assessment results report)	✓		GLI Director, GLI Assessment Committee

Table 2: Grid of Program Implementation Goals

Implementation Goal, Specific Action	Assessment Mechanism				Responsible Individual(s)
	Numerical Count	Document Produced (Item)	Annual Report/ Other Narrative	Qualitative Assessment	
Action 8: Assess writing samples from HMXP 102	✓	✓ (Assessment results report)	✓		GLI Director, University College Dean, Touchstone Core Director, GLI Assessment Committee
Action 9: Assess global learning cultural events	✓	✓ (Assessment results report)	✓	✓	GLI Director, GLI Assessment Committee
Action 10: Assess GLI student learning outcomes in seniors	✓	✓ (Assessment results report)	✓	✓	GLI Director, GLI Assessment Committee
Implementation Goal 6: In AY 2015-16, Winthrop University will plan for the expansion and continuation of the Global Learning Initiative for the next five years (AY 2016-17 through AY 2020-21).					
Report assessment results to administrators, faculty, and staff; recommend adjustments		✓ (Presentation)		✓	GLI Director, University College Dean
Develop plans to expand and continue GLI beyond AY 2015-16		✓ (Meeting minutes, plans)		✓	GLI Director, departments and programs, deans
Host a conference in AY 2015-16 to discuss program and plan for future		✓ (Agenda, minutes, plans)		✓	GLI Director, GLI Coordinating Committee, Administration

Implementation Goal 1: Global learning components will be infused into two Touchstone Core courses: ACAD 101 and HMXP 102.

The Dean of University College and the Director of the Touchstone Core, working with the **HMXP Committee**, the **Common Book Committee**, the **ACAD Committee**, the Division of Student Life, and the GLI Director will complete the following tasks.

1. *By AY 2012-13, select and assign a common book that meets the global definition and create appropriate assignments and activities.*

Explanation: For the last six years, the common book has been a part of the ACAD 101 course. It is a primary resource used in all sections and is a common experience and point of reference for all students, faculty, and staff involved in ACAD 101. Winthrop faculty and staff receive a copy of the common book in the summer prior to its implementation. Incoming freshmen are given a copy of the book during orientation and are expected to have read the book by the beginning of fall semester.

Typically, the Common Book Committee and the Director of the Touchstone Core select a new common book each year. However, the 2010 common book, *Make the Impossible Possible*, will be used for two academic years, 2010-11 and 2011-12. The first global common book will be adopted for AY 2012-13.

2. *By AY 2015-16, replace the volunteer experience with a global engagement experience in 50% of the ACAD 101 sections.*

Explanation: Currently, all ACAD 101 students are required to participate in a pre-determined service-learning experience (which actually is a volunteer experience) as a group. The purpose of this activity is to build a sense of community while developing academic skills and a sense of civic responsibility and civic engagement. Winthrop will identify appropriate global engagement experiences to employ in ACAD 101. Although the university is already working to identify appropriate opportunities, it expects the number of sections with a global engagement experience to increase gradually over time.

3. *Beginning in AY 2011-12, require all ACAD 101 students to attend at least one global learning cultural event.*

Explanation: All undergraduate students must complete a cultural events requirement for graduation. Students enrolling as first semester freshmen must attend three cultural events for every 20-credit hours completed at Winthrop University for a total of 18 cultural events. The purpose of this long-standing requirement is "to establish and foster a life-enriching pattern of cultural involvement" (*2010-2011 Undergraduate Catalog*).

The current ACAD 101 **syllabus** requires students to attend a minimum of two cultural events. The revised syllabus will require that at least one of these cultural events be a global cultural event. Events that meet the new requirement will be identified as global cultural events and will be widely promoted on campus and in ACAD 101 sections. Students subsequently will complete reflection papers that will be used to assess their level of global awareness.

4. *Beginning in AY 2011-12, require all ACAD 101 students to view an on-line presentation about the International Center and its programs.*

Explanation: According to Martinez, Ranjeet, and Marx (2009), first-generation students, including low income students, and students from underrepresented minority groups are less likely to take advantage of study abroad opportunities. The authors found that these students lack information and advocacy and are unfamiliar with the advantages of studying abroad. They argue that a university should create a culture that values study abroad and provide students with information about study abroad programs in the first year or earlier. To this end, Winthrop University will add the International Center programs component to ACAD 101 as a means of educating the freshmen student body about study abroad opportunities and benefits.

5. *By AY 2015-16, actively recruit global peer mentors and have a global peer mentor in half of the ACAD 101 sections.*

Explanation: Martinez, Ranjeet, and Marx (2009) note that low-income, first generation, and underrepresented minority students often lack role models who have traveled or lived abroad. They explain that “often, with the absence of family or peer role-models who have participated in study abroad programs, our students do not always understand that such experiences are not only academically and personally enriching, but can also prove to be the experience that opens doors to future employment and educational opportunities” (p. 532).

To address this gap, Winthrop University will recruit global peer mentors for ACAD 101. Global peer mentors are peer mentors who have studied abroad, are international students, or who have lived abroad for a significant period of time. Examples of the latter may be military veterans and children of military personnel, diplomats, or business executives who were posted abroad. These students can provide first-hand accounts of the benefits of living abroad and serve as role models for their peers.

6. *Beginning in AY 2011-12, adopt additional readings and teaching materials in HMXP 102 that meet the global definition.*

Explanation: The current **list of readings** for HMXP 102 explores human diversity in primarily western and gender-based contexts. The **HXMP Committee** and the Director of the Touchstone Core will identify additional readings that meet the global definition and

also focus on the essential questions of the course. This practice is consistent with the American Council on Education's (1995) recommendation to place more emphasis on the non-western world as a means to internationalize higher education.

7. *Beginning in AY 2011-12, adapt the **HXMP Common Grading Rubric** to incorporate the GLI student learning outcomes.*

Explanation: HMXP 102 instructors use a common grading rubric to evaluate student essays. This rubric will be adapted to incorporate the GLI's student learning outcomes as a component.

8. *Beginning in AY 2011-12, adapt the training for new ACAD 101 and HMXP 102 instructors and peer mentors to familiarize them with the GLI student learning outcomes.*
9. *Beginning in AY 2011-12, provide supplemental training for existing ACAD 101 and HMXP 102 instructors to familiarize them with the GLI student learning outcomes.*

Explanation for Actions 8 and 9: Existing ACAD 101 and HMXP 102 instructors will undergo mandatory, supplementary training covering techniques to incorporate the global curricular enhancements added to the course. In the case of ACAD 101, these components include rubrics for assignments such as the global cultural event reflective paper. In HMXP 102, instructor training will focus on the new rubric, discussion questions integrating the student learning outcomes, possible assignments, and other teaching tips. Existing and new peer mentors will receive training on the discussion topics for which they are responsible.

