

Global College Subcommittee Report

Introduction

The Global College committee¹ was given the following charge:

Through identification and study of relevant global demographic trends and projections, the Global College subcommittee will develop a plan that aligns Trinity's strengths and assets with the needs and interests of a rapidly changing world. The plan will seek to position Trinity as a global leader in providing education and disseminating knowledge in new, collaborative, and cost-efficient ways around the world, with a particular focus on urban centers. The subcommittee's work will span study away programs, curriculum, relevant scholarly centers, recruitment and support of globally-engaged faculty, international recruitment of students, and engagement and partnerships beyond our home in Hartford.

Touting the importance of internationalization seems de rigeur in higher education today. However, while many colleges and universities highlight global issues, most do not have strategic plans for implementing the lofty goal of creating global citizens.² We were asked to consider what is distinct about Trinity's global engagement and how can we enhance the college's unique global/urban connection. Our semester-long inquiry and engaging discussions have made it clear that there is a lot about global engagement, about being a "Global College," that Trinity does quite well.

We have a distinguished faculty researching and teaching about the world from a variety of disciplinary and interdisciplinary perspectives. 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 that takes them 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 a large number of our students (about 65%) take advantage of the opportunity to study in other countries. We house two unique centers—the Center for Urban and Global Studies and the Center for Caribbean Studies—that underscore Trinity's investment in dynamic global engagement. We serve a student body with 11% international students, a growing number of domestic students with transnational backgrounds, and many students who arrive on campus seeking greater opportunities for global engagement.

Even as our committee recognizes many notable areas of distinction regarding global engagement throughout the college, we have identified initiatives that we believe would

¹ See Appendix E for a list of committee members.

² Referring to the 2013 IAU 4th Global Survey of 1336 higher education institutions worldwide, Madeleine Green, senior fellow at NAFSA, notes that of the 209 US respondents, "the overwhelming majority of U.S. institutions (86%) mention internationalization in their institutional mission statement or strategic plan," while only 43% "indicate that their institution had a strategic plan for internationalization." Green, Madeleine. "The Best in the World? Not in Internationalization." *Trends and Insights for International Education Leaders* October 2014. http://www.nafsa.org/Professional_Resources/Research_and_Trends/Trends_and_Insights/The_Best_in_the_World_Not_in_Internationalization/

strengthen the college's global profile and provide greater opportunities for all Trinity students to connect with the greater world.³ In articulating these recommendations, we engaged in discussions about what being “global” means, and developed a “Global College Vision,” which we endeavored to maintain at the center of our discussions.⁴

Global College Vision

We commit to fostering an intellectual community where all members understand themselves as part of a wider, complex, and increasingly interconnected world. Being a Global College involves unsettling, broadening, and reimagining our own place and responsibilities within this world as well as promoting practices of hospitality, reciprocity, openness, and humility. It requires recognizing and honoring the epistemological, social, and cultural diversity of others. It includes nurturing and solidifying meaningful connections with peoples of other countries as well as with transnational communities here in Hartford. A commitment to being a Global College should infuse all aspects of our curriculum, co-curricular endeavors, community engagement and experiential learning, study away, international student recruitment and support, student and faculty research, and alumni relationships.

Top priorities⁵

Through our discussions, we identified priorities that shape our vision for a global college. Each of these priorities is designed to solidify and fortify our strengths and address areas for improvement. In addition, each reinforces the values of the new College mission statement with its commitment to “engage, connect, transform”. We believe that deep and sustained global engagements are forged through connections that are made in Hartford and with the world beyond. Rigorous and accessible global engagements are often truly transformative moments in students' lives. With this in mind, our priorities seek to

- Reduce barriers to global engagement for all Trinity students.
- Foster global engagement locally through connections with Hartford
- Advance global engagement on the Trinity campus
- Encourage a sense of connection to the world through international experiences
- Promote continued global engagement after Trinity

Reduce Barriers to Global Engagement

The committee strongly believes that each Trinity student should have equal and equitable access to opportunities for global engagement. Currently, however, many students are met with significant barriers of diverse forms. Students with financial need are not able to participate in J-term or summer study abroad and are limited in their semester options due to the hefty study away fee (\$3500 per semester). Athletes may be unable to study away because of college

³ Appendix A lists a summary of the major recommendations in this document according to financial repercussions: revenue generating, cost generating, and minimal or neutral financial impact.

