Please attach/submit additional documents as needed to fully complete each section of the form. See information about Level I Proposals.

I. DEPARTMENT / PROGRAM

Global Leadership Initiative (GLI)

II. SUMMARY

The Global Leadership Initiative (GLI) was launched in fall 2011 as a “big questions” program intended to use higher education best practices to engage and retain students. The cohort program is available to any incoming freshman pursuing a 4-year degree at UM, regardless of academic markers. The first GLI class graduated in spring 2015, and the fifth incoming class just started the program in fall 2015. The program was intended to be experimental in the initial phases, with continued intense feedback and refinement to be guided by a cross-disciplinary group of faculty and staff (GLI Task Force). After four years of refinement, the GLI Task Force proposes formalizing the GLI program as a certificate of completion program, the Global Leadership (GL) Certificate. GLI students will complete 12 credits across four years. Because the GL Certificate is interdisciplinary, some coursework carries the rubric of the offering department (XXXX).

<table>
<thead>
<tr>
<th>Freshman year</th>
<th>GBLD 194</th>
<th>Freshman Seminar</th>
<th>1**</th>
<th>3 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore year</td>
<td>GBLD 110</td>
<td>Global Challenges and Leadership</td>
<td>1**</td>
<td>1 cr</td>
</tr>
<tr>
<td>Junior year (choose one)</td>
<td>GBLD 220</td>
<td>Models of Leadership</td>
<td>2**</td>
<td>2 cr</td>
</tr>
<tr>
<td>Senior year</td>
<td>XXXX 3XX/4XX</td>
<td>Internship, research, study abroad, svc learning</td>
<td>3 cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GBLD 499</td>
<td>GLI Capstone Development</td>
<td>2**</td>
<td>2 cr</td>
</tr>
<tr>
<td></td>
<td>GBLD 499</td>
<td>GLI Capstone Project</td>
<td>1**</td>
<td>1 cr</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Total Credits</td>
<td></td>
<td>12 cr</td>
</tr>
</tbody>
</table>

** Open only to Global Leadership Certificate students.

The Justification section explains each of the components of the GL Certificate. The history of the GLI program is presented in Appendix A. The administrative structure and oversight of the GLI program is described in Appendix B.

IV. ENDORSEMENTS AND APPROVALS

Requestor: Jeanne Loftus, GLI Director
Phone/Email: x5678, jeanne.loftus@umontana.edu
Signatures and Dates:
- Jeanne Loftus: Date 10/11/15
- Terri Herron, GLI Task Force Chair: Date 10/11/15
- Paulo Zagallo-Melo, Assoc. Provost: Date 10/15/15
- Perry Brown, Provost: Date 10/15/15

*Other Affected Programs: n/a

* Are affected because of: (a) required courses including prerequisites or corequisites, (b) perceived overlap in content areas, or (c) cross-listing of

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1 Freshman seminars may carry the rubric of the offering department and a course number different from 194; all freshman seminars are selected through a call/screening process.
coursework. After the Faculty Senate approves the proposal on a consent agenda the Provost’s Office forwards the item for Board of Regents approval at the next possible meeting.

V. TYPE OF LEVEL I PROPOSAL

- □ Retitling existing majors, minors, options, or certificates
- □ Eliminating existing majors, minors, or options. (submit with BOR program termination checklist)
- □ Adding new minors or certificates where there is a major or an option in a major*
- □ Campus Certificates: Adding, retitling, terminating or revising a certificate of 29 or fewer credits
- □ Revising a program* (for minor modifications use the program modification form)
- □ Distance or online delivery of previously authorized degree or certificate program
- □ Adding option within an existing major or degree *
- □ Consolidating existing programs and/or degrees *
- □ Placing a program into moratorium
- □ Withdrawing a program from moratorium
- □ Adding BAS/AA/AS Area of Study

*Must submit with BOR Curriculum Proposal Form

IV. CATALOG LANGUAGE

The challenges that our students will confront at graduation are increasingly global concerns, such as economic viability, population and environmental changes, effects of technological advances, ethical dilemmas, and the generation of wealth and resources. Our global society needs leaders and entrepreneurs to shape progress toward innovation, new technologies, and civic and cultural engagement.

The Global Leadership Initiative (GLI) is a signature educational program at The University of Montana that prepares interdisciplinary problem solvers and leaders to work collaboratively with diverse groups in an interconnected world. The GLI provides students an opportunity to expand their thinking about global issues and develop their leadership skills. The program enriches an already strong university experience composed of major and general education coursework. By providing students with interdisciplinary coursework, out-of-classroom experiences, advising, and support, the GLI fosters skills that enable students to critically examine global challenges and achieve genuine confidence in their knowledge and abilities. Students in the GLI will join a community making a world of difference.

