Context: Global Engagement at CU
Global Learning

... a critical analysis of, and an engagement with, complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should

• become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences,
• seek to understand how their actions affect both local and global communities, and
• address the world’s most pressing and enduring issues collaboratively and equitably.

(AAC&U, 2014).
Global Learning

World becomes a living classroom – a place to
• Watch and wonder,
• Enter into the experiences and perspectives of others
• Communicate across differences
• Use knowledge on behalf of the common good.

An aim of truly liberal education is to be “liberated” from the constraints of ignorance and myopia.
Global Learning

• Although the *potential* for acquiring a truly global education has never been greater, actually achieving it requires more than simply “being there.”

• Much depends on whether our field experiences are structured in ways that promote meaningful intellectual and intercultural learning.
When we do something with others – live with them, work or study alongside them – we become something together.
Global Learning

We need to focus our attention on how our travel, study, and service can promote the “common good.”

The ultimate goal of our global learning is the healing of a broken world.
The Creighton Global Initiative seeks to animate, enrich and embrace an intentional global focus for the University community.

The Creighton Global Initiative will build upon current academic and institutional efforts and creatively envision and implement new ones.
In the 16th century, St. Ignatius Loyola propelled the Jesuit Order to unprecedented international outreach, particularly in the work of education.

In recent years, the Superiors General of the Society of Jesus have reminded Jesuit educators of their responsibility to inspire students to reach beyond their boundaries in order to fulfill their potential.
The Rev. Peter-Hans Kolvenbach, S.J., articulated the fundamental mission of Jesuit higher education as the service of faith and the promotion of justice, and he encouraged Jesuit colleges and universities to know and engage the uncomfortable realities of the world.

Recently, the Rev. Adolfo Nicolás, S.J., has challenged Jesuit higher education to network more creatively and substantively.
Creighton University will strengthen the ideals of *global citizenship* by forming international relationships, engaging worldly crises, and building a better world.
A global citizen is someone who identifies with being part of an emerging world community and whose actions contribute to building this community’s values and practices.

GLOBALIZATION.
Successful CGI proposals will be those that help create settings that foster students’ understanding of the intersections between their lives and global issues and their sense of responsibility as local and global citizens.

GLOBAL LEARNING
The CGI embraces the Association of American Colleges and Universities (AAC&U) definition of Global Learning:

“... a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, (2) seek to understand how their actions affect both local and global communities, and (3) address the world’s most pressing and enduring issues collaboratively and equitably.” (AAC&U, 2014).
However, global learning in the context of Creighton University’s Jesuit values must not only be in the world but also for it. Educational endeavors should leave the world a saner, stronger, and more sustainable place. The ultimate goal of our global learning is the healing of a broken world.
RESOURCES

http://www.creighton.edu/geo/2017creightonglobalinitiative/
Pre-proposal preferred in order to submit a full proposal

- CGI Committee will provide feedback.
- Helps us anticipate overlaps, mismatches, needed funding, etc.
Student “Reaction” Panel

Optional in-person or written feedback from students:

• Students sign confidentiality agreement
• Focus group format:
  • Did you understand the proposal? Was there anything with which you felt confused?
  • How do you think students will respond to the opportunity presented in the proposal? Which students do you think would be most interested?
  • Are there ways the proposal writers should articulate their “message” to better engage student interest and participation?

If interested in this option, please contact René Padilla to schedule a meeting

RenePadilla@Creighton.edu or (402) 280-4745
“Blind” review

- CGI Committee divided into 5 groups of 5 reviewers each
- Each proposal will receive at least 2 group reviews
- Feedback intended to bolster excellence in proposal
- “Perfect score” does not guarantee final approval for funding
KEY AREAS OF REVIEW
Project Summary

• Comprehensive, gives a clear idea of what the project entails and its intended impact on student development.

There is a limit of 250 words in the Final Proposal.
Area of Interest

- Rank from 1 – 5 by focus
- Use each number only once

There is a limit of 300 words in the Final Proposal.
Area of Interest Rationale

• Makes clear and compelling argument for how project is a priority for CGI primary area of interest.