⁴ Our review of strategic plans of other colleges and universities revealed a disappointingly common lack of critical thought around what “being global” means. We determined it essential to reflect on intellectual and ethical priorities that would ground our vision for a global Trinity.

⁵ Along with these strategic priorities, the committee generated many ideas for specific recommendations that could be accomplished right away and within existing structures. Some of these are listed in Appendix B: Action Items.

commitments. Students in STEM majors are limited in their options because of major requirements that are difficult to fulfill elsewhere.

The committee recommends the college work to reduce financial barriers and to create viable options for students who desire more global engagement but are constrained due to curricular and co-curricular restrictions.

We discuss more academic and co-curricular options below. Regarding financial barriers, we recommend:

1. Guarantee each Trinity student access to up to \$5000 for a defined and approved global engagement project. Such projects could include:

- a summer or J-term study away program
- faculty-supervised research abroad (for independent study, senior projects, theses)
- international or globally-oriented internships
- faculty-supervised research or internships that engage Hartford as a global city
- expenses associated with approved semester- or year-long study abroad experience

In consultation with their academic advisor, students would apply for the funds and defend the academic relevance of the proposed use of funds. Students would be required to present some form of report, presentation, or other concrete evidence of their work upon return.

Guaranteeing such a grant for each Trinity student would be a significant recruitment tool that distinguishes Trinity and highlights our global mission. Much of the money would return to Trinity, as many students would use their grants for Trinity-sponsored endeavors. Not all students will make use of these funds (though hopefully they would encourage active global engagement by a large majority), and not all proposals would require the maximum grant amount. This initiative could be funded through a combination of endowment, tuition revenue, donations, and grants. Most importantly, this grant would provide access to global engagements that will be truly transformative.

2. Address further financial barriers to study away in particular. The current study away fee and lack of financial aid for J-term and summer study away unfairly limits opportunities for students with financial need. The committee understands that discussions are underway regarding this issue and fully supports any endeavor that leads to more equitable access to these opportunities.

Global Engagement Locally in Hartford

Our goal is that all students leave Trinity understanding what internationalization is. One way to accomplish this goal is through “global learning locally,” whereby Hartford is a learning template through which students can begin to navigate the urban and global environments similar to those they will go on to live and work in. A related and complementary way of advancing this approach is to think about how to use Hartford more systematically and explicitly to promote globally comparative studies of cities and communities and a variety of other topics in our curriculum. As such, we support enhancing opportunities where such learning can take place via:

1. Faculty and student research opportunities and courses that problematize the global/local divide, engage the international/global aspects of Hartford, and exemplify “global learning locally.” Prof. Janet Bauer’s Global Migration Lab and the Hispanic Studies program’s Hispanic Hartford course are good models for getting more students to understand the growing local imprint of immigrants in Hartford and other small American cities. Urban Studies, American Studies, or other departments/programs can use two or more faculty members to co-teach based on their complementary expertise on Hartford and other geographic settings. Such opportunities allow Trinity students who cannot study away to gain valuable international experience.

2. Comparative study-away opportunities that employ Hartford as a learning template and reference case. Programs such as “Megacities of the Yangtze River” (developed by Profs. Xiangming Chen, Michael Lestz, Joan Morrison, et al) and two first-year seminars on asthma (led by Prof. Alison Draper and incorporating trips to Lima, Peru and Port-of-Spain, Trinidad) have provided learning experiences that compare approaches to urgent issues, such as urban development and global health, at home and abroad. J-term and summer programs offer excellent opportunities for more of these types of comparative study.

