

Report of the Task Force on Global Education

Introduction

The Task Force on Global Education convened in February, 2008 and was charged by the President and the Provost to develop recommendations that would transform Northern Arizona University into a global campus and that would help prepare NAU students to become globally competent. The Task Force was established in response to the university Strategic Plan (otherwise known as Passport to Global Learning, Discovery and Engagement) adopted in 2007 which, among its seven goals, identified as Goal 4, Global Engagement, with a commitment to “advance the internationalization of the university to prepare students for global citizenship.” Subsequent to the charge, the Task Force established five subcommittees in which most of the work of deliberating on and developing the recommendations occurred. These subcommittees included the following: Global Learning, Faculty Development, Student Development, Community Engagement and Infrastructure/Advancement. The recommendations that follow were developed by these subcommittees and care was taken to establish that the membership included constituents who would be directly affected by the recommendations.

The Case for Strategic Planning Around Global Education

In a particularly blunt and disheartening assessment of the state of internationalization on US campuses, the American Council on Education (ACE) states that “overall, internationalization does not permeate the fabric of most institution; it is not yet sufficiently deep, nor as widespread as it should be to prepare students to meet the challenges that they will face once they graduate” (Green, Luu and Burris, 2008). This contrasts rather sharply with the actual circumstances in which we find ourselves in this particular historic moment and anticipated realities for the next 15 years. A report, published by *Global Trends, 2025: A Transformed World* asserts that most if not all of the challenges confronting humankind in the coming years will be global challenges. Some of these include an increasingly globalized economy (as the current economic crisis conspicuously attests,) the transformation of the international system to one that is more multipolar and correspondingly, leading the US to become a less dominant power, increasing global constraints on highly strategic resources such as energy, food and water, and the increasing threat to the availability of resources on account of climate change.

What these challenges represent in real terms are the urgent issues of our time. We believe that US higher education has a responsibility to prepare students to meet and successfully negotiate these challenges just as it has done for the almost four hundred years of its history. Bok (2006) concurs, saying that “clearly, colleges have a responsibility to try to remove such ignorance and prepare their students adequately for lives increasingly affected by events beyond our borders.” Be it the needs of the colonial era in the 17th century, the changes brought about by the influence of the Enlightenment and the French Revolution in the 18th century or the challenges plaguing the agricultural sector which dominated American industry in the 19th century (Brubacher and Rudy,

1976), higher education has always responded by ensuring that students received an education appropriate to meet the urgent needs of the historical moment in question. These recommendations are therefore offered as a means of helping NAU to make adjustments as an institution so that the education it offers will be appropriate to the need, in this global age, for globally competent students who must eventually become responsible global citizens.

Where NAU Currently Stands in Terms of Campus Internationalization

NAU's engagement with Global Education is not new. In fact, there are many instances sprinkled around the campus and within the curriculum, of evidence that NAU has paid some attention over the years to this dimension of the university experience. The Center for International Education, which was renamed in 2006, and for which a Vice Provost was hired in 2007, pursues a robust and expanding agenda, and serves as the central locus of support for global education on the campus. Academic requirements include a foreign language requirement for students enrolled in the BA program, a diversity course and a global course requirement for all undergraduates, and an impressive number of courses, more than 300 as shown by a recent audit, with significant global content. In addition to this, there are number of disciplines and programs where practically all the courses taught have a global focus. These include Politics and International Affairs, Area Studies programs focused on Asia and Latin America, Comparative and Cultural Studies, Anthropology, Applied Indigenous Studies, Criminology and Criminal Justice, and 8 languages offered through the Department of Modern Languages. Notwithstanding this respectable array of programs and a centralized and comprehensive office to support global education, what is lacking is an overarching framework for conceptualizing NAU's understanding of global education for its students, what should be the aims of global education on the campus and how these aims should be pursued. This strategic planning process provided answers to precisely these questions.

The Expectations Addressed by these Recommendations

These recommendations address two important expectations in terms of global education. The first addresses global learning, or rather what students learn. We believe that global learning for all students cannot be achieved only by a one course requirement or by an education abroad experience. In the first instance, there is no evidence that the inoculation approach (a one course requirement) would offer students the necessary perspectives to grasp the globally interdependent and interconnected nature of human experience. In the second instance, the levels of participation in education abroad, both nationally and at NAU, which is no more than 3% (Bhandari and Chow, 2008) mean that the majority of students, by a wide margin, never have the kinds of international encounters that will advance global learning. Any hope of ensuring that all students engage in global learning means that this agenda must permeate the entire academic experience on the home campus.