• Links with other areas of interest.

There is a limit of 300 words in the Final Proposal.
Areas of Interest

- *Institutional innovation to prompt a special focus on pressing global issues* such as migration, refugees, climate change, disease, hunger, gender equality and the use of natural resources, among others. These programs may overlap with the areas listed below, but shed an interdisciplinary / interprofessional light on them in a new or unique way.

The United Nations Sustainable Development Goals ([https://sustainabledevelopment.un.org/?menu=1300](https://sustainabledevelopment.un.org/?menu=1300)) provide an exemplar framework of the types of issues this CGI area of interest would address from an inter-disciplinary / interprofessional perspective.

*There is a limit of 300 words in the Final Proposal.*
Areas of Interest

• *Academic enhancement* for projects related to research, scholarship and curricular development. The purpose of these proposals is to champion the integration of global learning, advocacy or academic service learning into a course as an exemplar for any academic program, or to provide funds to visit a location with whom a research partnership may be deployed as part of a broader research agenda.

There is a limit of **300 words** in the Final Proposal.
Areas of Interest

• The cultivation of a globally conversant campus for projects that encourage members of our university community to better appreciate, analyze and discuss multicultural realities, expressions of diversity, inclusion, justice or calls for action. The purpose of this type of proposals is to continually deepen Creighton University’s identity as a place where we seek understanding of the intersections between our lives and global issues, as well as to mature our sense of responsibility as local and global citizens.

There is a limit of 300 words in the Final Proposal.
Areas of Interest

- **Impact on Omaha**, where campus constituents further understand and engage our neighborhoods, local schools and business, and allow the study and experience of the global to become local. The purpose of these types of projects is to more clearly understand how global events and trends express themselves in the lives of people in Omaha.

There is a limit of 300 words in the Final Proposal.
Areas of Interest

- *International immersion and study abroad* experiences that integrate Ignatian formation as part of the experiential / immersion program. The purpose of these types of programs are to nurture existing programs or grow new travel programs that explicitly seek to leave the world a saner, stronger, and more sustainable place.

There is a limit of 300 words in the Final Proposal.
Evaluation Criteria: Sustainability

• Project and/or its benefits will endure beyond the CGI funding period
• Clear sustainability plan focused on advocacy and leadership for enduring change will be reviewed more favorably.
• Thought given to potential obstacles.

There is a limit of 150 words in the Final Proposal.
Evaluation Criteria: Student Development

- Clear articulation of specific development of the dispositions needed for global learning and global citizenship.
- Contributes to student psychosocial, cognitive, spiritual, social, intellectual and professional growth.

There is a limit of 150 words in the Final Proposal.
Evaluation Criteria: Academic Rigor

• Articulation of how the proposed project raises academic standards and provides opportunities for global learning within an academic program that are more complex and challenging than the ones that currently exist.

There is a limit of 150 words in the Final Proposal.
Evaluation Criteria: Enhancement of Institutional Mission & Identity

- Project contributes to the true “formation” of members of the Creighton community. Successful projects will be those that draw explicit and clear links with the Catholic tradition and Ignatian identity of the University.

There is a limit of **150 words** in the Final Proposal.
Evaluation Criteria: Institutional Focus In and Through Existing Programs

- Integration of the proposed project with existing programs and departmental/school/college/institutional priorities.
- Enhance and complement existing programs, even if they represent new initiatives.
- Integration of academic service learning with existing University partners in and around Omaha is an example of a local focus, while deepening or broadening activities within the Encuentro Dominicano or ILAC in the Dominican Republic are an international example of this focus.

There is a limit of 150 words in the Final Proposal.
Timeline & Milestones

- Timeline is realistic;
- Milestones are significant indicators of progress.

There is a limit of 250 words in the Final Proposal.
Tentative Budget

- Budget is realistic, efficient and appears to have considered all likely costs.
- Demonstrates financial stewardship.
- Financial investment appears to be sensible in relation to the program’s purposes.
Confidentiality

- The ultimate success of the CGI Committee and the integrity of the Creighton Global Initiative depend on this review process being conducted in an impartial, ethical and respectful manner.