3. Internship opportunities with local companies, businesses, and organizations that either have an international presence or serve immigrant communities in Hartford. Given Trinity’s varied connections to UTC and its subsidiaries in China, for example, we should consider ways to place our students, especially those in Engineering, in local internships in Hartford and then on international internships while studying away. We should broaden the range of internships in Hartford to include organizations like International Hartford (which promotes immigrant entrepreneurship) that has used and can continue to use the research expertise of our students and faculty.

A Global Campus

We recognize the multifaceted ways that “the global” must be infused in a meaningful campus experience for our students. Curricular and other academic opportunities give intellectual coherence to our greater project of educating citizens of the world. Our research centers and international events provide diverse opportunities for engagement outside the classroom. Finally, as a residence college, we have multiple occasions to influence students’ daily life and engagement with the greater world.

A. Academics

1. **Second language competency** must to be a major focus of any serious internationalization effort. While it is certainly possible to learn about other cultures through English, serious intellectual engagement requires solid proficiency in another language. And certainly, on a practical level, employers are increasingly seeking graduates with competency in a language other than English.

Trinity currently has a language requirement of three semesters (low intermediate proficiency) in a language a student has previously studied, or two semesters (basic proficiency) in a language begun at Trinity. The committee recommends finding ways to

encourage students to study language beyond the minimum requirement, such as facilitating language study in the first year, when language skills learned in high school are still fresh and students may become inspired to continue in advanced courses.

Major requirements are another means of encouraging language study. Classics, International Studies, and Language and Culture Studies already have language requirements beyond the college minimum. History rewards students who do research in another language. Some departments may be willing to consider increasing language requirement for some majors, or for honors within the major. We recommend especially working Economics, Political Science, Psychology, and English to see if they would consider ways to encourage their majors to work in languages other than English.

2. Increase globally-engaged faculty across the board, with a special focus on increasing faculty in Caribbean and Latin American Studies and in Asian Studies, and on providing greater structural support to existing academic programs. This increase could come through retirement or resignation replacements or from strategic growth of the faculty.

a. Increase faculty with research interests in the Caribbean, Latin America, and Asia⁶ Currently, the college boasts a strong and impressive contingent of Europe-oriented faculty, and Europe is the prime destination for our students who study abroad. We believe it would be beneficial to encourage student interest in other parts of the world by increasing faculty and courses that focus on other parts of the world. While we benefit from excellent faculty, and students, interested in African and Middle Eastern studies, the committee believes that a particular focus on augmenting core faculty in Caribbean and Latin American Studies and in Asian studies would support current areas of curricular strength, compliment work done in the Center for Caribbean Studies and Center for Urban and Global Studies, enhance connections with Hartford, reflect the growing Latinx/Latin American and Asian student populations, and respond to national and international trends in education.

b. Strengthen Human Rights Studies First of its kind at a liberal arts college, the Human Rights Studies program is an area of distinction for Trinity, one that directly supports the global mission defined above. The program is highlighted throughout Trinity's publicity materials and used as an admissions recruitment tool. It currently boasts 21 majors and wait-listed core courses, yet has no FTE and relies principally on the dedication of faculty not hired to teach specifically in the field of human rights. It is time for the college to give HRST due recognition through structural (tenure-track) support, in the form of a full tenure-track position and joint positions with other departments and programs.

⁶ While the committee strongly believes that greater academic investment in these regions makes sense for reasons specific to Trinity—namely the strong ties already developed with various Asian countries and the majority Caribbean and Hispanic community that is home to the college—focus on these two regions is in keeping with national trends. The aforementioned IAU survey lists the “Top three ranked regional priorities for Internationalization” among US institutions as: 1) Asia; 2) Latin America and the Caribbean; 3) Europe. http://www.nafsa.org/Professional_Resources/Research_and_Trends/Trends_and_Insights/The_Best_in_the_World_Not_in_Internationalization/

c. **Strengthen the International Studies program** Likewise, INTS, with 70 majors, is a program of distinction that is not sufficiently supported structurally. A series of upcoming retirements make it difficult for the program to respond adequately to student demand. This year, INTS will be able to add to its core faculty a joint hire with the Women, Gender, and Sexuality program; we recommend the college consider further such joint appointments as a way to support and sustain this strong program.

