I. Brief History of GLI (Global Leadership Initiative)

A. UM faculty and administrators at 2010 AACU Institute fleshed out a 4-year Big Questions program, which merged with President Engstrom’s vision of GLI, to yield an experimental program offering a dynamic, globally-relevant 4-year program incorporating ‘best practices’ (freshman small interdisciplinary seminars, sophomore retreats focusing on leadership, junior-year experiential learning, senior capstone projects).

B. Pres. Engstrom raised funds to support a 3-year pilot project so that costs of this experiment would not come at the expense of other UM programs.

C. The GLI is an enrichment program, with a strong advising component. New freshman seminar courses have been reviewed by ASCRC for GenEd designations, but have been treated as experimental courses. Other components of the GLI build on existing programs (internship, service learning, study abroad, President’s lecture series) or are designed to be compatible with existing academic requirements (unit-specific capstone courses or projects). GLI students are NOT ‘selected’ but represent a random pick of incoming freshman who express interest in the program.

II. Current status of GLI

A. In its third year of the current pilot; the GLI taskforce has been asked to propose a plan for the next 3 years as a continuously-evolving program.

B. Enrollments have grown over the past three years (entering cohorts: 2011 = 108, 2012 = 224, 2013 = 249). Demographics (average): 67% female, 52% in-state, 25% honors students, 89% Caucasian. Declared major interests span 36-44 units, depending on cohort.

C. Freshman year
   1) Seminars: 36 first-year seminars have been offered (31 distinct courses), involving 35 faculty from 24 academic units, at a total cost of $285K, of which $174K went to departments for course buyouts and operational expenses and the rest directly to faculty as extra compensation. Student satisfaction with the seminars is high (92% would recommend their seminar to another freshman)
   2) GLI students have attended extra-curricular campus lectures a total of 1255 times (as of 11/12/13).
   3) GLI Living Learning Community has attracted 104 students (2012, 2013 cohorts)

D. Sophomore year
   1) Leadership retreats: to date, 4 retreats have been attended by 115 GLI students, offering opportunities to interact with notable guests, develop leadership skills, team-building, and preview capstone project choice and group dynamics.
   2) Leadership role model sessions and workshops: 323 students attendees with 23 guest speakers/conferees.
   3) Passports: 23 awarded to date, at a cost of $3200.
   4) Refine ideas within (preliminary) GLI theme, via combination of GLI advising and Moodle discussion forums
   5) Choose GenEd courses related to theme; variable results depending on major
E. Junior year (in progress for first time)
   1) Experiential learning: 14 GLI students (fall ’13 only) have been supported, at cost of $35K (ave
   of $2500/student).

F. Senior year (in preparation)
   1) Sent out invitations for capstone mentors, have received 28 applications (for ca. 10 anticipated
   slots, which would cost $40,000/yr).
   2) Details of capstone group formation and timeline are under active development currently.

G. Impacts on retention at UM: GLI students are retained at 12-15% higher rates than average UM
   student. Recall that these students are not honors students, self-selected to be high achievers, but chosen
   at random from pools of interested students.

<table>
<thead>
<tr>
<th>Retention of students at UM</th>
<th>2011 GLI cohort</th>
<th>2012 GLI cohort</th>
<th>UM overall</th>
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<tbody>
<tr>
<td>Freshman retention rate</td>
<td>91%</td>
<td>85%</td>
<td>73-75%</td>
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<tr>
<td>Sophomore retention rate</td>
<td>79%</td>
<td>NA</td>
<td>64%</td>
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III. Challenges:

A. Suboptimal retention of GLI students into GLI program: first-year retention has averaged 66%,
with 54% staying in the program for two years (2011 cohort). What could we do to improve this?

B. Slow start of students to jump into experiential learning in junior year (only about 25% of
students have done so in fall semester).