Students completing the 4-year, 12-credit program will earn the Global Leadership Certificate. The program is a cohort program open to all incoming freshman pursuing a 4-year degree, regardless of major, space permitting. There are no academic requirements to join the program other than to complete an application form. The certificate program is designed to engage GLI students in each of their four years. Students begin by exploring themes through a seminar and course aligned with the GLI global themes. They then develop their leadership skills, which are then applied in an out-of-classroom experience aligned with their chosen global theme. The program culminates with a capstone project completed in teams of students studying the same global theme. The 12 credits are earned through these courses and experiences, outlined below:

<table>
<thead>
<tr>
<th>Freshman year</th>
<th>Sophomore year</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBLD 194</td>
<td>GBLD 220</td>
</tr>
<tr>
<td>Freshman GLI Seminar***</td>
<td>Global Challenges and Leadership**</td>
</tr>
<tr>
<td>3 cr</td>
<td>1 cr</td>
</tr>
<tr>
<td>GBLD 110</td>
<td>Models of Leadership**</td>
</tr>
<tr>
<td>2 cr</td>
<td></td>
</tr>
</tbody>
</table>
Junior year (choose one) Internship, research, study abroad, service learning 3 cr
Senior year GBLD 499 GLI Capstone Development** 2 cr
GBLD 499 GLI Capstone Project** 1 cr
Total Credits 12 cr

** Open only to Global Leadership Certificate students.

See the GLI website for more information (www.umt.edu/gli).

III. JUSTIFICATION

Primary Impetus

The GLI program is one that supplements a student’s major and general education. It developed over the last four years, with the GLI Task Force launching each subsequent year as the inaugural cohort arrived at that year (see history of the GLI in Appendix A). The proposal for a GL Certificate is rooted in student feedback and continuous program improvement. Students initially completed some coursework over the four years, supplemented by a myriad of activities, lectures, and other “required” events that did not bear credit. This resulted in a transcript note that they were a GLI Fellow. The courses completed did not bear a rubric or other marker communicating the tie to the GLI like an honors course does. The certificate provides opportunity for program improvement in two ways. First, the certificate will be noted on the transcript and GBLD courses are recognizable by the rubric. Second, most required activities are now included in courses and offer a more academic context and cohesive program. Based on student feedback, this will greatly help them understand how these activities contribute to their becoming more equipped to think of global challenges. We were careful to only require 12 credits, as feedback was that more than that may undesirable.

It is important to know that the Global Leadership Certificate does not compete with a student’s major coursework, though departments may choose to count GL Certificate coursework in their majors. By definition, this certificate supplements a student’s major. The most successful GLI students have been those who have shared their major expertise and perspectives with GLI students from other majors. Because it is an interdisciplinary program, it doesn’t fit neatly into the traditional way of thinking about academics. The trend of universities “thinking outside the box” to create such programs is a response to society’s call for innovation and getting out of our discipline silos to solve problems.

Program Uniqueness and Value

The Global Leadership Certificate closely aligns with the UM mission, which is accomplished, “in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases.”2 The GLI mission and GL Certificate learning goals are presented in Appendix C. The GLI program and GL Certificate are unique in several ways:

1. The program is open to any incoming freshman student pursuing a 4-year degree, regardless of intended major, academic background, test scores, or high school GPA. This is a key feature, as global citizens of all abilities and backgrounds— not just the academic achievers— will solve global issues in the future. Global citizens are by definition a diverse group that must work together on these global issues.

2. The program uses a cohort model to provide an interdisciplinary community that spans all four years of a student’s study at UM, supplementing a student’s learning within her major. The GLI tagline “a community

making a world of difference” reflects the overwhelming feedback that one of the greatest benefits of the program is having a community of diverse students not necessarily studying the same thing. This emphasis on connection and community is key to equipping students to solve global issues with diverse groups of people with diverse skills and perspectives. In addition, GLI students choose a global challenge “theme” from amongst a list of themes that will provide a cohesive path of study in years three and four of the program.

3. **GLI students complete a 3-credit freshman seminar chosen from a list of diverse, interdisciplinary topics.** This early exposure to an interdisciplinary course alongside students of many majors provides opportunity for freshmen to learn to effectively navigate varying perspectives. These seminars are small (<22), which is a best practice for freshman-to-sophomore retention.

4. **GLI students develop leadership skills through the formal study of leadership, coupled with participating in leadership workshops, interacting with visiting leaders, and reflecting on their own leadership styles.** This combination of studying leadership and engaging with actual leaders facilitates students formulating their own leadership style. This is placed in the sophomore year so that students can grow a better sense of self before their third year out-of-classroom experience.

5. **GLI students participate in an out-of-classroom experience that aligns with their chosen global question.** This is most often a study abroad experience, but it may also be a credit-bearing internship, research experience, or a service learning project. In the spirit of the GLI’s interdisciplinary focus, the out-of-classroom experience is aligned with the student’s chosen global theme, which may or may not align with the student’s major. Feedback from students indicates that this experience provides great opportunity for personal growth and learning, often viewed as a life-changing experience.