d. **Anchor and support our languages sections.** The Department of Language and Culture Studies boasts the highest numbers of contingent faculty of any department on campus, with 65% of courses taught by non-tenure track colleagues.⁷ While the college is fortunate to have extremely dedicated contract faculty in LACS, a true commitment to growing as a global college would require significant investment in LACS in the form of more tenure-track lines for some language sections. For others, sharing resources in reciprocal relationships with partner institutions may provide the most ideal means of support.⁸

B. Centers & resources:

Trinity houses two major centers that are central to the enterprise of global engagement. The Center for Urban And Global Studies (CUGS) is the first center of its kind at a top liberal arts college in the United States and offers curricular opportunities and research programs where students and faculty work together to better understand our new global society. Launched in Fall 2007 with the joint support by a major grant from the Andrew Mellon Foundation and Trinity's matching support, it began to operate on endowed funds 2-3 years ago. CUGS has also been administering a number of small endowments for supporting faculty and students' urban and global research and teaching endeavors.

In 2016, Trinity opened the Center for Caribbean Studies (CCS), whose mission is “to embrace the broader Caribbean –the Greater and Lesser Antilles and the coastal regions of Central and South America— as an area for scholarly inquiry with a special focus on inter-Caribbean connectedness, as well as the fluid historical and contemporary ties between the region, its diasporas, and other parts of the world,” as well as to promote and study the Caribbean character of Hartford.⁹

Trinity is also home to three major international events that bring the world to our Hartford campus and project Trinity's commitment to global engagement to the world.

In order to better support these endeavors, we recommend:

⁷ Calculation based on data from Spring 2015-Fall 2016. Over these four semesters, LACS offered 293 courses; 189 (65%) were taught by non-tenure track faculty.

⁸ LACS already shares some courses through the CTW system. Russian has been offered in conjunction with Connecticut College via video conferencing. Plans are underway for a shared CTW course for Spanish heritage speakers. Such shared courses may be ideal ways to broaden the course offerings for other smaller language sections such as Arabic, Japanese, and Hebrew and thereby strengthen these Trinity programs through additional structural support.

⁹ From the Center for Caribbean Studies mission statement.

1. Permanent endowment for Center for Caribbean Studies Currently, CCS is supported by a \$150,000 (\$30,000 x 5 years) commitment by the President and Dean of Faculty Offices. It needs a more secure future if it is to be successful. While a \$600,000 endowment would allow the Center to function at its current level, we would recommend a goal of \$1 million, to allow for growth and greater impact. Funds for endowment could be sought from grants and matching donor support; the Center should be encouraged to begin applying for grants. In order to assure continued relevance of the Center to Trinity's broader institutional mission, this endowment should be in tandem with increased faculty and curricular support for Caribbean Studies, as described above. Without sustained faculty and curricular support, the Center is unlikely to succeed in its goals and vision. Given the demographics of Hartford, which has become a Caribbean city outside the Caribbean, a successful CCS should be of utmost importance to Trinity.

2. Major Global Events Sustaining Funds Provide a centralized fund for mission-based international events that connect Trinity and Hartford to the rest of the world. Currently, organizers of events that bring international recognition and acclaim to Trinity, such as the International Hip Hop Festival, the International Robot Contest, and Sambafest, must spend tremendous amounts of time and energy scraping together the minimum funds required to offer their events. A fund that centralized resources and allowed organizers of large events with significant local and international impact access to large block grants would allow organizers to better focus on the creative and organizational aspects of these events. Discussions with the organizers suggest that an annual guarantee of about \$50,000 per event would assure the events could continue to run; thus, we suggest an initial fund of at least \$150,000 per year. The organizers would commit to looking for further funds to grow their events as necessary, but this fund would protect these endeavors as long as they are relevant to Trinity. As new ideas for relevant events develop, future organizers could be eligible to apply for these funds as well.¹⁰

C. Student Life

Recognizing that a truly global campus should be multifaceted and recognize the diverse ways in which we all engage with the world, the committee recommends certain initiatives directly related to student life at Trinity.