Implementation Goal 2: By AY 2015-16, the number of courses in the Touchstone Program that contain a global learning component will increase by at least 10%.

Five actions necessary to achieve this goal are described below.

1. *Before AY 2011-12, The **Touchstone Program Global Curriculum Mapping Project** will be completed by individual departments.* In this exercise, all departments will examine each of their Touchstone Program courses to determine whether (a) the course content is clearly global, (b) the course currently has a global learning component, (c) the course does not currently have a global learning component but could be adapted to include one that is germane, or (d) cannot be adapted.

Explanation: The Touchstone Program includes over **200 discrete courses** and each needs to be examined critically. This exercise will help the university determine the status quo and help departments develop strategies to create new opportunities for global learning in numerous contexts.

2. *By Fall 2011, the General Education Committee and Academic Council will adapt the Touchstone Program **application forms** to ask whether any courses that departments wish to add to the Touchstone Program will have a global learning component.*

Explanation: Departments that wish to have any of their courses fulfill a Touchstone Program requirement must complete an application for each requirement the course might fulfill (e.g., technology, social science, natural science, and the like). These application forms will be adapted to include questions about the global learning component.

3. *By fall 2011, each college will adapt its **syllabus policy** to specify whether a Touchstone Program course has a global learning component, and if so, to include a brief description of it.*

Explanation: Each college has a syllabus policy (that supports the university's syllabus policy) and includes a variety of required and recommended information. These statements will be adapted as appropriate to include this information.

4. *By AY 2011-12, the **Teaching and Learning Center (TLC)** will prepare professional development opportunities to encourage faculty to create, assess, and integrate global learning components into their Touchstone Program courses. The TLC will build on and refine these opportunities through AY 2015-16.*

Explanation: Some faculty may need assistance in revamping courses to add a global learning component. The TLC will prepare a variety of professional development opportunities to help faculty guide students in making the cognitive shift reflected in the student learning outcomes. Options include, but are not limited to, a web page with best practices and helpful hints from colleagues (text or video clips), brief presentations about teaching techniques, exercises during faculty conferences and faculty assemblies, TLC educational sessions, and department-specific presentations.

5. *The GLI Coordinating Committee will plan annual workshops whereby faculty can share ideas and best practices for globalizing the Touchstone Program.*

Explanation: These workshops will provide another venue whereby faculty can share ideas and pedagogical strategies for adding Global Learning Components to Touchstone Program courses and discuss assessment techniques and other relevant topics.

Implementation Goal 3: The number of global learning cultural events will increase by at least five per year through AY 2015-2016.

Freshmen enrolled in ACAD 101 are not the only students who attend cultural events. Students at all levels participate, and often these events are open to the public as well. More global learning cultural events will enhance global learning across the campus and in the community. Winthrop University sponsors approximately **200 cultural events** per year, and members of the Cultural Events Committee estimate that 10-15% of these (20-30) currently have global themes.

Specific actions necessary to achieve this goal are described below.

1. *By Ay 2010-11, the Dean of University College and the GLI Director will identify departments, academic and co-curricular programs, and affiliated organizations that could organize and sponsor a cultural event that meets the criteria for a global learning cultural event and invite them to develop one each year. These invitations will be reissued each year through AY 2015-16.*
2. *By AY 2010-11, the Dean of University College and the GLI Director will identify individuals on campus who have an expressed interest in global learning and invite them to collaborate with colleagues to develop and host a global learning cultural event. These invitations will be reissued each year through AY 2015-16.*
3. *By AY 2011-12, and continuing each year thereafter, the International Center will collaborate with international students to develop a cultural event in which the students share their cultures with the university community.*
4. *By fall 2011, the **Cultural Events Committee** will finalize and publicize criteria for determining whether a cultural event is a global learning cultural event, adapt the **on-line application form** to prompt sponsors to apply for global learning cultural event designation if appropriate, and adapt the Cultural Events calendar to include a designation for those that are global learning cultural events.*

Implementation Goal 4: Identify means whereby students can complete Touchstone Program courses while studying abroad.

Many students enrolled at Winthrop University, especially those in professional programs, must take a large number of prescribed courses. Often these courses must be taken in a particular sequence or require students to be in residence at Winthrop (teaching internships, for example). If these students wish to study abroad, they need to focus on courses that meet Touchstone Program requirements rather than major requirements.

Any Touchstone Program course taken abroad would automatically contain at least one global learning component, and possibly more. For example, a course in human geography has a global learning component irrespective of where it is taught and addresses at least one category, global knowledge. However, a Winthrop University student from South Carolina who learns about human geography while studying in a foreign country and interacting with students and teachers from other cultures and linguistic backgrounds also incorporates category three (global engagement) and probably category two (global attitudes) as well.

Specific actions required in addition to the enhancements to ACAD 101 detailed above are described below.

1. *Beginning in AY 2011-12, the International Center will identify more long-term study abroad opportunities.*
2. *Beginning in Ay 2011-12, the International Center will assist faculty in developing more short-term study abroad opportunities.*
3. *Beginning in AY 2011-12, the International Center will work with other Winthrop University departments and programs to promote study abroad opportunities as widely as possible.*
4. *Beginning in AY 2011-12, the International Center will work with the **Office of Nationally Competitive Awards** (ONCA) and other Winthrop University departments and initiatives to publicize scholarships and grants available to students who wish to study abroad. The International Center especially will emphasize financial assistance for low-income students, first generation students, and students from underrepresented minority groups.*
5. *By AY 2015-16, all major programs will identify at least one study abroad opportunity appropriate for their students that contains courses that can apply to Touchstone Program requirements.*
6. *By AY 2015-16, all major programs will provide information about their study abroad opportunities on their websites.*

Implementation Goal 5: Winthrop University will assess the student learning outcomes to determine the GLI's impact and use these data to improve the program.

Specific actions required to assess student learning outcomes are described below.