The second imperative addressed by these recommendations is internationalization, or rather, the things done (inputs and processes) to transform the institution into a global

campus (Olson, Green, and Hill, 2006). The collective sense of the Task Force was that the university must be intentional in its efforts to facilitate this transformation. It means that there must be structures in place to support, and expectations articulated of faculty and students consistent with global education. Furthermore, other aspects of the institutional infrastructure as well as its engagement with the local community must be configured to compliment the transformations we seek. We believe that these recommendations have succeeded in addressing both these imperatives.

The recommendations are presented below in terms of the five areas of focus of the Task Force.

1. Recommendations in Support of Global Learning

Context

More than 40 faculty and co-curricular professionals representing all colleges and major divisions within the university met frequently to grapple with the following questions:

1. What should be the characteristics of a globally competent NAU graduate?
2. What are the principal global learning outcomes that students should demonstrate?
3. What should be the principal sites in the curriculum for such learning?

These encounters generated lengthy and substantive conversations about global learning goals. Very early in the process, we agreed that any definition of global learning should go beyond global education to also embrace diversity education and environmental sustainability. We felt that these three elements reflect the agenda for global learning in the early 21st century, that they do not stand alone but are fundamentally interconnected and interdependent, and that our objectives in advancing global learning would be best served by adopting and infusing them into the curriculum as a package.

It also became clear as the process moved forward that these three elements were clearly articulated in the seven strategic goals of the university (see NAU Strategic Plan, Goals 3, 4, 5, 6) which can be found at http://www4.nau.edu/president/reports/NAU_StrategicReport2007.pdf, that they are ingrained in the principles that govern the liberal studies program and that they reflect values deeply embedded in the NAU community and among NAU faculty.

Why Consider These Recommendations and Why Now?

Diversity education, environmental sustainability, and global education are values that Northern Arizona University has long endorsed as key themes in our University mission and strategic planning documents. Since curriculum is the most direct and profound means by which a university can embody its values, this proposal seeks to build upon an already rich legacy at NAU of faculty scholarship and programmatic activity in the areas of diversity, environmental sustainability, and global engagement.

These recommendations will result in student learning opportunities—curricular and co-curricular—that will become ubiquitous for undergraduates through repeated experiences in both the major and Liberal Studies. No longer would a single course be thought sufficient to prepare students for an increasingly globalized and multicultural world; one in which we face continual challenges to both our natural environment and to the critical thinking and ethical maturity of any educated person.

These recommendations do not sweep aside all of the rich and vital course work and activity around diversity education, environmental sustainability, and global education created in the last several decades at NAU. Rather, these recommendations seek to build upon this work and practice to expand learning experiences based on these three elements across the whole of an undergraduate student's educational experience.

We note that these recommendations are being offered at a time of great uncertainty at Northern Arizona University. The severity of the budget cuts and the implications they may have for workload, class sizes and even program viability may constitute such a significant distraction that faculty may find it difficult to engage with proposed recommendations affecting the curriculum. This time of upheaval and change may, however, provide us with a unique opportunity to visualize how we can become even more effective in realizing the goals that are core to our identity as faculty at this institution and in this historical moment. When we cannot control the national or state economies and when we cannot control decisions over the state budgeting process, it is important to remember what we can control. We still control the curriculum, what and how classes are taught, the body of knowledge, and our aspirations for the character of an NAU college graduate.

University Thematic Student Learning Outcomes

Undergraduates of NAU will become globally competent through engagement with the University's curricular and co-curricular programming. To become globally competent, students will acquire the skills, knowledge, and dispositions to negotiate the increasingly interconnected and interdependent context of the human condition.

At NAU, global competence is achieved through intentional curricular and co-curricular experiences that foreground global learning. Students will orient themselves in terms of identity with community, society, and the world, and also develop transcultural and linguistic competence mediated through the following three University Thematic Student Learning Outcomes of Global Education, Environmental Sustainability and Diversity Education. The following explains what we mean by these learning outcomes:

- **Global Education:** Students will demonstrate an understanding of (analyze, synthesize, and evaluate) the interconnectedness and interdependence of the human experience on a global scale.
- **Environmental Sustainability:** Students will understand the scope of environmental sustainability in local and global terms and will know what it means to use natural resources in ethical and responsible ways that will maintain a sustainable environment.
- **Diversity:** Students will critically reflect upon the ubiquity and necessity of diversity in all of its manifestations, including cultural, ethnic, religious, and the natural environment.

