“Developing Tomorrow’s Global Leaders”
Monday, October 26 – 1:45-4:45 p.m.

Overview
As globalization changes the world, it also impacts the way we approach education. This session will consider opportunities and challenges in developing a global education for the 21st century that prepares students to effectively engage in an interconnected society. What knowledge and skills do UM students need to be globally engaged citizens? What strategies can UM implement to support a global education for the 21st century?

Keynote Address
1:45-2:30 p.m. in the UC Theater

Introduction by Paulo Zagalo-Melo, Associate Provost for Global Century Education

“A Flat Lens for a Round World?” by Patti McGill Peterson, Presidential Advisor for Global Initiatives, American Council on Education

We discovered some time ago that the world is both round and large. Yet our perspectives about the way we live and what we know are often one dimensional, bound tightly by place and familiar culture. New generations of students will need to transcend local and national boundaries in preparation for life and work in ever widening space. How will the institutions that serve them lead the way?

Panel Discussion
2:45-3:45 p.m. in the UC Ballroom

“Educating Tomorrow’s Global Leaders: What Knowledge and Skills do Students Need to be Globally Engaged Citizens?”

Panelists
• Christopher Comer, Dean, College of Humanities and Sciences
• Peregrine Frissell, Student, School of Journalism
• Nicky Phear, Climate Change Studies Program Coordinator, College of Forestry and Conservation
• Simona Stan, MBA Director and Associate Professor, School of Business Administration
• Paulo Zagalo-Melo, Associate Provost for Global Century Education (Moderator)
Breakout Sessions
4:00-4:45 p.m. in UC 326, UC 327, UC North Ballroom

Global Learning at UM (Roberta Evans and Nathan Lindsay, Facilitators); UC North Ballroom
A discussion on global learning outcomes at UM that will allow the audience to further engage in the topics the panelists discussed and to consider what it means for the UM campus. Questions may include:
• What knowledge and skills do UM students need to be effective citizens and workers in a global environment?
• What can be gained from developing and using a set of global learning outcomes at UM?
• How can UM develop global learning outcomes that are meaningful to students pursuing any field of study? At what level should this take place (e.g., institution, college/school, program, course)?
• What role does education abroad have in global learning, and what can UM do to support students who want to pursue education abroad experiences?
• How can we continue to facilitate a dialogue about global learning outcomes across campus?

Building a Global Community (Peter Baker and Brian French, Facilitators); UC 326
A discussion of the meaning of “global community”, what the UM community is doing to foster one, and what else we can do to strengthen our connection with the world. Questions may include:
• What does the concept of “global community” mean?
• How is the university conveying its commitment to internationalization and a global community? Is it sufficient?
• What is the university doing to establish and nurture a global community? What else should it do?
• What can we do as a community to ensure that everyone is prepared to succeed in today’s interdependent world?
• How does this discussion relate to the Internationalization Laboratory (iLab) process and the recent recommendations?

Faculty Leadership in International Education (Liz Ametsbichler and Amy Kinch, Facilitators); UC 327
A discussion on the role of faculty in international education at UM, particularly focused on recommendations from the 2015 UM iLab report. Questions may include:
• Would departments have any interest in encouraging and rewarding faculty involvement in internationalization efforts through unit standards?
• What role do faculty play in supporting international students and UM students studying abroad? What would be the pros and cons to having a designated faculty advisor for international activity in each school or college?
• Do you have ideas for campus structures that might promote additional meaningful interactions between U.S. and international students?
• What role should the International Committee have on campus?