1. *By fall 2011, in conjunction with the GLI Assessment Committee, faculty experts in the subjects of assessment, psychology, and survey design will develop, pretest, and refine a Global Learning Questionnaire designed to measure the five student learning outcomes.*
2. *In fall 2011, the GLI Director and the GLI Assessment Committee will coordinate the administration of the Global Learning Questionnaire to establish baseline data for freshmen and seniors. These individuals will use these data to determine assessment benchmarks.*
3. *By fall 2011, the GLI Director, the GLI Assessment Committee, the International Center Director, the Director of the Touchstone Core, and the ACAD Committee will adapt or develop assessments for the Global Peer Mentors, the Global Engagement Experience, and the International Center on-line presentation.*
4. *By fall 2011, University College personnel will adapt the **University-Level Competencies** assessment rubrics to include GLI student learning outcomes as appropriate.*

5. *By fall 2011, the GLI Director, in collaboration with the GLI Assessment Committee and the Cultural Events Committee, will develop assessment rubrics and instruments for global learning cultural events.*
6. *By fall 2011, University College will adapt the HMXP 102 writing assessment rubric and the **senior capstone writing assessment rubric** to include GLI student learning outcomes.*
7. *Beginning in AY 2011-12 and continuing through AY 2015-16, University College will begin regular administrations of the Global Learning Questionnaire in ACAD 101 and HMXP 102.*
8. *Beginning in AY 2011-12 and continuing through AY 2015-16, University College will assess GLI student learning outcomes in writing samples taken from students enrolled in HMXP 102.*
9. *Beginning in AY 2011-12 and continuing through AY 2015-16, University College will assess GLI student learning outcomes in global learning cultural events.*
10. *Beginning in AY 2013-14 and continuing through AY 2015-16, University College will assess GLI student learning outcomes in seniors through administration of the Global Learning Questionnaire and assessment of senior capstone papers.*

Implementation Goal 6: In 2015-16, Winthrop University will plan for the expansion and continuation of the Global Learning Initiative for the next five years (AY 2016-17 through AY 2020-21).

To achieve Goal 6, the following specific actions are required.

1. *Beginning in AY 2011-12 and continuing through AY 2015-16, the GLI Assessment Committee will analyze assessment data and report results to administrators, faculty, and staff. Based on these results, the GLI Assessment Committee will make recommendations for adjustments to the GLI Implementation Goals and Actions.*
2. *Beginning in AY 2011-12 and continuing through AY 2015-16, the GLI Assessment Committee will use assessment results to develop plans to expand and continue the Global Learning Initiative beyond AY 2015-16.*
3. *In AY 2015-16, the **GLI Coordinating Committee** will hold a campus-wide conference to discuss the GLI's progress and achievements, set implementation goals for AY 2016-17 to AY 2020-21, and plan for its continuation and growth.*

TIMELINE

The Global Learning Initiative will be implemented over a five-year period. A general outline of the five-year plan and 2010-2011 preparation activities are detailed below.

2010-2011: Preparing for the GLI

1. Before the next academic year begins, the university community approves the GLI proposal (February 2010).
2. In October 2010, the university community introduces the GLI to Winthrop students during **International Education Week**.
3. December 2010, university officials appoint the GLI Coordinating Committee.
4. By March 2011, the Director of the Touchstone Core, the Director of Orientation and New Student Programs, and the ACAD Committee, adapt training for peer mentors and ACAD 101 instructors.
5. By April 2011, the GLI Coordinating Committee encourages relevant departments, programs, and university initiatives to sponsor at least one global learning cultural event each year.
6. In April 2011, the SACS on-site visit occurs.
7. By May 2011, the General Education Committee and University College revise the **application** used to certify courses for inclusion in the Touchstone Program to contain a question about global learning content.
8. By May 2011, departments complete the Touchstone Program **Global Curriculum Mapping Project**.
9. By June 2011, the Director of the Touchstone Core and the HMXF Committee select readings for HMXF 102, adapt the grading rubric, and develop training for instructors.
10. By July 2011, the International Center develops the on-line video and assessment strategy for use in ACAD 101.
11. By July 2011, University College and the GLI Assessment Committee develop assessment instruments.
12. By July 2011, the Cultural Events Committee and university officials determine criteria for designating Global Learning Cultural Events, adapt the Cultural Events **application** to

include these criteria, and develop means to publicize global learning cultural events campuswide.

13. By August 2011, the Division of Student Life recruits global peer mentors and develops global engagement experiences.

2011-12 (Year One Only):

1. In August 2011, University College administers the Global Learning Questionnaire to incoming freshmen and seniors to establish a baseline and determine assessment benchmarks.
2. Beginning in September 2011, and ending no later than April 2012, the university community discusses means to ensure students attend a significant number of global learning cultural events prior to graduation.

2011-12 (Year One) through 2015-16 (Year Five):

The following items will be completed first in Year One and will continue for five years:

1. In August and September, the GLI Director, the GLI Assessment Committee, and the Dean of University College report the results of the previous year's GLI assessment of student learning outcomes and initiate discussions of appropriate adaptations.
2. By August, the ACAD 101 Committee and the Director of the Touchstone Core implement curricular enhancements in ACAD 101 and HMXP 102.
3. The GLI Assessment Committee and University College administer the Global Learning Questionnaire in August to appropriate populations at the beginning of the academic year, in October and March to students completing ACAD101, and in November and April to students completing HMXP 102. These individuals then analyze and report the data.
4. Each fall and spring, students enrolled in ACAD 101 attend at least one global learning cultural event and view an on-line presentation about the International Center and study abroad opportunities.
5. Beginning in February, the Director of Orientation and New Student Programs, in consultation with University College, recruits increasing numbers of global peer mentors for ACAD 101.
6. Beginning in February, the Program Director for Service Learning, the Director of the International Center, and the GLI Global Engagement Committee develop new global engagement experiences for ACAD 101 for the next academic year.

7. Each spring, the GLI Coordinating Committee offers an annual professional development workshop on the GLI.
8. By April, the Common Book Committee and the Director of the Touchstone Core select a global common book for the next academic year and design relevant class assignments and activities.
9. The GLI Assessment Committee and University College assess global learning cultural events throughout the academic year (questionnaires) and by July (ACAD 101 reflection papers).
10. Throughout the academic year, the GLI Curriculum Committee adapts the GLI implementation actions as appropriate in response to assessment results.
11. Throughout the academic year, the International Center and individual departments continue to develop and promote study abroad opportunities, work with faculty to develop short-term study abroad opportunities, and with the Office of Nationally Competitive Awards, work to identify and promote financial assistance for students who wish to study abroad.
12. Throughout the academic year, University College offers professional development opportunities for faculty teaching ACAD 101 and HMXP 102 and those adapting Touchstone Program courses.
13. Throughout the academic year, departments continue to integrate global learning components in additional Touchstone Program courses.
14. Throughout the academic year, appropriate departments, programs, and university initiatives, interested faculty members, and the International Center will sponsor global learning cultural events.

2012-13 (Year Two Only):

No tasks implemented in Year Two only. Ongoing implementation tasks continue.