A more detailed and explicit set of learning goals were developed and later condensed into five or six in each category. They appear in Appendix II and are intended to be used by faculty as a guide in either developing new courses or making changes in existing courses.

Finally, we determined that in order to ensure that all students engage in meaningful ways with global learning, that the majors and the Liberal Studies Program must serve as the sites for the infusion of global learning goals.

Defining Global Learning

Given the frequency of its use in this document, and given our articulation of the three themes we felt it should embrace, we thought it useful to explain what we mean when we use the term global learning. We concur with Olsen, Green and Hill, 2006 when they define global learning “as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.” In effect, global learning is not an end in itself, but rather leads to global competence which is the ultimate aim of our efforts. Global competence will therefore be achieved through intentional curricular and co-curricular experiences that foreground global learning.

Sites for Curricular Infusion

University Thematic Student Learning Outcomes are intended to touch ALL undergraduate students. It is for this reason that all undergraduate majors and the Liberal Studies Program must constitute the primary sites for the infusion of the global learning goals. In this regard, we propose the following:

- That in view of the fact that all undergraduates have an academic home in at least one department, that all departments orient their respective programs of study to ensure that all students realize the three University Thematic Student Learning Outcomes.
- That in view of the fact that the Liberal Studies program offers the one universal academic experience for students, that the Liberal Studies student learning outcomes be reshaped in terms of the three University Thematic Student Learning Outcomes.

Recommendations

1. That the three elements of NAU’s vision for global education be adopted as the core University Thematic Student Learning Outcomes and that they apply to all undergraduate students in all undergraduate majors, in the Liberal Studies Program, and co-curricular programming.
2. That each department ensure that students have substantive and multiple encounters within the major with perspectives associated with global engagement, diversity and environmental sustainability, regardless of the approach or strategy they ultimately adopt.

3. That the program review process be used as a mechanism to insure that the University Thematic Student Learning Outcomes are adopted by all departments and other academic units and that the existing major and Liberal Studies student learning outcomes are reshaped in terms of these University Thematic Student Learning Outcomes.
4. That in recognition of the uniquely transformative nature of education abroad, that each undergraduate major will explore how best to modify the structure of their curriculum to accommodate one semester of Education Abroad (including study at a Tribal College on a Native American reservation) in order to allow students the chance to exercise the option of taking one semester of Education Abroad without slowing progress toward degree completion.¹
5. That an implementation committee be appointed by the Provost in consultation with the Faculty Senate to provide support in the form of workshops and departmental consultations to departments. This is necessary in light of the significant differences among the majors in terms of content and pedagogy and the recognition that departments are the ones best suited to determine the strategies most appropriate for infusing perspectives associated with the three University Thematic Student Learning Outcomes into their respective curricula.
6. That the Graduate College engage in a process to determine how best to infuse graduate education with a global learning agenda.

¹ Education Abroad is widely regarded as a significant experience in the enhancement of global learning and an effective path to global competence. Sadly, less than three percent of American college students participate in education abroad and increasingly, students who elect to participate in such programs are spending less and less time overseas. This recommendation is intended to make the structure of NAU degree programs more accommodating to students who wish to spend at least one semester abroad (the minimum time necessary to achieve some measure of cultural immersion) by incorporating this experience into the programs without resulting in a delay of graduation.

A Further Explication of the Elements of the University Thematic Student Learning Outcomes for Consideration*

Global Education

Students will gain an appreciation of the interconnectedness and interdependence of the human experience on a global scale. This includes, for example, the following issues:

- a. the implications of race, racism and ethnocentrism for transnational, human, and societal interaction.
- b. the relationship among culture, language, community and environment.
- c. the role of ideology, spirituality, and religion in terms of human action and relationships.
- d. the interconnectedness between and among political, cultural, personal and economic decisions and the natural world.
- e. how economic, social, and technological practices and traditions impact climate and the environment.
- f. how historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.
- g. the roles, possibilities and implications of diverse technologies on culture and the political economy.

Diversity

Students will appreciate the ubiquity and necessity of diversity in its many manifestations, including cultural, ethnic, religious, linguistic and biological diversity. This includes, for example, the following issues:

- a. the scope of racial and ethnic diversity both in the US and globally.
- b. in addition to race and ethnicity, gender, class, sexuality, religion, age, language and disability constitute key dimensions of diversity.
- c. how ubiquitous diversity is and how it intersects with other socio-demographic factors such as gender, class, sexuality, religion, age, language and disability.
- d. the relationship between diversity and survival on the planet.
- e. how the position we take on diversity can either strengthen human communities and sustain the natural environment, or lead to conflict and environmental degradation.
- f. the role of ethnocentrism and Euro centrism in human and societal interaction.

