

# **Executive Summary**

## **Report of the Task Force on Global Education**

The Northern Arizona University Strategic Plan completed in 2006, set the stage for the institution's first comprehensive strategic planning process around global education in its history. The University's Strategic Plan articulated a bold vision for global education in one of its seven goals. This was quickly followed by the creation of the position and hiring of a Vice Provost for International Education. Part of the University charge to the Vice Provost was to engage the university community in an in depth conversation on our understanding of and hopes for global education on the campus.

Convened by the President and Provost in February, 2008, and chaired by Prof. Thomas DeStefano, the Task Force for Global Education, representing all six colleges and important constituencies around the campus and the local community, was charged with developing recommendations that would transform the university into a global campus and that would help to prepare students to be globally competent. There was significant faculty and staff involvement in the Task Force and the subcommittee deliberations. This was particularly true of the Global Learning subcommittee where 40 faculty worked together to develop recommendation regarding how global learning should be reflected in the curriculum. Five subcommittees were created to address significant dimensions of global education. They include student development, faculty development, community engagement, infrastructure/advancement and global learning. All five subcommittees developed recommendations that, if implemented, will institutionalize global learning in the curriculum aimed to prepare students to be globally competent and will strengthen the infrastructure that supports global learning on the campus.

The case for strategic planning around global education can be made as follows:

- The major challenges facing humankind are global in scope and therefore require citizens with the knowledge, skills and dispositions to engage with and successfully negotiate these challenges as we move deeper into the 21<sup>st</sup> century
- US higher education is failing abysmally in its commitment to prepare students to be globally competent according to recent published reports
- US higher education has a special obligation and is uniquely positioned to prepare students to meet these challenges, just as it has done with other challenges faced over the almost 500 years of its history

The following are the recommendations made in each of the five dimensions explored by the subcommittees of the Task Force.

### **Recommendations in Support of Global Learning**

With the understanding that the curriculum must be at the heart of global learning, a group of 40 faculty (representing all six colleges) and staff convened on multiple occasions to determine what should be the characteristics of a globally competent NAU

graduate, what should be the principal global learning outcomes that students should demonstrate and what should be the principal sites in the curriculum for such learning. The Subcommittee agreed on the following principles:

- Global learning must go beyond global education and embrace diversity/multicultural education and environmental sustainability as part of a working definition
- That transcultural and translingual competences as well as self and society be other elements considered in our engagement with global learning
- That in the current climate with severe budgetary challenges and many things we cannot change, that we have the ability to commit to foregrounding global learning in the curriculum in a strategic and intentional way.
- That the aim of global learning is global competence which is reflected by possessing the knowledge, skills and dispositions to negotiate the increasingly interconnected and interdependent context of the human condition
- That the majors, the Liberal Studies program and the co-curriculum serve as the principal sites for global learning, ensuring that all students have substantial engagement with global perspectives.

### 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.<sup>1</sup>

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<sup>1</sup> 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

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.

### **Recommendations in Support of Faculty Development**

In view of the fact that faculty are the principal agents for assuring that the curriculum is infused with global perspectives, they themselves must have opportunities for international teaching and research experiences that can inform how and what they teach in their courses. The recommendations that follow advocate a strong infrastructure and appropriate resources to best facilitate this outcome:

#### 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.
2. That faculty be supported in developing more in and out of classroom academic experiences with a global focus for students.
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.
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:
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.

### **Recommendations in Support of Student Development**

The rationale for higher education has always and continues to be the preparation of the young for responsible roles in society. In a global age, the most responsible citizens are global citizens and the recommendations that follow are intended to orient the focus of

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minimum time necessary to achieve some measure of cultural immersion) by incorporating this experience into the programs without resulting in a delay of graduation.

NAU to the increasingly important task of preparing our students to become globally competent for global citizenship.

### Recommendations

1. In pursuit of a more diverse student body, 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. In recognition of the transformative nature of Education Abroad, 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. In view of the rich learning opportunities that exist in the co-curriculum, cross-cultural programming should be promoted by the Center for International Education via its collaborative work with departments and student organizations.
6. 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, the Center for International Education should 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. A visible and highly utilized facility will need to 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. The Center for International Education should continue 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. The Center for International Education must 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.

### **Recommendations in Support of Community Engagement**

Vibrant colleges and universities often have strong ties to the communities in which they are located and engage in mutually enriching relationships with each other. This has historically been the case with NAU and the city of Flagstaff. From programs of study like forestry, applied indigenous studies and the Grand Canyon semester reflecting local population demographics and local resources to ties with the Mayor's office in Sister City initiatives, NAU and Flagstaff have been richer because of each other. The following recommendations are intended to further strengthen these ties:

#### Recommendations

1. A website should 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. The Center for International Education should 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. The Center for International Education should 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. The Center for International Education will 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. 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, ways should be sought to link campus efforts in these areas with similar activities and interest groups in the local community.
7. The NAU campus and community entities should explore the potential of global activities as a generator for local economic development

### **Recommendations in Support of Global Education Infrastructure and Development**

Buildings, scholarships, endowed chairs, human resources and library resources actually matter in advancing most priorities on college and university campuses. This is as true for global education. The following recommendations articulate how best these needs can be advanced:

### Recommendations

1. Adequate and functional office space needs to be made available for CIE staff and to support CIE programming activities.
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. A chapter of Phi Beta Delta Honor Society should 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.
5. New funds will need to 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. Funding should be sought to support NAU faculty in teaching and learning experiences abroad.
8. An emergency loan fund (\$20,000 minimum) should 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
10. Funds should be identified and sought to finance library acquisitions that support global research and learning