2013-2014 (Year Three Only):

In March 2014, the GLI Assessment Committee and University College begin annual administration of the Global Learning Questionnaire to seniors and assessment of senior capstone papers and analyze data.

2014-2015 (Year Four Only):

Throughout the academic year, the university begins to prepare for SACS evaluation of GLI on campus.

2015-2016 (Year Five Only):

In fall 2015, the university hosts a campus-wide conference to evaluate the GLI's progress, sets implementation goals for AY 2016-17 through AY 2020-21, and plans for the GLI's continuation and growth.

ASSESSMENT

Winthrop University, under the leadership of the Dean of University College and the GLI Director, will implement a diverse set of assessments to measure progress on the GLI's implementation goals and their impact on student learning over time. This section first describes assessment of the program implementation goals followed by assessment of student learning outcomes.

Assessing the Program Implementation Goals

Implementation Goal 1: Global learning components will be infused into two Touchstone Core courses: ACAD 101 and HMXP 102.

To achieve Implementation Goal 1, the Dean of University College and the Director of the Touchstone Core, working with the HMXP Committee, the Common Book Committee, the ACAD Committee, the Division of Student Life, and the Director of the GLI will complete these specific actions.

1. *Select and assign a **common book** that meets the global definition and create appropriate assignments and activities by AY 2012-13.*

Assessment Mechanisms: The Director of the Touchstone Core will provide the book selection information to the Dean of University College in an annual report. The information also will be included in the ACAD 101 common syllabus and in training documents for peer mentors and ACAD 101 instructors.

2. *Replace the volunteer experience with a global engagement experience in 50% of the ACAD 101 sections by AY 2015-16.*

Assessment Mechanisms: The Director of the Touchstone Core, in consultation with the Program Director for Service Learning, will provide this assessment information to the Dean of University College in an annual report. This report will document the number and type of global engagement experiences provided in ACAD 101 sections each year.

3. *Require all ACAD 101 students to attend at least one global learning cultural event beginning in AY 2011-12.*

Assessment Mechanism (for implementation): The ACAD 101 syllabus will stipulate this requirement and include a reflection paper related to the global learning cultural event. ACAD 101 instructors will enforce this course requirement through their course policies. The number of ACAD 101 students attending each global learning cultural event will be determined by examining the ID numbers for students attending each event.

4. *Require all ACAD 101 students to view an on-line presentation about the International Center and its programs beginning in AY 2011-12.*

Assessment Mechanisms: The ACAD 101 syllabus will include this activity as a course assignment. Since viewing the presentation will require students to log in with their university ID numbers, University College and ACAD 101 instructors will know how many and which ACAD 101 students completed this assignment.

5. *Actively recruit global peer mentors and have a global peer mentor in half of the ACAD 101 sections by AY 2015-16.*

Assessment Mechanisms: The Director of the Touchstone Core will provide recruitment information to the Dean of University College in an annual report. This report will include the number of global peer mentors and their percentage of the total number of peer mentors.

6. *Adopt additional readings and teaching materials in HMPX 102 that meet the global definition beginning in AY 2011-12.*

Assessment Mechanisms: The Director of the Touchstone Core will provide readings and assignments information to the Dean of University College in an annual report. The director will report the number of readings and related assignments and how they were incorporated into the course requirements.

7. *Adapt the HMPX 102 Common Grading Rubric to incorporate the GLI Student Learning Outcomes beginning in AY 2011-12.*

Assessment Mechanisms: The Director of the Touchstone Core will provide the adapted HMPX 102 rubric to the Dean of University College immediately upon its completion.

8. *Adapt the training for new ACAD 101 and HMPX 102 instructors and peer mentors to familiarize them with the GLI student learning outcomes beginning in AY 2011-12.*

Assessment Mechanism: (combined with action 9)

9. *Provide supplemental training for existing ACAD 101 and HMPX 102 instructors to familiarize them with the GLI student learning outcomes, beginning in AY 2011-12.*

Assessment Mechanisms (for Actions 8 and 9): The Director of the Touchstone Core will provide documentation of the adapted and supplemental training syllabi to the Dean of University College. In addition, each year, the Director of the Touchstone Core, in consultation with the Director of Orientation and New Student Programs as appropriate, will assess the value of this supplementation training through trainee evaluations at the

end of each training session. This information will be included in the Touchstone Core director's annual report to the Dean of University College.

Implementation Goal 2: By AY 2015-16, the number of courses in the Touchstone Program that contain a global learning course component will increase by at least 10%.

To achieve Implementation Goal 2, the following actions are required.

1. *Before AY 2011-12, individual departments will have completed the Touchstone Program Global Curriculum Mapping Project. In this exercise, all departments will examine each of their Touchstone Program courses to determine whether (a) the course content is clearly global, (b) the course currently has a global learning component, (c) the course does not currently have a global learning component, but could be adapted to include one that is germane, or (d) cannot be adapted.*

Assessment Mechanisms: The Dean of University College will compile and disseminate this information by fall 2011. The map itself is the assessment mechanism.

2. *By fall 2011, the **General Education Committee** and **Academic Council** will adapt the Touchstone Program application forms to ask whether any courses the departments wish to add to the Touchstone Program will have a global learning component.*

Assessment Mechanism: The Chair of the General Education Committee and the Chair of Academic Council will lead this initiative. The revised forms will be the assessment tool.

3. *By fall 2011, each college will adapt its syllabus policy to indicate whether a Touchstone Program course incorporates a global learning component, and if so, include a brief description of it.*

Assessment Mechanism: The academic deans, in consultation with department chairs and other personnel, will revise their syllabus policies. Academic deans will provide feedback to the GLI Director on Touchstone program course syllabi including global learning components.

4. *By AY 2011-12, the Teaching and Learning Center (TLC) will prepare professional development opportunities to encourage faculty to create and incorporate a global learning component into their Touchstone Program courses. The TLC will build on and refine these opportunities through AY 2015-16.*

Assessment Mechanisms: In an annual report to the Dean of University College, the Director of the TLC will document the number of initiatives undertaken each year and report on qualitative feedback generated from assessments and evaluations of TLC

sessions, website resources, and other initiatives. Results will be used to inform future decisions on TLC programming.

5. *The GLI Coordinating Committee will plan annual workshops whereby faculty can share ideas and best practices for globalizing the Touchstone Program.*

Assessment Mechanisms: The GLI Coordinating Committee will assess the workshops through brief questionnaires provided at the end of the events. This information will be included in an annual report developed by the GLI Director for the Dean of University College and used by the GLI Coordinating Committee to plan and improve content and format for subsequent workshops.