Environmental Sustainability

Students will appreciate what it means to use natural resources in ethical and responsible ways that maintain a sustainable environment. This includes, for example, the following issues:

- a. how culture determines how we construct the appropriate use of environmental resources.

- b. the connection between responsible engagement with the environment and global citizenship.
- c. the scientific basis of environmental sustainability.
- d. the vocabulary and concepts around environmental sustainability (e.g., finite and renewable resources, environmental footprint, global commons, peak oil).
- e. the role of human interactions with the environment and its relation to the root causes of many global problems.

Self and Society

Students will understand the self in terms of identity with community, society and the world. This includes, for example, the following issues:

- a. one's own ideology, worldview, cultures and histories: pursue 'the examined life.'
- b. the values, beliefs, ideas, and worldview of others.
- c. oneself and one's role as a global citizen.
- d. personal responsibility for global issues that have human rights implications: ethical action.
- e. recognize how personal actions at the local level can impact global phenomena.

Transcultural and Translingual Competence

Students will develop transcultural and translingual competence. This includes, for example, the following issues:

- a. the ability to read, speak and write at least one language other than one's own.
- b. the ability to have successful interactions with people from cultures other than one's own.
- c. in depth knowledge of a culture other than one's own.
- d. the ability to communicate through the use of technology.
- e. how to reconcile/negotiate ambiguities that arise in interactions with others and in their engagement with a range of issues.

*** Please note that this information is not intended to be prescriptive**

2. Recommendations in Support of Faculty Development

Context

At Northern Arizona University (NAU) we believe that scholarship is broadly defined to include discovery, integration, application and teaching--all of which have been peer-reviewed and broadly disseminated (Boyer, 1990). The scholarship of discovery is exemplified by research investigations and generates new knowledge for teaching, application and integration.

The scholarship of integration encompasses research which has been peer-reviewed and broadly disseminated. Its application across disciplines results in integrated knowledge. (Boyer, 1990).

The scholarship of application involves mastery of specific bodies of knowledge which have been peer-reviewed and broadly disseminated. With respect to global education at NAU, utilization of that knowledge contributes to sustainability, understanding of human and biological diversity and advancement of global engagement.

The scholarship of teaching involves transmitting knowledge, transforming the learner and extending his or her knowledge (Boyer, 1990). Teaching scholarship transcends the knowledge gap between teacher and student. The scholarship of teaching includes investigative and creative activities which are peer-reviewed, broadly disseminated, facilitate student learning and are sensitive to diverse student populations. The scholarship of teaching also includes curricular development which has been peer-reviewed and broadly disseminated, and which reflects the changing needs of society, changes in knowledge and technology and the evolving role of various disciplines in meeting needs for sustainability, human and biological diversity and global engagement.

Keeping Boyer's Model of Scholarship in mind, we offer the following recommendations for institutional support of faculty engagement with global education:

Recommendations

1. That faculty be supported by the university in seeking experiences in international research, teaching, and/or service activities in order to be better equipped to infuse a global perspective into teaching/learning activities for students.
 - a. Disseminate information widely on such opportunities
 - b. Provide financial support for international teaching/research opportunities
 - c. Provide financial support for faculty to attend international professional meetings when they are presenting papers or making other tangible contributions to such meetings
2. That faculty be supported in developing more in and out of classroom academic experiences with a global focus for students.