6. **GLI students form interdisciplinary teams and complete a senior capstone project, lead by a faculty capstone mentor.** The process for forming capstone teams begins in the sophomore year, when they also identify the global issue that will be the focus of their capstone project, and teams are solidified in the junior year. In the fall of the senior year, GLI students work under supervision of their mentor to research the global issue, identify the project methodology, and propose the formal capstone. They execute the project in the spring of their senior year, reporting results during UM CUR.

Appendix D provides a description of the experiences of two students from the 2011-2015 cohort. Please see a video on the GLI program at [www.umt.edu/gli](http://www.umt.edu/gli).

**Course Descriptions**

**GBLD 194 Freshman GLI Seminar** (3 cr) – Seminars are selected via a formal annual call process. Any faculty member on campus may propose a GLI freshman seminar course, with department chair approval. Courses are seminar-style (<22) and interdisciplinary in some way. They are also tied to one or more of the GLI global themes. Students take the freshman seminar in the fall or spring of the freshman year.

**GBLD 110 Global Challenges and Leadership** (1 cr) – This is a new course to be offered in spring 2017 for the cohort incoming in 2016-2017. This course is in response to feedback that (a) students desire more in-depth study of the GLI themes and challenges associated with those themes before they select one to focus upon in their sophomore year, and (b) students desire more interactions with their cohort. Students will explore each of the GLI global themes associated with their freshman cohort. Currently, there are five themes: culture and politics; natural resources and sustainability; public and global health; social inequality and human rights; and technology and society. Students may also create their own theme. Where practical, the course will incorporate guest
speakers, Presidential Lecture Series speakers, and various faculty experts from across the UM campus. Offered in larger sections, students in GBLD 110 will have greater opportunity to interact with a larger number of their cohort members in the freshman year. See related new course proposal.

GBLD 220 Models of Leadership (2 cr) – This course reviews various leadership theories and leaders, with a focus on self-reflection of one’s potential leadership style. Readings, guest speakers, and workshops help students answer questions such as: What is an effective leader? What leadership styles are effective? How can circumstances vary the leadership style that is most appropriate? How do personal characteristics relate to one’s leadership style? This course is being offered as GLBL 294 in fall 2015 for 1 credit, though it currently meets 80 minutes per week. In fall 2016, the course will meet for 120 minutes per week and incorporate more workshops, readings, and assignments. See related new course proposal.

Internship, research, study abroad, service learning (3 cr) – By the end of the sophomore year, a student has chosen his theme and applies for a third-year out-of-classroom experience. Because students have varying interests and ideas of how to learn through their chosen themes, these out-of-classroom experiences vary widely. Thus far, study abroad experiences are the most popular, but not all GLI students choose to study abroad. Students can apply for financial support for their out-of-classroom experience. The GLI Task Force reviews and approves all applications. The actual internship, research project, study abroad, or service learning course is supervised by the faculty offering the course (or the study abroad office, in the case of study abroad). In addition, during this experience, GLI students are required to complete blog posts so that their experience is shared with the GLI community (see the GLI website for examples), and submit a short paper that reflects on their experience.

GBLD 499 GLI Capstone Development (2 cr) and Project (1 cr) – The capstone course is completed over two semesters. In the fall, the students meet with their capstone team and mentor to research an issue, develop a plan for research or a project, and present their proposal (2 cr). In the spring, students complete the research or project and present the results at UM CUR, where a panel of judges evaluates and provides feedback (1 cr). Each project is a separate section with a separate faculty member (mentor) supervising the course. All GBLD 499 sections follow a common syllabus with common course objectives, which are achieved via different projects.

VI SUBMISSION

Submit the complete Level I proposal to the Provost’s Office for initial review. After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu

Level 1 proposals also require Board of Regents approval. The appropriate BOR forms must be submitted with this form.
From: Zagalo-Melo, Paulo
Sent: Wednesday, September 30, 2015 6:28 PM
To: Loftus, Jeanne
Cc: Herron, Terri (Dr)
Subject: Re: GLI Certificate Paperwork

I have read and approved the proposal presented herewith.

Paulo Zagalo-Melo
Associate Provost

From: "Loftus, Jeanne"
Date: Wednesday, September 30, 2015 at 6:51 PM
To: Paulo Zagalo Melo
Cc: "Herron, Terri (Dr)"
Subject: GLI Certificate Paperwork
Attachment: Level 1 Paperwork - GLI

Paulo,

Attached you will find our Level 1 paperwork for the GLI Certificate which will need your “signature” before Friday. Since you are out of the country, ASCRC will accept an email from you verifying that you have read and approved the proposal. You can send that email to me and I will attach it to the paperwork and then print it for me and Terri to sign. We need to have the paperwork submitted (with all 3 signatures) by the end of the day on Friday. (FYI, we will be attaching a letter of support from a faculty member which we haven’t yet received.)

Please let me know if you have any questions or concerns.

Thank you,
Jeanne

Jeanne Loftus | Global Leadership Initiative | University of Montana | Corbin Hall 141 | 406.243.5679