Implementation Goal 3: The number of global learning cultural events will increase by at least five per year through AY 2015-2016.

Achieving Implementation Goal 3 will require the following actions.

1. *By AY 2010-11, the Dean of University College and the GLI Director will identify departments, academic and co-curricular programs, and affiliated organizations that could organize and sponsor a cultural event that meets the criteria for a global learning cultural event and invite them to develop one each year. These invitations will be reissued each year through AY 2015-16.*
2. *By AY 2010-11, the Dean of University College and the GLI Director will identify individuals on campus with an expressed interest in global learning and invite them to collaborate with colleagues to develop and host a global learning cultural event. These invitations will be reissued each year through AY 2015-16.*
3. *By AY 2011-12, and continuing each year thereafter, the International Center will collaborate with international students to develop a cultural event in which the students share their cultures with the university community.*
4. *By fall 2011, the Cultural Events Committee will finalize and publicize criteria for determining whether a cultural event is a global learning cultural event, adapt the on-line application form to prompt sponsors to apply for global learning cultural event designation, and adapt the **Cultural Events Calendar** to include a designation for those that are global learning cultural events.*

Assessment Mechanisms for Implementation Goal 3, Actions 1-4: University College will retain copies of the correspondence with department chairs and program directors. The Cultural Events website will include information about global learning cultural events criteria and designation. The Cultural Events Committee and the GLI Coordinating Committee will track the number of global cultural events sponsored each year to ensure progress toward the intended outcome of increasing the number of events by 10%. The

Director of the International Center will report on these global events each year in the center's annual report.

Implementation Goal 4: Identify means whereby students can complete Touchstone Program courses while studying abroad.

In addition to the enhancements to ACAD 101 described above, the following actions will be required to achieve Implementation Goal 4.

1. *Beginning in AY 2011-12, the **International Center** will identify more long-term study abroad opportunities.*
2. *Beginning in AY 2011-12, the International Center will assist faculty in developing more short-term study abroad opportunities.*
3. *Beginning in AY 2011-12, the International Center will work with other Winthrop University departments and programs to promote study abroad opportunities as widely as possible.*
4. *Beginning in AY 2011-12, the International Center will work with the **Office of Nationally Competitive Awards (ONCA)** and other Winthrop University departments and initiatives to publicize scholarships and grants available to students who wish to study abroad. The International Center will especially emphasize financial assistance for low-income students, first generation students, and students from underrepresented minority groups.*
5. *By AY 2015-16, all major programs will identify at least one study abroad opportunity appropriate for their students and within a course that can apply to Touchstone Program requirements.*
6. *By AY 2015-16, all major programs will provide information about these study abroad opportunities on their websites.*

Assessment Mechanisms for Implementation Goal 4, Actions 1-6: The International Center will report on its progress on each of these action items in its annual report to the Dean of University College. In addition, the International Center will monitor study abroad participation rates and track participation rates for underrepresented groups. These data will be shared with deans and executive officers to assist them in continuing to explore ways to increase study abroad opportunities.

Implementation Goal 5: Winthrop University will assess the student learning outcomes to determine the GLI's impact and use these results to improve the program.

Specific actions to achieve Implementation Goal 5 are described on the next page.

1. *By fall 2011, in conjunction with the GLI Assessment Committee, faculty experts in the subjects of assessment, psychology, and survey design will develop and pretest a Global Learning Questionnaire and use pretest findings to refine the instrument in order to measure the five Student Learning Outcomes.*
2. *In fall 2011, the GLI Director and the GLI Assessment Committee will coordinate the administration of the Global Learning Questionnaire to establish baseline data for freshmen and seniors. The GLI Director and GLI Assessment Committee will use these data to determine assessment benchmarks.*
3. *By fall 2011, the GLI Director, the GLI Assessment Committee, the International Center Director, the Director of the Touchstone Core, and the ACAD Committee will adapt or develop assessments for the global peer mentors, the global engagement experience, and the International Center on-line presentation.*
4. *By fall 2011, University College personnel will adapt the University-Level Competencies assessment rubrics to include GLI student learning outcomes as appropriate.*
5. *By fall 2011, the GLI Director, in collaboration with the GLI Assessment Committee and the Cultural Events Committee, will develop assessment rubrics and instruments for global learning cultural events.*
6. *By fall 2011, University College will adapt the **HMXP 102 writing assessment rubric** and the **senior capstone writing assessment rubric** to include GLI student learning outcomes.*
7. *Beginning in AY 2011-12 and continuing through AY 2015-16, University College will begin regular administrations of the Global Learning Questionnaire in ACAD 101 and HMXP 102.*
8. *Beginning in AY 2011-12 and continuing through AY 2015-16, University College will assess GLI student learning outcomes in writing samples taken from students enrolled in HMXP 102.*
9. *Beginning in AY 2011-12 and continuing through AY 2015-16, University College will assess GLI student learning outcomes in global learning cultural events.*
10. *Beginning in AY 2013-14 and continuing through AY 2015-16, University College will assess GLI student learning outcomes in seniors through administration of the Global Learning Questionnaire and assessment of senior capstone papers.*

Assessment Mechanisms for implementation goal 5, actions 1-10: The GLI Director will provide the Dean of University College with copies of the adapted rubrics and assessment instruments, and report implementation goal results to the Dean and the

university community annually. Results will be discussed with the GLI Committee to inform GLI program improvements.

Implementation Goal 6: In AY 2015-16, Winthrop University will plan for the expansion and continuation of the Global Learning Initiative for the next five years (AY 2016-17 through AY 2020-21).

Three specific actions are required to achieve Implementation Goal 6.

1. *Beginning in AY 2011-12 and continuing through AY 2015-16, the GLI Assessment Committee will analyze assessment data and report results to administrators, faculty, and staff. Based on these results, the GLI Assessment Committee will make recommendations for adjustments to the GLI Implementation Goals and Actions.*
2. *Beginning in AY 2011-12 and continuing through AY 2015-16, the GLI Assessment Committee will use assessment results to develop plans to expand and continue the Global Learning Initiative beyond AY 2015-16.*
3. *In AY 2015-16, the GLI Coordinating Committee will hold a campus-wide conference to discuss the GLI's progress and achievements, set implementation goals for AY 2016-17 to AY 2020-21, and plan for the GLI's continuation and growth.*

Assessment Mechanisms for implementation goal 6, actions 1-3: The GLI Director will provide the GLI Assessment Committee's reports and plans to the Dean of University College and the Vice President of Academic Affairs annually.