- a. Encouragement and support for faculty-led, short term study abroad, internship abroad and research abroad programs
 - b. Support for regional faculty-led programs (e.g. programs on the Colorado Plateau) to attract students from abroad who may wish to learn more about this part of the world.
 - c. Support for faculty who host international scholars for scholarly presentations and artistic performances.
 - d. Financial support to defray cost of student participation in faculty-led study abroad programs and international field trips.
3. That support be provided to facilitate the hosting of international visiting scholars who enrich the academic milieu and augment opportunities for students to have encounters with global perspectives on the campus.
- a. Support for faculty exchanges where NAU faculty can serve as visiting scholars abroad and international visiting scholars can be hosted at NAU.
 - b. Support for NAU faculty to invite international scholars to campus to engage in collaborative teaching and research activities.
 - c. Establish a facility on campus to house visiting scholars as none currently exists.
 - d. Creation of an updated and easily accessible database of visiting international scholars to assist NAU faculty who would like to invite these scholars for guest presentations in their respective classes.
4. That a reward structure be developed at NAU that will encourage and support faculty to engage in international research, teaching, and service as well as the infusion of global perspectives into courses taught at NAU. Consistent with the Boyer's Model, we recommend international research, teaching, and service be incorporated into:
- a. COFS document as criteria for promotion and tenure, such as allotting an agreed upon percentage for interdisciplinary and/or international work.
 - b. Faculty Statements of Expectation.
 - c. Faculty Annual Review.
5. That NAU make it a priority to hire faculty with a commitment to global education and an interest and background (as far as possible) in international research, teaching and service will support the University mission of strengthening global education.
6. That a commitment to global learning as defined by the Task Force on Global Education be written into unit (e.g. department, school) level strategic plans.

3. Recommendations in Support of Student Development

Context

Higher education is charged with the singular responsibility of preparing each generation of leaders for important and necessary roles in society. In effect, the business of higher education is the transformation of students into responsible citizens, and in the context of these recommendations to the Task Force on Global Education, we can say responsible “global” citizens. With such a grave responsibility, it is incumbent on institutions committed to global education to ensure that students have multiple and substantive encounters with global perspectives on the home campus, that they have an opportunity to learn in an academic milieu made rich by a diverse student body and by faculty who can draw from the global store of knowledge, and that they can take advantage of opportunities to learn and become immersed in cultural contexts very different from their own. It is with this in mind that the following recommendations are offered in support of student development:

Recommendations

1. That in pursuit of a more diverse student body, that the Center for International Education will recruit and enroll 750 international students by the fall semester of 2012, nearly double the 380 achieved in the 2006-07 baseline academic year.
2. That the Vice Provost for International Education be assigned a pool of five funded graduate student positions which include the full cost of tuition. These funds (whether fellowships, graduate assistants, etc..) targeted for fully admitted international students, will be awarded strategically to further nurture relationships with international partners around the globe, including particular attention to China and India.
3. That in recognition of the transformative nature of Education Abroad, that the Center for International Education will achieve a participation rate of 5% of students who will travel abroad for an international academic experience by the fall semester of 2012. The 5% figure will be based upon NAU’s full-time undergraduate Flagstaff student population. These students will participate in educational programs which are at least a full semester in length, and can include academic, research, internship, and service learning activities.
4. That efforts will be made to explore the assessment of an education abroad fee to all Flagstaff based Northern Arizona University students. The fee will range from \$1-\$3 per semester to support student travel through scholarship support for Northern Arizona University students traveling abroad for an international academic experience.
5. That in view of the rich learning opportunities that exist in the co-curriculum, that Cross-cultural programming be promoted by the Center for International Education via its collaborative work with departments and student organizations.

6. That in view of the valuable resource represented among our international students and the credible need for students attending K-12 schools in the Flagstaff area to learn about the world, that the Center for International Education create opportunities in partnership with K-12 schools for international students and faculty to engage with these students, offering them insights about cultures around the world.
7. That a visible and highly utilized facility will be developed as a Global Education Center to both house CIE staff and to allow students to actively engage in co-curricular cross-cultural experiences. These experiences will help foster an increasingly engaged campus community in support of international understanding and collaboration.
8. That the Center for International Education continues to support short term faculty-led programs which constitute another form of global learning and that faculty who lead these programs as well as students who wish to participate in such programs should be recognized
9. That the Center for International Education collaborate with Student Affairs to ensure that the co-curriculum (in as many manifestations as possible) serves as an effective site for global learning, and that these efforts compliments the agenda to advance global learning in the curriculum.
10. That the Center for International Education and the broader campus community develop and nurture engagement with local ethnic communities in ways that highlight the global perspectives that such communities contribute to Flagstaff. Furthermore, that international learning opportunities associated with the Grand Canyon be further developed, given the international interest generated by this amazing and iconic natural feature.