1. Create a Global Residential Center as an intentional structuring of residential life to integrate in an exciting rewarding way. After their first year, domestic and international students would apply to live together in the center; they would create and participate in events designed to promote global learning on campus. Besides providing to a vibrant intellectual and social community, this common living experience would help international and domestic students better integrate with each other.

¹⁰ Since 2005, Sambafest has run on \$40,000-\$90,000 annually, depending on the success of fundraising efforts. The budget inevitably affects the impact of the event on the community, which has been considerable thus far, generally spanning 10 days and providing performances, workshops, and presentations in schools and public venues. Organizer Prof. Eric Galm estimates a minimum of \$40,000 to run the event; he would continue to fundraise and partner with local institutions. For the International Robot contest, Prof. John Mertens suggests that what is most needed is a 0.5 FTE (approx.. \$50,000/year) to organize the event and secure corporate sponsorship. The Hip Hop Festival organizers have yet to respond to requests for specific information, so the committee suggests an amount equivalent to funding for the other events.

2. Develop a Sophomore Global Engagement Experience whereby second-year students could live in the Global Residential Center, engage with transnational communities in Hartford, participate in pre-study abroad initiatives, and work in globally-oriented internships. A sophomore experience would further highlight Trinity's global focus by supporting deeper engagement with globally-oriented initiatives on campus and locally, as well as preparing students to be mature and responsible representatives of Trinity while abroad. This opportunity would serve as a strong retention measure for students interested in a broader, internationally-oriented intellectual and social experience.

D. International students

With 11% international students, Trinity ranks slightly above our peers; we recognize the valuable contribution of our international students in all aspects of campus life. Recognizing that international students have particular needs, the committee suggests the following ways to support, and perhaps grow, our international student body.

1. Support Systems /Infrastructure International students have repeatedly requested better counseling for legal/visa issues and work/study opportunities post-graduation. In addition, we need extra staff and coordinated peer mentoring to provide consistent, regular opportunities for discussion and implementation of the specialized support that international students need in order to be successful, academically, mentally and socially. We recruit many students but there is not matching administrative support or sufficient culturally sensitive support once they arrive. We only have one staff member designated to this large group of students with very diverse needs.¹¹

2. Recruitment

--Strategically improve recruitment in underrepresented countries (e.g Central, South America, Japan, Singapore, Indonesia) and build alliances with existing connections, such as countries where Trinity has study away program sites (e.g Buenos Aires, Argentina) and countries with especially strong alumni networks.

--Recruit more short-term (semester or year long) exchange students as a revenue-generating initiative that benefits the campus through greater presence of international students. Again, focus recruitment on countries where Trinity has programs and other strong connections.

3. Academic support Diversifying our recruitment of exchange and 4-year international students will require more ESL support through ESL courses and in the Writing Center. Furthermore, many international students would benefit from a more explicit introduction to the US academic culture (i.e., expectations regarding class participation, interactions with professors, styles of academic writing).

4. Summer Institutes for International Students The committee recommends taking advantage of our beautiful and relatively empty campus during the summer to provide

¹¹ See Appendix C for a staffing comparison with some peer institutions.

immersive academic experiences for international students. These could include a series of institutes that draw upon and highlight Trinity's curricular strengths (i.e. Human Rights, Urban Studies, Engineering) while providing English-language classes and courses on US academic culture. We envision the academic courses in these institutes could be made available to Trinity students and exceptional local high school students as well. Trinity could apply for grants from organizations such as the Japan Foundation or the US State Department to fund the conception and implementation of these institutes.