Assessment of Student Learning Outcomes

The university will develop and employ a diverse set of assessment instruments to measure student learning outcomes over time. Specifically these assessment strategies will measure:

- the relative impact of GLI activities in ACAD 101;
- cumulative global student learning in ACAD 101 and HMXP 102;
- the relative impact of study abroad and global cultural events; and
- the impact on global student learning over a student's entire undergraduate career.

Existing assessment rubrics and new rubrics will be informed by and adapted from the **Intercultural Knowledge and Value Rubric** developed by the American Association of Colleges and Universities (2010).

Table 3 provides an overview of the GLI student learning outcomes (SLOs) and assessment strategies. Following Table 3, a multi-page narrative delineates the GLI-SLOs and specific actions required for each GLI-SLO.

Assessment of Student Learning Outcomes

TABLE 3: Grid of Student Learning Outcomes

ASSESSMENT ACTIVITY	<i>Global Knowledge</i>		<i>Global Attitudes</i>		<i>Global Engagement</i>
	SLO 1: Global Awareness	SLO 2: Global Comprehension	SLO 3: Global Attitudes	SLO 4: Global Behaviors	SLO 5: Global Engagement
Global Learning Questionnaire	✓	✓	✓	✓	✓
Students' evaluation of global peer mentor (ACAD 101)	✓		✓		✓
Students' evaluation of global engagement experience (ACAD 101)	✓		✓	✓	✓
Global learning cultural event reflective papers (ACAD 101)	✓	✓	✓		✓
Assessment of online presentation about the International Center (ACAD 101)	✓		✓		✓
Global learning cultural event assessment	✓	✓	✓	✓	✓
HMPX 102 Student reflective papers	✓	✓	✓		
Assessment of University-Level Competencies	✓	✓	✓		
Assessment of senior capstone papers	✓	✓	✓		

The GLI Director and the GLI Assessment Committee, in coordination with other key personnel, university leaders, and relevant committees, will take primary responsibility for annual data collection, analysis, and reporting to the university community, and lead efforts to use assessment results to improve the GLI and student learning.

Assessment will take place at a minimum of three points in a student's career at Winthrop University: upon the completion of ACAD 101, upon completion of HMXP 102, and in the senior year. Students may participate in assessment activities at points in their sophomore and junior years if they happen to attend a global learning cultural event in which an assessment is conducted.

The following sections list and briefly describe particular assessments tied to each student learning outcome and then describe some additional assessments that university officials have planned. These additional assessments may not be tied to a particular SLO, yet they have the potential to provide information valuable to efforts to improve the GLI over time.

Student Learning Outcomes:

As mentioned above, the purpose of the GLI is to improve student performance on five student learning outcomes (SLOs) in three general categories: global knowledge, global attitudes and global engagement.

Category 1: Global Knowledge

Student Learning Outcome 1: Seniors will demonstrate *awareness* of various cultures and their impact on global society.

Assessment Mechanisms. Global awareness will be assessed using the following:

- *Global Learning Questionnaire:* The questionnaire will include several questions to measure global awareness. The results of these questions, and a scale measure, can be evaluated across time and compared among students.
- *Students' evaluation of global peer mentor in ACAD 101:* The student evaluation form for peer mentors will be adapted to include items to assess global awareness.
- *Students' evaluation of global engagement experience in ACAD 101:* The student evaluation of the global engagement experience will include items to assess global awareness.
- *Global learning cultural event reflection paper in ACAD 101:* The rubric to assess this assignment will include a measure of global awareness.
- *International Center online presentation:* Student learning will be assessed using a pre- post-test design. Students will log into the online presentation, complete a pre-test, proceed through the online presentation, and complete a post-test before logging out. The pre- post-test will include items to measure global awareness.

- *Global learning cultural events*: Students attending a representative sample of global learning cultural events will complete a short survey that will include items to measure global awareness.
- *HMPX 102 student paper assessment*: The existing rubric will be adapted to measure global awareness.
- *Assessment of University-Level Competencies*: The existing rubric will be adapted to include items to measure global awareness.
- *Assessment of senior capstone papers*: The existing rubric will be adapted to measure global awareness.

Student Learning Outcome 2: Seniors will demonstrate *comprehension* of various cultures and their impact on global society.

Assessment Mechanisms. Global comprehension will be assessed using the following measures:

- *Global Learning Questionnaire*: The questionnaire will include items to measure global comprehension. The results of these questions and a scale measure can be evaluated across time and compared among students.
- *Global learning cultural events*: Students attending a representative sample of global learning cultural events will complete a short survey. The survey will include items to measure global comprehension.
- *Student writings: writing rubrics will be developed or adapted (to assess global comprehension) in the following four venues:*
 - *Global learning cultural event reflection paper in ACAD 101*
 - *HMPX 102 student paper assessment*
 - *Assessment of University-Level Competencies*
 - *Assessment of senior capstone papers*

Category 2: Global Attitudes.

Student Learning Outcome 3: Seniors will exhibit *attitudes* that reflect cultural self-awareness and respect for and acceptance of cultural perspectives different from their own.

Assessment Mechanisms. Global attitudes will be assessed using a number of measures:

- *Global Learning Questionnaire*: The questionnaire will include items to measure global attitudes. Results of global attitude questions and a scale measure can be evaluated across time and compared among students.

- *Students' evaluation of global peer mentor in ACAD 101:* The student evaluation form for peer mentors will be adapted to include items to assess global attitudes.
- *Students' evaluation of global engagement experience in ACAD 101:* Student evaluation of the global engagement experience will include items to measure global attitudes.
- *International Center online presentation:* Student learning will be assessed using a pre- post-test design. Students will log into the online presentation, complete a pre-test, proceed through the online presentation, and complete a post-test before logging out. The pre- post-test will include items to measure global attitudes.
- *Global learning cultural events:* Students attending a representative sample of global learning cultural events will complete a short survey. This survey will include items to measure global attitudes.
- *Student writings: writing rubrics will be developed or adapted (to assess global attitudes) in the following four venues:*
 - *Global learning cultural event reflection paper in ACAD 101*
 - *HMXP 102 student paper assessment*
 - *Assessment of University-Level Competencies*
 - *Assessment of senior capstone papers*

Student Learning Outcome 4: Seniors will exhibit *behaviors* that reflect cultural self-awareness and respect for and acceptance of cultural perspectives different from their own.

Assessment Mechanisms. Global behaviors will be assessed using three measures:

- *Global Learning Questionnaire:* The questionnaire will include items to measure global behaviors. Results of global behaviors questions and a scale measure can be evaluated across time and compared among students.
- *Students' evaluation of global engagement experience in ACAD 101:* Student evaluation of the global engagement experience will be designed to include items to measure global behaviors.
- *Global learning cultural events:* Students attending a representative sample of global learning cultural events will complete a short survey. This survey will include items to measure global behaviors.

