

## Bicentennial Strategic Planning Commission

February 2017

### Global College Subcommittee Report

**Current State:** Approximately 40% of our full-time faculty is directly engaged in international research and teaching, while many others research transnational communities in the US, or do scientific research abroad. We enjoy exceptional academic departments and programs that focus on rigorous and intellectually responsible study of the world. We boast nine unique study away programs, and about 65% of students study in other countries. We house two unique centers for global engagement—the Center for Urban and Global Studies and the Center for Caribbean Studies. Our student body is 11% international, with a growing number of domestic students with transnational backgrounds, and many students who arrive on campus already interested in greater opportunities for global engagement.

**Top priorities:** Our vision for a global college is shaped the following priorities, designed to fortify our strengths and address areas for improvement:

\* ***Reduce Barriers to Global Engagement*** The committee recommends reducing financial, curricular, and other impediments for all students. We propose 1) **guaranteeing each Trinity student access to up to \$5000** for a global engagement research project, internship, or study away; 2) **addressing financial barriers to study away in particular**. The committee understands that discussions are underway regarding this issue and fully supports any endeavor that leads to more equitable access to these opportunities.

\* ***Foster Global Engagement Locally through Connections with Hartford*** One way to understand internationalization is through “global learning locally,” **using Hartford as a learning template** through which students navigate urban and global environments similar to those they will eventually live and work in. A complementary way of advancing this approach is to use Hartford to promote comparative studies with cities across the world. As such, we support enhancing **research, course, internship, and extra-curricular opportunities** where such learning can take place.

\* ***Advance Global Engagement on the Trinity Campus*** “The global” must be infused throughout the campus experience. In terms of curriculum, **second language competency** must to be a major focus of any serious internationalization effort. Trinity should **increase globally-engaged faculty across the board**, with a special focus on Caribbean and Latin American Studies and Asian Studies, and better support the Human Rights and International Studies programs. We recommend **more permanent support of the Center for Caribbean Studies** and major international events. We support the creation of a **Global Residential Center** and **Sophomore Global Engagement Experience**. Finally, we recommend strategic recruitment and better support infrastructure for our international students.

\* ***Encourage a sense of connection to the world through international experiences*** We should better connect study abroad programs to Trinity majors and students’ experience at Trinity. We should better link study abroad to language learning, encouraging students to study in non-English speaking countries. We should create more summer and J-term options for those who cannot be abroad for a semester. We recommend a **Pilot first-year program in Trinidad**, utilizing the infrastructure of our existing program in Trinidad and drawing upon our new Center for Caribbean Studies.

***\*Promote Continued Global Engagement Beyond Trinity*** by connecting with **international alumni and parents** through regional alumni networks with organizational committees; continuing to **identify students for international/globally-focused fellowships** and follow them throughout their Trinity careers; offering more options for **continuing international education for alumni** by broadening offerings for faculty and alumni-led educational travel.