Engaging the World: Study Abroad

Our rich array of study abroad opportunities clearly distinguishes Trinity as a leader in global engagement. We have an excellent suite of existing programs run by Trinity in a diverse array of countries – generally more than our competitors. The university partnerships we have in conjunction with the Trinity programs are with top rate institutions with excellent reputations. Studying away is part of the Trinity culture; we already send a high percentage of students abroad at some point during their undergraduate career (65% including summer).¹² Furthermore, the Trinity programs have a strong reputation with peer institutions and with alumni.

In our efforts to strengthen this source of distinction for Trinity, we offer this series of recommendations:

1. Greater academic cohesion Academic advising from the first day should include a holistic conversation about study abroad and its benefits for students. We should undertake major mapping to better connect majors to programs (major mapping). We should adopt a more intentional approach to link to Trinity programs and approved external programs to Trinity majors to help students connect experiences abroad back to their experience at Trinity. These efforts should be coordinated with the OSA office.

2. Emphasis on language learning We should work harder to promote study abroad that is connected to language learning. Faculty advisors should work with the Office of Study Away to encourage students to study in non-English speaking countries. The OSA should work with departments to find ways to connect non-English programs to their majors and minors. And the college should consider eliminating the study away fee for certain countries where we do not have Trinity programs for languages offered at Trinity (Arabic, Hebrew, Japanese, and Russian).

3. Review program offerings Trinity programs should be examined to assure they are legally and financially secure and conform to the academic and global mission of the college. More local cultural integration as well as academic rigor should be priorities. The OSA should develop assessment tools for developmental outcomes expected from education abroad that include learning outcomes for each Trinity program.

¹² In terms of numbers of students who study away, Trinity ranks slightly above average in comparison to peer (SAAG) institutions. Our goal of increasing the number of students who study away should raise our status in these rankings. See Appendix D.

Furthermore, the list of approved non-Trinity programs should be significantly culled to ensure quality and relevance to a student's overall Trinity education.

4. Pilot first-year program in Trinidad Utilizing the infrastructure our existing program in Trinidad and drawing upon the Caribbean Studies emphasis provided by our new Center for Caribbean Studies, the committee recommends the creation of a **Caribbean Studies Gateway** program for first year students. Students would apply to spend first semester in Trinidad, where they would take a First-year seminar and another 1 credit Trinity internship or independent research experience, and would direct enroll in University of the West Indies for remaining courses. Upon return, students would take a course on Caribbean Hartford and engage actively with Hartford's Caribbean communities.

We recommend this be a pilot three-year program and that a Trinity faculty member be on site to teach the Trinity courses and orient students. If this program proves successful, we could consider trying similar experiences in other Trinity sites.

5. Increase enrollment in Trinity programs We should get more Trinity students abroad and better promote underutilized programs as excellent options for specific Trinity majors. We should also promote our programs more vigorously in order to attract outside students. The new Director of OSA should focus on strategic partnerships and finding new sources of revenue to compliment the ground work being done by the OSA marketing and recruiting coordinator. OSA should collaborate with academic departments and programs to select appropriate semester programs and develop study abroad "road maps" for their majors and minors.

6. Increase short-term options We should create more summer and J-term options for those who cannot be abroad for a semester. We need to educate faculty about how to go about leading a short-term course abroad and offer sufficient support from OSA for these endeavors.

7. Promote year-long experiences Students should be encouraged to deepen their experience through living a full year in a particular country, or broaden it through study in two different sites, to promote cross-cultural study (i.e. China and Buenos Aires to study Asian and Latin American connections; or comparatives study of the Americas through a year in Buenos Aires and Trinidad; trans-Mediterranean studies through Barcelona and Rome)

8. Undergraduate fellowships and grants Continue to promote independent undergraduate research and other initiatives through supporting student applications for grants like Project of Peace (where Trinity students have already been very successful) as well as through internal funds such as the Human Rights Summer Internships, the Grossman Global Studies Fund, and the Tanaka Research Fund.