Category 3: Global Engagement.

Student Learning Outcome 5: Seniors will exhibit global civic responsibility by *engaging* effectively with others in diverse intercultural groups and settings.

Assessment Mechanisms. Global engagement will be assessed using the following measures:

- *Global Learning Questionnaire:* The questionnaire will include items to measure global engagement. Results of these questions and a scale measure can be evaluated across time and compared among students.
- *Students' evaluation of global peer mentor in ACAD 101:* The student evaluation form for peer mentors will be adapted to include items to assess global engagement.
- *Students' evaluation of global engagement experience in ACAD 101:* The student evaluation of the global engagement experience will be designed to include items to measure global engagement.
- *Global learning cultural event reflection paper in ACAD 101:* The rubric developed to assess this assignment will measure global engagement.
- *International Center online presentation:* Student learning will be assessed using a pre- post-test design. Students will log into the online presentation, complete a pre-test, proceed through the online presentation, and complete a post-test before logging out. The pre- post-test will measure global engagement.
- *Global learning cultural events:* Students attending a representative sample of global learning cultural events will complete a short survey. This survey will include items to measure global engagement.

Additional Assessment Activities: The following assessment activities will help Winthrop University personnel determine the relative impact of various GLI activities.

Establishing a baseline and defining the assessment benchmarks. The Global Learning Questionnaire will be administered to all incoming freshmen in fall 2011 and to a sample of seniors, enrolled in seniors-only courses across the university. These results will be used to establish a baseline of scores for students at the beginning and end of their careers from which specific assessment benchmarks will be developed. The assessment benchmarks set for seniors are expected to demonstrate positive growth on the GLI student learning outcomes that is statistically significant and substantively important.

Assessing the relative impact of GLI activities in ACAD 101. Winthrop University is committed to recruiting a cadre of global peer mentors and developing global engagement experiences for its ACAD 101 sections. However, the institution anticipates that these efforts will begin small and will gradually increase as the numbers of students with international experiences increase and as the university identifies more global engagement experiences.

This situation provides a natural experiment (summarized in Table 4) by which the impact of each initiative can be measured. Some ACAD 101 sections will have both a global peer mentor and a global engagement experience. Others will have only a global engagement experience. Some will have neither but will have global curriculum enhancements (i.e. the common book starting in Year 2 (AY 2012-13), the on-line presentation about the International Center starting in Year 1 (AY 2011-12), and the required global learning cultural event starting in Year 1).

Table 4: ACAD 101 Natural Experiment

Group 1	Global peer mentor, global engagement experience and curriculum enhancements
Group 2	Global engagement experience and curriculum enhancements only
Group 3	Curriculum enhancements only

Winthrop University expects students enrolled in ACAD 101 sections with both a global peer mentor and a global engagement experience to show, on average, the most improvement on the Global Learning Questionnaire.

ORGANIZATIONAL STRUCTURE

The Global Learning Initiative Coordinating Committee will consist of representatives of the five academic colleges, the Division of Student Life, the Director of the Touchstone Core, the GLI Director, the Dean of University College, and other university personnel as appropriate.

The GLI Coordinating Committee, the Director of the Touchstone Core and the GLI Director will report to the Dean of University College. (For a complete description see the [University College Organizational Chart](#).)

GLI Committees/Governance

The GLI Coordinating Committee. The GLI Coordinating Committee will be supported by four sub-committees: Curriculum Committee, Assessment Committee, Global Engagement Committee, and Promotions Committee. Each committee will report to the GLI Coordinating Committee through a sub-committee chair or a designated representative. Chairs for the four sub-committees will be selected from the Global Learning Coordinating Committee members. Each sub-committee's primary responsibilities are defined below.

Curriculum Committee:

- Assist departments and programs in integrating a global learning component into Touchstone Program courses that do not currently contain one.
- Prepare and share a list of discussion questions, research topics, response/reflection assignments, oral reports, and debate prompts that will assist faculty in integrating a global learning component into a course whose content is not yet global.
- Serve as a resource for departments and programs as they incorporate global learning components into their selected courses.

Assessment Committee:

- Assist University College in establishing and implementing measurements to track student success in global knowledge, global attitudes, and global engagement.
- Establish global student learning assessment benchmarks.
- Measure the success of the specific implementation actions.

Global Engagement Committee:

Identify, develop, and implement global engagement opportunities for students that include intercultural experiences at the local, state, regional, national, and international levels, as well as global curricular, co-curricular, volunteer, and service learning experiences.

GLI Promotions Committee:

Promote all GLI activities to the entire university community.

RESOURCES

Winthrop University QEP Budget Proposal The Global Learning Initiative

ITEM	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16	5-Year Total
Personnel	36,000	43,700	44,948	46,246	47,596	218,490
QEP Coordination - • Annual two course release plus two weeks summer work for director	11,000	11,000	11,000	11,000	11,000	55,000
Advisor/Faculty Training Stipends	10,000	1,500	1,500	1,500	1,500	16,000
Temporary Help/Graduate Assistant	15,000	31,200	32,448	33,746	35,096	147,490
Supplies/Printing/Promo	5,000	3,000	3,000	3,000	3,000	17,000
Assessment	5,000	5,000	11,000	6,000	11,000	38,000
External Consultant Review			5,000		5,000	10,000
Writing Samples	5,000	5,000	6,000	6,000	6,000	28,000
Supporting GLI Activities	52,000	30,500	30,500	30,500	48,000	191,500
GLI Campus Conference and Workshops • Conference format and participation to include students	35,000	17,500	17,500	17,500	35,000	122,500
Professional Development • TLC offerings and travel	12,000	8,000	8,000	8,000	8,000	44,000
Global Cultural Events Programming	5,000	5,000	5,000	5,000	5,000	25,000
Total QEP Budget	98,000	82,200	89,448	85,746	109,596	464,990
Total In-kind Contributions	37,000	37,000	37,000	37,000	37,000	185,000
Touchstone Core Admin. and UC Support	22,000	22,000	22,000	22,000	22,000	110,000
Global Peer Mentors (students) • Salary only	15,000	15,000	15,000	15,000	15,000	75,000
TOTAL QEP COSTS	135,000	119,200	126,448	122,746	146,596	649,990

Budget Narrative

As an institution, Winthrop University is committed to allocating human, financial, and physical resources to meet the GLI goals. A budget totaling almost \$650,000 has been established for the first five years of the program. This budget includes \$465,000 in reallocated funds and nearly \$185,000 from in-kind contributions, such as reassigned time for the Director of the Touchstone Core and for peer mentor stipends.

