

**Task Force on Global Education
Curriculum Subcommittee Meeting
March 14th, 2008**

Present: Ramona Mellot, Blase Scarnati, Michael Vincent, Harvey Charles, Sara Sullivan

Absent: Eck Doerry, Susan Johnstad, Joe Anderson

The first order of business was choosing a chair of the subcommittee. Blase Scarnati agreed to chair the subcommittee.

Next the group spoke of expanding the subcommittee to include more faculty. The work of this subcommittee is about making recommendations to help transform the curriculum, and as such, there should be a greater degree of faculty representation if faculty are to ultimately accept the recommendations. We can identify faculty around the three core themes of global engagement: global education, diversity/multicultural education, and environment sustainability. We also need to make sure that the subcommittee does not get too large. The group came up with the following list of faculty members:

Liberal Studies

Jeff Berglund – English

Sara Aleman – Multicultural

Area Studies

Asian Studies – Sanjay Joshi

Latin American Studies – Bob Neustadt

Modern Languages

Cecelia Ojeda – Spanish

Astrid Klocke – German

Jim Wilce – Linguistic Anthropology

Other Majors Focused on Global Learning

Sheila Nair – Political Science

Tom Paradis – Geography

Paul Beier – Forestry

Chuck Connell and Paul Dutton – History

Michelle Harris – Sociology

Air Force Representative – ROTC

First Year Seminar and Seven Revolutions Project

Blase Scarnati, Mark Ford

Study/Internship Abroad

Harvey Charles

The group also decided that afternoons on Fridays work well for meeting times. Harvey also mentioned that he will attend all the sub-subcommittee meetings.

The group then discussed some of the key propositions developed by Harvey to guide the deliberations of the Curriculum Subcommittee. Much of the work of the subcommittee will hinge on these propositions. They are as follows:

1. The objective of this subcommittee is to develop recommendations that will advance comprehensive global learning, particularly among NAU undergraduates
2. The vision for global engagement in terms of the curriculum should hang on three core themes: global education, diversity/multicultural education, environmental sustainability (we will define these themes at a later date)
 - a. Blase added that this proposition gives us added strength because it connects with the values already on campus.
3. The curriculum (and ultimately students) will be best served by infusing these three themes in an integrated manner throughout the undergraduate curriculum
 - a. Harvey added that he is not quite sure how to infuse these themes, but we will work towards finding an appropriate model for NAU. Blase added that NAU already has the liberal studies requirement and that it will be critical that we broaden out these themes into major requirements.
4. Global learning goals should be developed that articulate the knowledge, skills and attitudes students must acquire in order to be globally competent
 - a. Harvey mentioned that he asked that the group bring the manual “A Handbook for Advancing Comprehensive Internationalization” because the appendix has some great examples of what other universities have done in terms of developing knowledge and skills. He also added that we currently have 15 departments that have responded to our departmental audit. We will hopefully have it completed within the next month. Blase also mentioned that there are some additional useful materials within the manual including student surveys and assessment strategies. There was also talk of adding an award of excellence for global education to departments.
5. It may be useful to map the courses we offer relative to the knowledge, skills and attitudes we deem necessary for our students to acquire. This allows us to identify gaps in our curriculum that can be addressed
 - a. Again, the departmental audit will help us assess gaps in the curriculum. There are also mapping strategies within the manual that may help us with this.
6. An assessment strategy should be developed alongside the global learning goals to determine whether in fact students are meeting these goals

The group decided to reconvene the second week in April.