4. Recommendations in Support of Community Engagement

Context

The relationship between campus and community, although often taken for granted, is a symbiotic one that, when attended to, can be mutually supportive and nurturing. In a small town like Flagstaff, the influence of Northern Arizona University is enormous with the university being the largest employer in the city. Other university contributions to the city include the preparation of teachers, something NAU has been doing from its inception, economic activity that supports local businesses, the involvement of the community in university programming and student involvement in local schools be it through student teaching or cross-cultural programming. The populations that comprise the community have long influenced many aspects of the university. The presence of the largest Native American reservation in the United States right next to Flagstaff, for example, has meant that NAU's identity has been partly shaped by this important community. The Applied Indigenous Studies program, the offering of Native American languages and NAU's status as one of the US' leading institutions in producing Native American graduates all speak to this reality. Our proximity to Mexico and the consequent Hispanic heritage that exists here partly explains why Spanish is the largest enrolled language taught at the university

In advancing the university's engagement with global education, we recognize that the local community must play an important role. We have collaborated with the City of Flagstaff in its Sister City program, and the previous Mayor has participated in a short-term study abroad program to China organized by Prof. Tom DeStefano. These initiatives have done much to underscore the international dimension of Flagstaff and signal its hospitality and openness to international visitors. We believe that NAU's success in its pursuit of global education will be significantly aided and abetted by its willingness to foster closer ties with the city and to collaborate on global issues. By so doing, members of the Flagstaff community can benefit richly from our institution as it transitions into a global campus and the NAU community can benefit from the global and cross-cultural perspectives that the local ethnic communities contribute to the city. The following recommendations are therefore intended to foster closer ties around global education between the city and the university:

Recommendations

1. That a website be established to disseminate information on cross-cultural events on the Northern Arizona University campus and in the local community, as well as campus and community initiatives and organizations focused on global matters.
2. That the Center for International Education provide support and visibility to on-going globally focused initiatives that connect Northern Arizona University with the local community (e.g. Foreign Language Day, international student presentations in local schools, the Flagstaff International Festival, concerts, art exhibits, and films).

3. That the Center for International Education explore other avenues to provide global learning opportunities for Flagstaff community members (e.g. opening international travel/education programs at Northern Arizona University to local school teachers) and to develop learning/service opportunities within the community that will attract international students and scholars to Northern Arizona University (e.g. internships, translation services at Flagstaff Medical Center, and participation in faith-based international programs).
4. That the Center for International Education work with the Mayor's office to grow and give greater visibility to the sister cities and International Friends programs.
5. That, if appropriate resources can be identified, a host family program be developed to place international students and visiting scholars in the homes of Flagstaff families for periods of time that can range from a weekend to a semester as a way of facilitating cross-cultural understanding.
6. That in light of the Task Force on Global Education's recommendation of a definition of global education to encompass environmental sustainability, diversity, and global education, that ways be sought to link campus efforts in these areas with similar activities and interest groups in the local community.
7. That the NAU campus and community entities explore the potential of global activity as a generator for local economic development.

5. Recommendations in Support of Global Education Infrastructure and Development

Context

The success of the university's efforts to foreground global education on the campus is directly linked to the visibility and viability of a physical space to support such an agenda and the resources made available to support global education initiatives. Other than the creation of a new Vice Provost for International Education position, the university has never in the past provided strategic support for global education. The inadequate facilities currently used by the Center for International Education and the dearth of funding targeted to global education initiatives clearly reflect this reality. The Center for International Education is currently housed in Tinsley Hall, a residence hall. Five dorm rooms have been converted for use as offices and are rented from the Housing Office at approximately \$25,000 per year. This is used in conjunction with office space in an annex built a few years ago and originally intended to house six staff members. There are currently 25 staff members employed at CIE.

Needless to say, the problems associated with the current footprint for and locations of CIE offices are many. They include inadequate space in work stations to accommodate more than one student meeting with an adviser at a time, a lack of confidentiality, a basic and essential expectation for advisee/advisee interactions, loud noise and behavior by dorm residents incompatible with a professional work environment, and no space to accommodate new growth necessary for important new initiatives such as hosting graduate assistants who wish to pursue careers in international education or accommodating the Peace Corp.

At most universities where global education is a priority, housing facilities for short-term visiting scholars is made available either free of charge or at a steeply discounted rate. No such facility exist at NAU and this proves to be both an inconvenience and an embarrassment when we are unable to offer similar courtesies extended to our faculty when they are visiting scholars at partner institutions overseas. Currently, visiting faculty at NAU for a longer period of time compete with students for housing, pay the same rate as students and have extremely limited on-campus housing possibilities during the summer. Even these less than ideal arrangements for visiting faculty are threatened as NAU enrollment grows and demand for student housing increases.

