Proposed by: The Undergraduate Academic Council
University Policy and Planning Council

Date: November 13, 2017

Proposal to Establish an Undergraduate Global Distinction Transcript Milestone

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached program proposal as submitted by the Center for International Education and Global Strategy and approved by UAC and UPPC

2. That this proposal be forwarded to President Havidán Rodríguez for approval.

3. That this take effect upon approval.
Course Description to appear in Bulletin:
The **Global Distinction** Milestone is awarded to undergraduate students by the University at Albany in recognition of a set of integrated, intentional academic experiences that are distinctly global in scope and purpose. Students who receive the Global Distinction Milestone are distinguished for the global orientation of their academic pursuits, regardless of their Major, Minor, or GPA. Global Distinction graduates engage in (a) a second language study (4 semester courses or the equivalent in proficiency), (b) globally-focused coursework (3 courses, on the (i) state of the world, (ii) navigating the world, and (iii) disciplinary applications to the world, as well as (iv) a capstone project or independent study with a significant global lens), and (c) a coherent international immersion experience, including 1 study abroad semester, and an 8-10 week summer internship (lab, professional, or service) or research abroad. Students who are interested in earning the Global Distinction should contact Dr. Annette Richie, at the Center for International Education and Global Strategy, early in their college careers.

Prerequisites statement to be appended to description in Bulletin:
There are no prerequisites to the milestone, other than (1) maintaining good academic standing, and (2) following one’s Major Academic Plan (MAP). To complete all of the milestone markers in a timely manner, students should begin the Global Distinction in their first or second year, and consult with the GD adviser.

If S/U is to be designated as the only grading system in the course, check ______

This course is (will be) cross listed with (i.e., CAS ###):

This course is (will be) a shared-resources course with (i.e., CAS ###):

Explanation of proposal:
The milestone will appear as an entry on the bottom of the undergraduate student’s final transcript. The Center for International Education and Global Strategy will facilitate the Global Distinction milestone audit, assessment, and advisement on milestone markers, due to its oversight of bilateral exchange partnerships and international internships. No external personnel or facilities support is anticipated, except for initial guidance from the Office of the Vice Provost for Undergraduate Education and the Registrar, which is already being provided. Dr. Annette Richie will serve as the primary recruiter, adviser, mentor, and administrator, due to her roles in International Applied Learning and International Studies.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:

No new courses or programs are proposed. Instead we will guide students through a structured set of globally-oriented coursework and applied learning experiences. There is no existing Undergraduate Milestone, Minor, or Major that resembles the Global Distinction, in terms of a combination of (a) second language study, (b) globally focused coursework, and (c) international immersion. There are shared themes with the Social and Cultural Areas Track of the International Studies Minor, also overseen by CIEGS, as well as the Globalization Major and Minor. We will consult with the Chairs and faculty of the academic departments that offer the courses that we intend to code as GD-applicable courses, as well as with the Office of the Vice Provost for Undergraduate Education and the Registrar. Offering the Global Distinction will boost these departments’ course enrollments. We do not seek any changes to curricula.
Global Distinction Milestone Markers

The proposed Global Distinction is a Milestone entry to appear on the bottom of graduating University at Albany undergraduate students’ transcripts, in recognition of an integrated set of intentional academic experiences, including (A) globally-focused and (B) language coursework, and (C) international immersion, including a study abroad semester and an 8-10 week internship (lab, professional, or service) or research abroad. Students who receive the GD milestone are distinguished for the global orientation of their academic pursuits, regardless of their Major, Minor, or GPA (if in good academic standing).

The Center for International Education and Global Strategy, in consultation with the Registrar and the Office of the Vice Provost for Undergraduate Education, will oversee the distribution of the Milestone, most notably, advisement on the 10 milestone markers, application for candidacy, and awarding of the Global Distinction to graduating undergraduate students at the University at Albany. Dr. Annette Richie, of CIEGS, will serve as the primary recruiter, adviser, mentor, and administrator for the Milestone.

Pro-Tips (time-saving options) for progression through the milestone markers are shown below in italics.

Markers

A. Globally-Focused Coursework
   Complete 3 courses, from the categories below, from an approved list of options, from any college level (100-400) or discipline, which provide the core knowledge that is essential to understanding the processes, people and problems associated with global diversity and change.

   Transnational (International Relations, Migration, and Human Rights, 1 course)  
   Development (International Development and Economics, 1 course)  
   Culture (Culture-Area Studies and Inter-Cultural Competency, 1 course)  

   Globally-Oriented ‘Capstone’ – Only if already required in your Major, complete a 300-400 level seminar, in which a research paper is produced at the end of the semester. Students must meet the existing course objectives and integrate a global lens (assessed by Dr. Richie, as an external reader).

B. Language Courses
   Complete 4 courses in a single language, from any language taught at the University at Albany and from any college level (100-). Students can apply AP language credits and test out of 1 or more semesters of language study, and include language study abroad.

C. International Immersion
   Semester of Study Abroad – Complete 1 semester of full-time study (12-19 credits) on a UAlbany or SUNY study abroad program. You can choose any courses. Try to apply a course to Markers (A) and/or (B). Ideally, study abroad in a country where the language under study (B) is spoken.