Global Engagement Beyond Trinity:

At Trinity, we endeavor to create citizens who see themselves as part of a larger world. Our hope is that increased engagement with the world through the initiatives listed above will encourage commitment to global engagement after graduation. We believe the college can capitalize on the energy in the following ways:

- 1. Connect with international alums and parents** Form regional alumni networks with organizational committees with shared responsibilities (organizing meetings and gathering, looking for internships for students, connecting with recent graduates, connecting with study abroad); have one Trinity contact who works with these groups. Reach out to international parents through an International Parent listserv, International Parent Association, and International parent gatherings at Matriculation and Graduation. Make concerted efforts to connect our students studying abroad with international alumni. Alumni can be called upon to speak to students, facilitate internships or volunteer opportunities, or accompany students at cultural events.
- 2. Post-graduation fellowships** Continue to identify students (through FYSM, honors seminars, Gateway, and study away programs for international/globally-focused fellowships (Fulbright, Marshalls, Rhodes) and follow them throughout their Trinity careers.
- 3. Continuing international education for alumni** We currently use the Road Scholars program for continuing education in Italy. We can broaden offerings for faculty-led and alumni-led educational travel throughout the world. Faculty and interested alums should be educated on how to develop, promote, and lead such programs. We can also open J-Term and summer study away opportunities to alumni enrollment, as a way to enhance alumni connections with the college and enrich the experience of current students on these programs.

Assessment

Because being a global college involves so many distinct aspects of life at Trinity, many of our already successful endeavors seem disperse and disconnected. We need a way to better communicate and coordinate our present work as well as assure the success of new initiatives. The committee recommends the formation of a committee of global college leaders that will work together to assure communication among units and coherence of vision and action. This committee could logically be lead by the Dean of Faculty's office and be conformed of representatives of relevant administrative units (Dean of Students, Advancement, Alumni, Career Development), the Director of Study Away, the directors of CUGS and CCS, and the chairs of globally-oriented departments and programs.

Appendix A

Recommendations and Financial Repercussions:

Revenue generating initiatives

- 1) First-year semester gateway program in Trinidad
- 2) Summer Institutes for International Students
- 3) Faculty-led and alumni-led alumni travel and continuing education programs, emphasizing travel/programs at our existing study-away locations
- 4) J-term and Summer study abroad programs that can attract students from Trinity and other institutions
- 5) Increase number of students studying abroad, especially on Trinity programs
- 6) Invite alumni to register for J-term or summer study away options (precedence: Alumni have returned for the Environmental Science trip to Iceland; have expressed interest in returning to River Cities of China option)
- 7) Targeted marketing to attract more students from other institutions to specific semester-/year-long programs
- 8) Attract more short-term (semester/year) international students; recruit especially from cities where we have Trinity programs or relationships

Cost generating recommendations:

Global Engagement Fund	Guarantee up to \$5000 per student for global engagement	\$5000x 600 students=\$3 million/year
Reducing financial barriers for study abroad	Provide financial aid for short-term programs; Eliminate some study away fees	costs vary
Sustained funding for major international festivals	Secure block funding for major events, such as the International Hip Hop Festival, International Robot Contest, and Sambafest	\$150,000/year

Endowment for Center for Caribbean Studies	Assure continued support for CCS after 5-year pilot	\$30,000/year=\$600,000 endowment We suggest target of \$1 million
Increase tenure track faculty who research and teach on global issues	Varied needs	
Staff to support recommended endeavors	Varied needs	

Cost minimal or neutral initiatives

Recognizing that change is rarely entirely cost-free, the following are initiatives that may require minimal monetary or labor expenditures and can be undertaken generally within existing structures.

1. Curricular initiatives that emphasize globally-engaged research
2. Student and faculty research that problematize the global/local divide, engage the international/global aspects of Hartford, and exemplify “global learning locally.”
3. Global Residential Center
4. Sophomore Global Engagement Experience
5. Outreach to international alumni and parents
6. Review of study abroad programs
7. Promotion of undergraduate and post-graduation research through outside fellowships

Appendix B Action Items

The following are suggestions of actions that can be easily undertaken within currently existing structures:

Global Engagement Locally in Hartford

1. Infrastructure to facilitate coursework and faculty and student research. This could include: conducting regular workshops introducing faculty to the global aspects of Hartford; developing a database of local experts who can speak with classes. This could be organized under CLI.

