AGENDA
Global Learning Retreat
August 29 – September 1
University of Utah Taft-Nicholson Center, Montana

Thursday, August 29

Departure from Enterprise Car Rental at 10:30 AM
Arrival at TNC around 4:30 PM
Walking tour of the Center, move into cabins/bunkhouse, get settled

6:00 – 7:00 PM  Dinner
7:15 – 7:45 PM  Orientation to TNC
7:45 – 8:30 PM  Introductions, icebreaker activity, overview of agenda, discuss “assignment” of developing a Global Learning Outcome (GLO) by Sunday to present, and initial discussion of the book “Making Global Learning Universal”

Friday, August 30

6:00 – 7:30 AM  Sunrise walk/hike/run
8:00 – 9:00 AM  Breakfast
9:00 - 10:15 AM  Workshop: What’s Global Learning (GL), and What Does It Look Like? (Stephanie)
Activity: GL Unit Case Studies/Intro to Backwards Curriculum Design

10:45 – Noon  Workshop: What’s a “Good GL Problem?” (Stephanie)
Activity: Visual Thinking Strategy/Disciplinary Approaches to GL, Brainstorming Good GL Problems for Participants’ Courses

12:15 – 1:15 PM  Sack lunch – Free time, informal discussions
1:30 – 2:45 PM  Workshop: Designing Global Learning Outcomes and Objectives (Pam)
3:00 – 4:15  **Workshop:**
Aligning Global Learning Outcomes, Activities, and Assessments (Pam)
Activity: Card Game, AAC&U Rubrics

4:30 - 6:00 PM  Optional Outdoor Activity (hike, canoe) or free time

6:00 – 7:00 PM  Dinner

7:00 – 9:00 PM  Work on own GLO, informal discussions

**Saturday, August 31**

6:00 – 7:30  Sunrise Walk/Hike/Run

8:00 – 9:00 AM  Breakfast

9:00 – 10:15 AM  **Workshop:**
Making Connections: Solutions, Students, and the Syllabus (Stephanie)
Activity: Consequences Map

10:45 – Noon  **Workshop:**
What To Do When Things Go Badly: Leading Difficult Conversations (Pam)

12:15 – 1:15 PM  Sack lunch – Free time

1:30 – 2:45 PM  **Workshop:**
Putting It All Together: Outcomes, Assessments, Activities, & Content (Pam)
Activity: Before/After Syllabus Comparison, Discussion review of GL Backwards Curriculum Design

3:00 – 4:15  **Work Time**

4:30 – 6:00 PM  Optional Outdoor Activity (birding, hiking) or free time

6:00 – 7:00 PM  Dinner

7:15 – 8:00 PM  Retreat wrap-up

**Sunday, September 1**

8:00 – 10:00 AM  Breakfast and presentations of GLOs

Depart TNC at 10:30 AM

Arrive in SLC at 4:30 PM
Expectation:

An expectation of participation in the retreat is to develop a Global Learning Outcome to be applied to a current course or program at the U (or SLCC) and to have a plan for applying the knowledge gained to enhance courses, curricula, or programs and share the knowledge gained in the retreat with others in participants’ departments/programs in a formal presentation. Participants will have an opportunity to discuss their GLOs and plans on Sunday morning.

Facilitators:

Dr. Stephanie Doscher, Director, Office for Global Learning Initiatives, Florida International University

In addition to her work with the Office for Global Learning Initiatives, Dr. Doscher serves as Program Evaluator for FIU’s Title VI-funded Latin American and Caribbean National Resource Center and as a Change Leader for FIU’s AshokaU Changemaker Campus Initiative. She holds an Ed.D. in Educational Leadership and Administration from FIU; the instruments she developed as part of her dissertation, “The Development of Rubrics to Measure Undergraduate Students’ Global Awareness and Global Perspective: A Validity Study,” are currently being used by educators around the world. Dr. Doscher also holds an M.Ed. in Secondary Education from Western Washington University and a B.A. in History from Emory University.

Her work focuses primarily on organizational leadership, professional development, and integrative curricular and co-curricular design to enable global learning for all. Her current research interests include teaching and assessment strategies for global learning and the relationship between global learning, social innovation, and inclusive excellence. She has presented and published papers on these and other topics in numerous international conferences and journals. Recent publications include “Defining Global Learning at Florida International University” in AAC&U’s Diversity & Democracy; “Promoting Engagement in Curriculum Internationalization” in IEE Networker and “Education for Sustainable Human Development: Towards a Definition” in Theory and Research in Education.

Dr. Pamela K Hardin, PhD, RN

Dr. Hardin is an Associate Professor in the College of Nursing. She is also the Associate Director of the Center for Teaching and Learning Excellence (CTLE). At CTLE she works with academic programs on curricular redesign and also runs 2-week summer faculty boot camps on teaching with technology. She also works with faculty on course design and runs workshops across campus on a variety of topics including curriculum design, best practices in online learning, mentoring, transparent teaching, and high-impact practices. She is interested in developing new pedagogies in education that will be responsive to the changing population demographics both locally and nationally.

Dr. Hardin is primarily a qualitative researcher. Her research is focused on bodies, health and how cultural constructions shape how people experience their bodies. She is interested in the determinants of recovery from eating disorders. Her scholarship focuses on ways in which the body is culturally inscribed and read. Dr. Hardin teaches across programs in the College of Nursing and also teaches for the Honors College.
Dr. Caren J. Frost, PhD, MPH
Dr. Caren Frost, a Research Professor in the College of Social Work at the University of Utah, is a qualitative researcher with expertise in ethnography. Currently, she serves as Co-Chair of the Institutional Review Board at the University of Utah, and as the Director of the Offices of Quality Compliance and Human Research Protections Programs. She is working on research about the development of multimedia consent tools that will broaden understanding of various communities about clinical and social/behavioral science research processes. With her research team on global health, Dr. Frost is in the process of writing a book on global research ethics. She is finishing her third year as Director of the Center for Research on Migration & Refugee Integration for the University of Utah, which provides outreach about refugee- and immigrant-related issues, provides venues for students, faculty, and community stakeholders to highlight their real-world activities and research findings to the community, and conducts community-engaged research with local and national partners. With her colleagues and a community partner who works with immigrants, they are developing a proposal to the National Geographic Society to explore the human journey of immigrant youth.

Dr. Sabine C. Klahr, Executive Director, Office for Global Engagement/Associate Chief Global Officer, University of Utah
Dr. Klahr is the Executive Director of the Office for Global Engagement and Associate Chief Global Officer at the University of Utah. She developed the Global Learning Initiative at the U which includes the Global Learning Across the Disciplines (GLAD) grants program, a Faculty Learning Community (FLC) on Global Learning, and professional development opportunities for faculty and staff focused on curriculum revision to integrate global learning. With over 20 years of professional experience in international higher education, Sabine has worked in education abroad and as senior international officer at five higher education institutions. She earned a doctorate from Montana State University-Bozeman focused on international higher education leadership in 1998. Her dissertation research focused on integrating education abroad into engineering education. Her continued research and writing has focused on global partnership development and internationalizing higher education. Prior to her doctorate, she earned a BS and MS in botany and taught in secondary science and outdoor education in Colorado and Montana. Sabine is a past President of the Association for International Education Administrators (AIEA) and serves on a wide range of boards and committees for international higher education associations. She has received two Fulbright awards (India and Norway) and the AIEA Timothy J. Rutenber Award for outstanding service and leadership. Her experience with international education began when she arrived in the U.S. as a high school exchange student from Germany.