   Summer Internship/Research Abroad – Complete an 8-10 week professional, lab or service internship or supervised research project abroad, ideally at the same university where they chose to study abroad, and in a country where the language chosen for (B) is a primary language. There is no credit minimum/maximum. Students should aim to intern or research in their Major or Minor.
Global Distinction Milestone

Proposal Title: Global Distinction Milestone

College or School: University at Albany (wide)

Program Director or Sponsor: Harvey Charles, Annette Richie

Department: Center for International Education and Global Strategy

Email: hcharles@albany.edu; ariche@albany.edu

Action Category
- [ ] Program Proposal
- [ ] Other (describe)

Action Type
- [ ] New
- [ ] Revision
- [ ] Deactivation
- [ ] Other (describe)

Does this proposal include any space resource implications?
- [ ] Yes
- [ ] No

Approx. sq. ft. needed:

Program has been identified as a Gainful Employment Program (GEP)?
- [ ] Yes
- [ ] No

Brief Description of Proposal: (attach additional pages if necessary)

* The proposed Global Distinction is a Milestone entry to appear on the bottom of graduating UAlbany undergraduate students' transcripts, in recognition of completion of an integrated set of intentional academic experiences. GD Milestone awardees are distinguished for the inter-disciplinary global orientation of their academic pursuits, regardless of Major, Minor, or GPA (good academic standing).
* To earn the GD, students must engage in
  (A) globally-focused coursework, choosing 1 course from each of these 3 themes:
  (1) International Relations, Migration, and Refugees,
  (2) International Development and Economics,
  (3) Culture-Area Studies and Inter-Cultural Competency,
* and a research paper approached with a global lens, associated with any upper-level course,
* (B) foreign language study (4 semesters or the equivalent in proficiency), and
* (C) international immersion (study abroad semester and an 8-10 week internship or research abroad).
* The GD is a strategic, structured set of inter-disciplinary international experiences already leveraged by many students. We want more graduates to leave UAlbany as globally competent, ready to navigate multi-cultural work environments and complex problems, like their counterparts overseas. A larger number and wider range of UAlbany students, including those in the STEM fields, need to see that these opportunities are not only invaluable but also accessible. Faculty and academic advisers are our essential partners in that effort. All students who earn the GD will receive CIEGS support via academic and scholarship advisement, an international internship placement, and a flight voucher.
* The GD is not a new academic program. The GD involves no new course development, no deviation from any degree program, no adjustment to the curriculum at UAlbany. Rather, the GD serves to navigate students through existing, amazing UAlbany academic opportunities, which, when combined, lead to a globally competent graduate who deserves special recognition from UAlbany.
* The GD will impact this campus, very positively, through student learning outcomes, career prospects, recruitment, and retention, sustaining language and culture area studies programs, and recognition for UAlbany's leadership in inter-disciplinary, global educational innovation.

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Impact on Other Programs:

Is there an impact on other service units?

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<th>Yes</th>
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ITS
University Library
Scientific Core Facilities
Other services (i.e., parking, facilities, security), please list:

If the answer to any of the questions listed above is yes has the proposer consulted with the affected service unit(s) and attached written verification (letters of collaboration/support) of such consultation?

Yes | No
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Is there an impact on other academic programs?

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<th>Yes</th>
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If the answer to the question listed above is yes has the proposer consulted with the affected academic department(s) and attached written verification (letters of collaboration/support) of such consultation?

Yes | No
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Faculty and Staff (attach additional pages if necessary)
(a) Describe new faculty hiring needed during the next 3 years
(b) Explain how program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available support staff.

(a) No new academic or professional faculty are needed to launch or sustain the GD.

(b) The Center for International Education and Global Strategy will oversee the management and distribution of the Milestone, most notably, application for candidacy, advisement on the 10 milestone markers, and awarding of the GD to graduating undergraduate students.
* Global Academic Programs Dir., Dr. Annette Richie, serves as the primary GD recruiter, academic adviser, mentor, and administrator, with support from G.A. Pedro Espindola, and supervision from Dean and VP Dr. Harvey Charles and Associate VP Dr. Carrie Wojenski.
* Senior staff from Undergraduate Education, Advisement Services Center, and the Registrar have been instrumental in exploring the logistics of a smooth GD implementation at UAlbany.
* Participating students will enroll in GD-applicable courses offered at UAlbany, choosing from 11 languages and globally-oriented courses in 20+ departments. We anticipate growing student and faculty interest in the GD in the next few years, but not an increase in faculty teaching and advising loads, due to students' varied pathways. Students from every College and School will engage in global applied learning far beyond the 1 Foreign Language and 1 International Perspectives General Education requirements. We will support students as they make timely progress on their degree requirements, leverage UAlbany's global academic offerings, both at home and abroad, boost enrollments in language and culture area studies courses, and face better career prospects as globally-competent graduates.
Program Expenses

<table>
<thead>
<tr>
<th>Program Expense Categories</th>
<th>Before Start</th>
<th>Academic Year 1:</th>
<th>Academic Year 2:</th>
<th>Academic Year 3:</th>
<th>Academic Year 4:</th>
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<td>(c) Equipment</td>
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<td>(d) Laboratories</td>
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<td>(f) Capital Expenses</td>
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<td>(g) Student stipends or scholarships</td>
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<td>(h) Other (specify):</td>
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APPROVALS

Department Chair

Dean

UPPC Chair

Completed forms should be sent to the chairperson of UPPC. It is the sponsoring department's responsibility to obtain all required signatures (with the exception of the chair of UPPC) before presenting the documentation to the council. The chair of UPPC may request additional supporting documentation prior to review by the entire council. You will be notified when the proposal is on the UPPC agenda and invited to attend the meeting.