A Global Campus

Academics:

1. Encourage language study in the first year. At that point, students are building upon language study from high school and better equipped to continue with successful language acquisition in college. A major impediment for first year students is scheduling, and the committee recommends not allowing First-Year Seminars in MWF morning 75-min blocks, when language classes are offered, so that students can take language courses their first semester.

2. Promote specific (region-based) internationally focused interdisciplinary minors could be beneficial for student of certain majors, especially STEM majors and pre-health professions students. The college currently offers language minors which are language intensive (and often impossible for STEM majors to complete), as well as interdisciplinary minors in African, Asian, French, German, Italian, Middle East and Russian studies that require less language study but allow for serious intellectual engagement with the regions of focus. The committee recommends the addition of a Latin American studies minor, and greater efforts to promote these minors, especially for majors that do not offer significant opportunities for engaging the global. These minors can be connected with language study and with study abroad without limiting access for target majors.

Centers and Resources

1. Develop specific globally-focused initiatives within other centers and programs on campus, such as the Trinity Institute for Interdisciplinary Studies (TIIS) and the Center for Teaching and Learning (CTL).

Assessment

1. Strive to pursue NAFSA's Senator Paul Simon Award for Campus Internationalization

Appendix C

List of Peer Institutions that have more than one International Student Support Staff member

1. Amherst College: 2 staff members: Dean for International Students and Global Engagement and International Student Coordinator
2. Carlton College: 2 staff members: Assistant Director of Intercultural and International Life, Associate Dean and Director of International Recruitment
3. Colgate University: 2 staff members: Dean and Director of International Student Services, Assistant Director
4. Dickenson College: 3 staff members: Executive Director of Center for Global Study, 2 student support staff members
5. Colorado College: 3 staff members: Executive director of International Programs office, and 2 international students advisors
6. Franklin and Marshall College: 3 staff members: Assistant Dean of Student Services and 2 international students advisors
7. Kenyon College: 4 staff of Center for Global Engagement: all serve international students
8. Macalester College: 4 staff: Director of International Student Programs and 3 other staff members serving international students
9. Middlebury College: 6 staff members: Associate Dean & Director of International Student and Scholar Services (ISSS), 5 international student advisors
10. Mount Holyoke College: 2 staff: 2 Dean and 1 international student advisor
11. Occidental College: 4 staff: Executive Director and 3 international student advisors
12. Pomona College: 5 staff: serving the 5 Claremont McKenna Colleges
13. Sewanee: University of the South: 6 Staff: 1 Associate Dean of Global Education and 5 staff members including international student advisors
14. Smith College: 4 staff: 1 Dean associated with Office of International Students and Scholars, 3 other staff members
15. Tufts University: 6 staff: Director, 5 staff members and also 5 'student assistants'
16. Union College: 4 staff: Director and 3 staff members
17. Wesleyan: 2 staff: Dean for International Student Affairs and 1 international student advisor

Appendix D

(Insert SAAG Study Abroad Data)

Appendix E
Global College Committee Members

Tim Cresswell*

Vice President for Academic Affairs and Dean of the Faculty

Anne Lambright* P '09, '10, '14

Charles A. Dana Research Professor of Language and Culture Studies

Zayde Antrim

Associate Professor of History and International Studies

Lukman Arsalan

Senior Associate Director, International Admissions and Student Success

Xiangming Chen

Paul E. Raether Distinguished Professor of Global Urban Studies and Sociology and Dean and Director of the Center for Urban and Global Studies

Alison Draper

Director, Science Center

Eleanor Emerson

Acting Director, Office of Study Away

Christopher French, P '18

Director of Development

Isaac Kamola

Assistant Professor of Political Science

Reo Matsuzaki

Assistant Professor of Political Science

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