Reallocated Funds

Personnel Costs. Dr. Karen Kedrowski, Professor and Chair of Political Science, will serve as GLI Director. She will receive one quarter reassigned time to coordinate and oversee administration of the GLI. The political science department will be reimbursed the equivalent of two courses per year (one each semester) in order to hire adjunct faculty. The GLI Director will hire graduate assistants/temporary employees to help with administrative tasks and data analysis.

Training stipends will be provided for HMXP 102 and ACAD 101 instructors and academic advisors to receive training about study abroad options. Many of these activities will be heavily concentrated in the first year of the GLI, which accounts for the higher amounts allocated in Year One in comparison to later years.

Supplies/Printing/Promotion. These include office supplies and printing costs for GLI promotions activities, assessment materials, an advisor tool kit, and other faculty resources.

Assessment. Five thousand dollars is allocated annually to conduct assessments. Funds will be used to employ faculty members to assess student writing samples to evaluate GLI student learning outcomes. Faculty will assess student papers from ACAD 101 and HMXP 102 annually starting in Year One and senior capstone papers annually starting in Year Three.

In addition, Winthrop University will employ an outside consultant to review progress on the GLI at the midpoint and in Year Five, and to help plan for the SACS review in AY 2016-17.

Supporting GLI Activities

A series of on-campus conferences and professional development workshops will be held to promote the GLI and to support faculty implementation efforts. In Year One, the university will host a one-day, on-campus workshop wherein faculty will present and demonstrate techniques for incorporating global learning components into their courses. Stipends will be provided to both attendees and presenters.

In Year Five, the university will host another on-campus conference to assess the GLI and plan for its expansion and growth from Year Six through Year 10.

In Years Two through Four, the university will host half-day workshops on specialized topics, such as sponsoring global learning cultural events or incorporating co-curricular activities into Touchstone Program courses.

Teaching and Learning Center professional development learning activities will include on-campus sessions and web-based resources. In addition, funds will support travel for professional conferences.

Global learning cultural events funding includes travel costs, royalty and copyright fees, and honoraria. The budget increases as the number of global learning cultural events increases.

Total In-Kind Contributions

In-kind personnel contributions include the following personnel: Touchstone Core Director and the administrative assistant.

Global peer mentors' funding will be contributed through the Division of Student Life.

CONCLUSION

Winthrop University realizes the importance of global knowledge, awareness, and engagement for its students as they enter the workforce and engage in the community. Thus Winthrop University identified enhancing global learning as the purpose of its Quality Enhancement Plan. University personnel representing all dimensions of university life developed a diverse set of activities, and a sophisticated plan to enhance global student learning in its Touchstone Program: the Global Learning Initiative. Over the next five years, the Global Learning Initiative will diversify the students' educational experience and enhance students' understanding of the world and their place in it.

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APPENDIX: GLOSSARY OF KEY TERMS

Common book: A non-fiction text assigned to all incoming freshmen and used in ACAD 101 classes. It provides a common experience across sections of ACAD 101.

Cultural event: A co-curricular requirement for graduation from Winthrop University. Students must attend three cultural events for every 20 credit hours earned at Winthrop University. Designated cultural events must meet specific criteria and are approved by a faculty committee. They include musical, dance, and theatrical performances; gallery and museum tours; films followed by discussions; and lectures and panel discussions on topical issues.

Director of the Global Learning Initiative (GLI): This individual, housed in University College, is responsible for implementation of the GLI.

Director of the Touchstone Core: This individual, housed in University College, is responsible for overseeing the selection of the common book, hiring and training instructors for ACAD 101 and HMXP 102, overseeing curriculum development, and conducting assessment in these courses.

Global: Winthrop University defines global as applying to local, regional, national and and/or international experiences that may differ from one's own culture (adapted from Olson, Green, and Hill, 2006, p. v).

Global engagement experience: A co-curricular activity such as a volunteer activity or service learning project that requires students to interact with individuals or communities that who meet the global definition.

Global learning component (in courses): Student learning activities that meet the definition of global and are designed to fulfill one of the GLI's student learning outcomes. Examples include, but are not limited to, readings, video, a reflection or other writing assignment, class discussions, field experience, debates, group presentations, creative projects, lectures, and/or required co-curricular activities, such as a global engagement experience or global learning cultural event.

Global learning cultural event: An approved cultural event in which at least 25% of the content meets the global definition.

Global Learning Initiative (GLI): The GLI is Winthrop University's proposed Quality Enhancement Plan. The GLI seeks to infuse global learning throughout the Touchstone Program. It has five student learning outcomes in three general categories: global knowledge, global attitudes and global engagement.

Global Learning Initiative (GLI) Assessment Committee: A committee responsible for assessing the GLI.

Global Learning Initiative (GLI) Coordinating Committee: A committee responsible for overseeing all dimensions of GLI implementation.

Global Learning Initiative (GLI) Curriculum Committee: A committee to assist departments and programs with integrating global learning components into the Touchstone Program.

Global Learning Initiative (GLI) Promotions Committee: A committee to promote all GLI activities to the entire university community.

Global peer mentors: Peer mentors who are international students, have studied abroad, or have lived abroad for some time.

Implementation goals: The GLI has identified six implementation goals through which it will improve performance on the five student learning outcomes identified.

Student learning outcomes: The purpose of the Global Learning Initiative is to improve student performance in three general areas of global knowledge, global attitudes, and global engagement.

Peer mentors: Students employed by the university who work with ACAD 101 instructors to teach the course, lead discussions, and help incoming freshmen adjust to university life.

Teaching and Learning Center (TLC): The TLC is a professional development initiative for faculty and staff. Its principal mission is to enhance the quality of instruction at Winthrop University and to provide professional development opportunities for Winthrop faculty and staff.

Touchstone Core: The Touchstone Core refers to a set of four courses that all Winthrop University students take, typically in the freshman and sophomore years. They are ACAD 101 Principles of the Learning Academy; HMXP 102 The Human Experience, Who Am I?; WRIT 101 Introduction to Academic Discourse; and CRTW 201 Critical Reading, Thinking, and Writing.

Touchstone Program: The Touchstone Program refers to Winthrop University's general education program.

University College: University College is the administrative unit of the Division of Academic Affairs that focuses on administration of the Touchstone Program and other initiatives, such as the Honors Program and the International Center, which serve students across all fields of study. The Dean of University College leads the unit.