Area Studies programs at NAU do not have a collaborative physical space with opportunities to coordinate efforts and resources with CIE. Integrating Area Studies into the CIE space connects discrete programs and activities among international components that will support programs' efficiencies, effectiveness and communication. A physical structure that addresses CIE's need for more and appropriate office space and that can also serve the other infrastructure needs of global education at Northern Arizona University is desperately needed.

Consistent with the earlier assertion of the lack of strategic funding for global education initiatives, important areas for growth within international education remain with little or no financial support. These include support for Education abroad, be it the traditional semester or academic year or short-term summer programs, funding for initiatives to infuse global perspectives in the curriculum, funding to support faculty engaged in international teaching/research experiences and funding for an emergency loan fund for international students. If faculty are expected to provide leadership in infusing global perspectives in the curriculum, they themselves must have appropriate international learning experiences that would give them the insights necessary to do this important work. Additionally, there are academic positions with a focus on global education such as an Islamic Studies position and/or a chair for Global Issues and the Environment that would be significantly strengthened if they are able to attract endowed funds. Finally, resources are urgently needed to fund library resources and research material that can support global learning.

The Global Education Infrastructure/Development subcommittee offers the following recommendations aimed at supporting the needs articulated above:

Recommendations

1. That adequate and functional office space be made available for CIE staff and to support CIE programming activities.
 - a. Allocate adequate funds to the capital budget for a new facility that will address current needs as well as future growth
 - b. Develop a strategy to house CIE in an international living/learning facility with at least three floors that could provide diverse and multi-functional space
 - c. Integrate space (free or steeply discounted) to house visiting scholars, space for cross-cultural programming, office space for visiting scholars and space for Area Studies programs into the design of the new facility
2. That a development officer will be assigned to the Center for International Education who will work alongside the Vice Provost to make global education an organizing principle for fundraising at the university.
3. That a chapter of Phi Beta Delta Honor Society be established at Northern Arizona University to formally recognize the work of faculty in infusing global perspectives in the curriculum, supporting international academic experiences for students and supporting international programming on the campus and in the local community
4. That scholarship support and bilateral exchanges be enhanced to engender greater participation in Education Abroad (study, research, internship, service learning abroad) among NAU students.
 - a. Build partnerships within programs of study and colleges to more fully integrate international education across disciplines and support bilateral exchanges
 - b. Identify and advertise scholarship opportunities through the NAU Foundation
 - c. Develop scholarship opportunities that support expenses beyond tuition, room and

- board such as airfare or subsidies for participation in short-term education abroad programs
- d. Minimize the footprint of private study abroad provider programs and augment bilateral exchanges to establish greater financial parity with NAU
5. That new funds will be identified to support the development of new short-term study abroad programs and courses that are scalable and sustainable in light of NAU's strategic initiatives.
 6. That funds be sought to support new initiatives that integrate global experiences outside the classroom with global learning
 7. That funds be sought to support NAU faculty in teaching and learning experiences abroad.
 8. That an emergency loan fund (\$20,000 minimum) be established to assist international students in situations of unanticipated need.
 9. That giving be cultivated in support of endowed chairs that directly address global education issues
 - a. Secure an endowed Islamic Studies position for Arts and Letters
 - b. Secure an endowed position related to environmental sustainability and global education
 10. That funds be identified and sought to finance library acquisitions that support global research and learning
 - a. Resources will include print and electronic books, audio/video material and relevant electronic databases

APPENDIX I

References

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APPENDIX II

Membership of the Task Force for Global Education

Tom DeStefano, Chair & Faculty, College of Education
Harvey Charles, Vice Chair & Center for International Education
Joe Anderson: Faculty, W.A. Franke College of Business
Rick Brandel: Enrollment Management and Student Affairs, Dean of Students
Eck Doerry: Faculty, Computer Science, College of Engineering Forestry and Natural Sciences
Otto Hansen: ASNAU, Multicultural Affairs Director
Susan Johnstad: Distance Learning
Mary Lane-Kelso: Academic Council on Diversity and Equity & College of Education
Ramon Mellott: Graduate College
Jeanne Olson: Administration and Finance, Office of the Bursar
Karen Plager: Faculty, Nursing, School of Nursing, College of Health and Human Services
Blase Scarnati: President of the Faculty Senate, Associate Professor of Music
David Schlosberg: Chair, Political Science, College of Social and Behavioral Sciences
Shelley Silbert: Advancement
Kathleen Schmand: Cline Library
Sara Sullivan: Center for International Education
Todd Sullivan: Academic Chairs Council, Director of the School of Music
Michael Vincent: Dean, College of Arts and Letters

