



## Guiding Principles of Global Learning at the University of Utah

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- Universal: available to all students and not limited to a few
- Moving beyond isolated and optional subjects, experiences, and activities
- Inclusive: addresses and includes all forms of diversity and leverages students' diverse backgrounds and experiences
- Focused on improving student learning and demonstrating defined learning outcomes
- Transformative: a re-evaluation of one's assumptions and actions which lead to new ways of thinking and doing
- Shifting the emphasis from institutional accomplishments and inputs/outputs to student learning
- Undertaking the process of integrating global learning in a planned and systematic manner rather than providing occasional references to intercultural and global knowledge
- Providing student experience with, rather than their exposure to, difference
- Collaborative: New knowledge is developed through the exchange and discussion of ideas, perspectives, experiences, etc. to address complex problems
- Focused on examining one's own beliefs, values, and assumptions.
- Breaking down disciplinary boundaries requiring expertise from various disciplines to address real world problems
- Allowing students to see themselves as agents of change who can work with others to positively shape present circumstances
- Providing students with multiple opportunities to gain global competence throughout their education
- Helping students understand the interrelatedness of the human experience