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A Little Backstory on the Development of the Global Distinction:

Dr. Harvey Charles and Dr. Annette Richie introduced the related, more ambitious idea of the Global Science and Engineering Program in a spring 2017 meeting of the UPPC.

In February 2017, the Center for International Education and Global Strategy reached out to various academic departments, including in the language, culture area studies, and STEM fields (Anthropology, Atmospheric and Environmental Studies, Biology, Chemistry, Computer Science, East Asian Studies, Environmental Health Sciences, Information Studies, Information Technology Management, Languages, Literatures, and Cultures, Mathematics and Statistics, Physics), the Deans of the College of Arts and Sciences, the College of Computer Engineering and Applied Sciences, the School of Business, and the School of Public Health, Undergraduate Education, the Registrar, and the Advisement Services Center, inviting each to send a representative to open meetings that were scheduled at various times, to include the most people in the discussion as possible. We learned a great deal in those meetings. That is how we were able to imagine the Global Distinction. Consultations across campus led us to envision something that would work better with what UAlbany already has to offer to its diverse student body.

Our aim was to draw attention to often overlooked or presumed exclusive opportunities, most notably — studying and interning abroad, but also foreign language study and developing transferable skills, especially adaptability, problem-solving, and global competency. We sought to reward students for choosing to do what would most pay off for them in their unique futures. We wanted to challenge them “to speak global, to study global, to live global, to work global, to be global,” to quote one of the GD slogans, so that they could enter, and thrive in, diverse workplaces and our dynamic global community.

We proposed the GD to the UAC in May 2017. It was approved in an e-vote. Due to that late timing in the academic calendar, we could not move forward with follow-up consultations until the faculty had returned to campus for the fall semester. In late August, believing the GD to be approved, the GD was announced. We began to re-engage in discussions about what it can mean, and do, for departments, including an increase in language and culture area course enrollments. At other institutions, similar “High Impact Practice” (HIP) initiatives have been proven to boost recruitment and retention, timely degree completion, student excellence, and better career options immediately after graduation. Over 800 students currently participate in Georgia Tech University’s similar program, the International Plan.

We seek to continue to involve the faculty and to integrate their feedback, particularly regarding supporting existing curriculum, as well as the recruitment, retention and enrollment of their students. As I hope will become much more clear in our materials and meetings, we aim to support what various academic departments have been tackling since 2010: (1) to inspire more students to engage in interdisciplinary studies, particularly when addressing global issues, (2) to increase the number of students going further in language study than the 1 Foreign Language Gen Ed requirement, including completing a language Minor or Major, and (3) to encourage students to put their language and global competency skills to best use, in school but also at work, by interning or researching internationally.
Advisement Matters:

Advisement for the GD rests in CIEGS. Dr. Richie was tasked to lead this initiative due to her dual roles in international applied learning curriculum development (internships and service learning, 2014-) and academic advising, both for International Studies Minors (2016-) and for non-matriculated students exploring any UAlbany Major (General Studies and Summer Sessions, 2012-2016). Dr. Richie served as faculty in Anthropology, History, Inter-Cultural Competency, and Work-Integrated Learning for 18 years, at UAlbany, Albany Medical College, Bard, Bennington, Middlebury, Saint Rose, Skidmore, and UVM.

We seek to team up with faculty and academic advisers from across campus to support students as they navigate their own unique set of global academic experiences. GD Progression Plans, tailored for each Major Academic Pathway, are being submitted for approval from the department(s) involved. At CIEGS, an entire team is ready to support students through study abroad and internship placement at bilateral exchange partner universities, our scholarship fund, flight vouchers, and fellowship advisement.
To: Harvey Charles  
    Vice Provost for International Education

From: Edelgard Wulfert  
      Dean, College of Arts and Sciences

Date:  October 13, 2017
Re:    Global Distinction

We have reviewed the Global Distinction Initiative that will provide students with an integrated experience consisting of globally focused course work, language study, an internship and one semester of studying abroad. We have reviewed the proposal’s potential impact on the College of Arts and Sciences. The program does not require new courses from CAS but relies on existing courses in the languages and areas of study with a global focus. We have therefore no resource-related concerns.

We consider a Global Distinction Milestone on students’ transcripts a marker that these students have followed a global orientation in their academic pursuits. Helping students acquire an appreciation for the interdependence of global and local affairs in today’s world, encouraging them to study a foreign language and exposing them to a culture different of their own via a studying-abroad experience are all valuable experiences that we are pleased to support.