APPENDIX III

Membership of the Subcommittees of the Task Force for Global Education

Global Learning Subcommittee

Dr. Blasé Scarnati, Chair

Director of the First Year Seminar, Assoc. Professor of Music

Dr. Sara Aleman

Professor and Director of Ethnic Studies

Dr. Cynthia Anderson

Associate Director of Residence Life

Dr. Joe Anderson

Professor Business Administration/FCB

Dr. Bridget Bero

Assoc. Professor of Civil & Environmental Engineering

Dr. Harvey Charles

Vice Provost for International Education

Dr. Chuck Connell

Professor of History

Dr. Brandon Cruickshank

Chair of Chemistry & Biochemistry

Dr. Bill Culbertson

Professor of Health Sciences

Dr. Patrick Deegan

Associate Dean of Distance Learning

Dr. Eck Doerry

Chair, Computer Science

Dr. Marcus Ford

Professor of Humanities, Arts & Religion

Dr. Peter Fulé

Assoc. Professor - Ecological Restoration Institute & School of Forestry

Dr. Zsuzsanna Gulacsi

Director of Asian Studies

Assoc. Professor of Humanities, Arts & Religion

Dr. John Hagood

Professor of Mathematics & Statistics

Dr. Michelle Harris

Assoc. Professor of Sociology & Social Work

Dr. Susan Johnstad

Assistant Dean of Distance Learning

Dr. George Koch

Professor of Biological Sciences

Dr. Debra Larson

Associate Dean of CEFNS

Dr. Rich Lei
Professor of Communications
Chair of the Faculty Senate

Dr. Louise Lockard
Assistant Clinical Professor of Educational Specialties/COE

Dr. Ramona Mellot
Dean of the Graduate College

Dr. Sheila Nair
Professor of Politics and International Affairs

Dr. Bob Neustadt
Coordinator of Latin American Studies Program
Professor of Modern Languages

Dr. Wilbert Odem
Professor & Chair of Civil & Environmental Engineering

Dr. Cecilia Ojeda
Professor & Chair of Modern Languages

Dr. Tom Paradis
Director of the Office of Academic Assessment

Dr. Karen Plager
Professor of Nursing

Dr. Allen Reich
Assoc. Professor of Hotel & Restaurant Management

Dr. Frances Riemer
Director of Women's & Gender Studies Program

Dr. David Schlossberg
Professor of Politics & International Affairs

Dr. Tom Sisk
Professor of Environmental Sciences

Ms. Catherine Talakte
Director of Native American Student Services

Dr. Aregai Tecele
Professor of Forestry

Ms. Georgia Totress
Residence Life-Residence Hall Director

Dr. Tom Uno
Assistant Director, Institute for Human Development

Dr. Miguel Vasquez
Professor of Anthropology

Dr. Michael Vincent
Dean of the College of Arts & Letters

Faculty Development Subcommittee

Dr. Karen Plager, Chair
Professor of Nursing

Dr. Pete Fulé
Associate Professor, Ecological Restoration Institute & School of Forestry

Dr. Eck Doerry
Chair, Computer Science
Dr. Harvey Charles
Vice Provost for International Education
Dr. David Schlosberg
Professor, Politics & International Affairs
Dr. Thomas DeStefano
Professor, Educational Psychology

Student Development Subcommittee

Dr. Rick Brandel, Chair
Dean of Students
Dr. Joseph Anderson
Professor, College of Business
Dr. Tom DeStefano
Professor of Education
Mr. Otto Hansen
Director, ASNAU Multicultural Affairs
Mr. Brendan Pitt
Graduate Student
Dr. Susan Johnstad
Assistant Dean, Distance Learning
Ms. Jeanne Olson
Bursar
Dr. Harvey Charles
Vice Provost for International Education

Infrastructure/Development Subcommittee

Ms. Kathleen Schmand, Chair
Coordinator, Community Affairs, Grants and Development
Dr. Mary Lane Kelso
Assistant Clinical Professor of Education
Ms. Shelley Silbert
Development Officer, University Advancement
Dr. Harvey Charles
Vice Provost for International Education

Community Engagement Subcommittee

Dr. Todd Sullivan, Chair
Professor & Director – School of Music
Dr. Michael Vincent
Dean – College of Arts and Letters
Mr. Joe Donaldson
Mayor, City of Flagstaff
Ms. Jeanne Olson
Bursar

Dr. Susan Johnstad
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