

Defining Global Citizenship at Rollins College

Statement from the 2016-2017 Strategic Planning Task Force on Integration of Global Learning Experiences

Endorsed by the College of Liberal Arts Curriculum Committee in April 2017

Global citizens are aware of key global issues; understand and respect the diversity of world cultures with their different ways of knowing and doing; and understand the distinctive methodologies, perspectives, and subject matter of the sciences, social sciences, arts and humanities, and thus can view the world through the critical and creative lenses essential for “effective stewardship of the global commons.”¹

Global citizens demonstrate the knowledge, skills, and mindsets necessary to participate in an increasingly global society. This includes, but is not limited to, the following.

- a) Awareness of key global trends and problems, and their root causes
- b) Critical and creative thinking
- c) Intercultural knowledge and competence
 - i. Awareness of and knowledge about our own and other cultures and languages
 - ii. The ability to conceptualize power and privilege
 - iii. The ability to engage and empathize with multiple worldviews
 - iv. The ability to act with open-mindedness towards other cultures
 - v. The ability to recognize the difference in experiences of other identities

To educate students for global citizenship we:

1. promote ethical standpoints which recognize that we have duties and obligations within and beyond our own community or nation;
2. teach students how to live out these commitments in their individual lives, in their local communities, in their nation, and globally;
3. teach methods of critical and creative thinking that can effectively achieve our commitments in relation to global issues; and
4. provide students with opportunities in on-campus, local, and global contexts to engage with global content, learn about global trends and problems, and engage with other cultures and languages.

¹ Bennett, D.C., Cornwell, G.H., Al-Lail, H.J., and Schenck, C. (2012). An education for the twenty-first century: Stewardship of the global commons. *Liberal Education*. Vol. 98 (4). Retrieved from <https://www.aacu.org/publications-research/periodicals/education-twenty-first-century-stewardship-global-commons>.

Global Experience Index

Developed by the Center for Global Initiatives Committee, Fall 2019

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The index for global experiences can be used in several ways by faculty and staff working to support and promote a variety of global learning and global citizenship opportunities across campus and beyond. Potential applications include, but are not limited to, the following.

- To start a conversation to aid departments in better understanding the depth and breadth of global citizenship initiatives offered.
- To establish global citizenship education and opportunities criteria that every student should meet before graduation.
- To measure the comprehensiveness of a study abroad program and ensure it meets all global citizenship criteria, including closing the loop.
- To aid program directors and campus leaders of global initiatives in assessing or taking inventory of what types of global experiences they offer.
- To support campus program directors and leaders of global initiatives in thinking about how to maximize the impact of less immersive experiences and effectively leverage opportunities requiring greater time and investment.
- To aid course instructors, particularly rFLA instructors, in developing and/or assessing their courses for global citizenship content-skill areas and reflections.

	3 Most	2 More	1 Some
Duration	> 1 month	2 days – 1 month	≤1 day
Immersiveness	<ul style="list-style-type: none">• Takes students beyond the classroom and across national or cultural boundaries.• Entails sustained and intensive intercultural dialogue and interactions.• Examples: Study abroad, field study.	<ul style="list-style-type: none">• Takes students beyond the classroom to other parts of campus, the community, or beyond.• Entails limited or sporadic intercultural dialogue and interactions.• Examples: CE course, immersion trip, cultural fair, virtual exchange	<ul style="list-style-type: none">• Occurs primarily or exclusively within the classroom. Involves little to no intercultural dialogue or interaction.• Examples: Language course, in-class experience.

Literacies for global stewardship	<ul style="list-style-type: none"> • Imparts a nuanced understanding of cultural diversity as expressed through religion, art, language, political/economic organization, social identity, and other cultural phenomena. • Contributes to a sophisticated understanding of the dynamics of globalization, along with the nature and interconnectedness of major global issues (e.g., health, food, poverty, security, immigration, climate change, etc.) 	<ul style="list-style-type: none"> • Imparts a somewhat multifaceted yet not fully developed, understanding of cultural diversity and the dynamics of globalization. 	<ul style="list-style-type: none"> • Imparts a rudimentary or superficial understanding of cultural diversity and the dynamics of globalization.
Skills for global engagement	<ul style="list-style-type: none"> • Directly develops multiple diverse skills for effective global action, including, but not limited to: <ul style="list-style-type: none"> ○ communicating cross-culturally ○ mastering a foreign language ○ acquiring mathematical and statistical competencies ○ evaluating truth claims and assumptions ○ conducting original research ○ creative, collaborative, and multi-scalar problem-solving. 	<ul style="list-style-type: none"> • Directly develops one or a few skills for effective global action. 	<ul style="list-style-type: none"> • Indirectly develops one or a few skills for effective global action (e.g., through assignments, activities, or experiences not explicitly geared toward developing these skills).
Dispositions for global engagement	<ul style="list-style-type: none"> • Explicitly cultivates a sense of appreciation for human difference, respect for human rights, empathy for culturally different others/other worldviews, and compassion for human suffering. • Promotes a critical awareness of disparities in power, wealth, and privilege and a corresponding commitment to principles of fairness, justice, and democracy. 	<ul style="list-style-type: none"> • Encourages an awareness of human difference and social injustice, although not as an explicit focus. 	<ul style="list-style-type: none"> • Indirectly engages student attitudes regarding human difference and social injustice (e.g., through assignments, activities, or experiences not explicitly geared toward developing these skills).

Reflection and wrap-up	<ul style="list-style-type: none"> • “Closes the loop” on global education by enabling students to thoughtfully reflect on the nature and impact of their experience. • Maximizes impact by providing an opportunity for students to present the outcomes of the experience in a public or group setting. • Examples: Formal presentation or exhibition, blog assignment. 	<ul style="list-style-type: none"> • “Closes the loop” on global education by enabling students to thoughtfully reflect on the nature and impact of their experience. • Examples: Reflection paper, structured classroom discussion. 	<ul style="list-style-type: none"> • Provides limited or superficial opportunities for students to reflect on the nature and impact of their experience. • Examples: Informal conversation.
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