

Task Force on Global Education
March 27th, 2008

Present: Tom DeStefano, Harvey Charles, Kathleen Smalldon, Todd Sullivan, Susan Johnstad, Sara Sullivan, Pete Fulé, Shelly Sibert, Ramona Mellot, Blase Scarnati, Karen Plager, Mary Lane-Kelso

Absent: Jeane Olson, Michael Vincent, David Schlosberg, Eck Doerry, Otto Hansen, Joe Anderson

Tom DeStefano began the meeting by asking the chair of each subcommittee to give a report on the work they have done so far. The chairs of the subcommittees are as follows:

Infrastructure and Development – Kathleen Smalldon
Faculty – Karen Plager
Curriculum – Blase Scarnati
Community Engagement – Todd Sullivan

Infrastructure and Development (Kathleen)

Kathleen began by mentioning the subcommittee members: Mary Lane-Kelso, Shelley Sibert, Kathleen Smalldon, and Harvey Charles. During their last meeting, they discussed current space issues in the Center for International Education (CIE) and also funding priorities.

Space Issues

The CIE is located in Tinsley Hall and in many cases there are two staff members per office. Not only is this physically constricting, but also creates a confidentiality issue in terms of advising students. There have been conversations around designating one of the buildings in the new Residential Complex as a place to house CIE office space, suites for visiting scholars and a living/learning community for international and domestic students. Funds to the tune of \$250,000 have already been inserted in the capital budget to defray bond measure expenses (at least for one year) for the space that CIE will occupy. The estimated start date for construction of this complex is 2010. Tom asked if the space will also include programming space and Harvey said it would. Rick also mentioned that planning should begin in January 2009 because it usually takes about 18 months. Kathleen also said that the group spoke about housing visiting scholars in faculty or community member's homes, but that suggestion brings up liability issues.

Funding Needs

1. Scholarships for Study Abroad: There are currently few study abroad scholarships and there is room for development in this area. Tom asked if the group came up with a dollar amount and Kathleen said that the group is in preliminary talks and

- have not come up with a dollar amount yet. A lot of the action of the Infrastructure/Development subcommittee will depend on the work of the other subcommittees. Shelley mentioned that they are looking into the available study abroad funding opportunities.
2. Faculty-led Short Term Programs: Kathleen mentioned that the process for faculty-led programs is less cumbersome now and they are going to look into funding for these programs.
 3. Funding for New Initiatives that Integrate Global Experiences with Global Learning
 4. Funding for Faculty Teaching and Research Abroad: The CIE provides a small stipend and the host institution provides housing, but there is more room for development.
 5. Funding for an Emergency Loan for International Students: Ramona mentioned that she thought that there is a similar fund through financial aid.
 6. Funding for an Endowed Chair for Islamic Studies: This was identified as a significant gap in our current academic offerings to students and CIE is working to cultivate donors to support this initiative.

Faculty Subcommittee (Karen)

Karen began by stating the members of the subcommittee: David Scholsberg, Pete Fulé, Eck Doerry, Tom DeStefano, and Harvey Charles.

The list of priorities for the Faculty Subcommittee is:

International Research and Teaching Activities
In and Out of Classroom Academic Experiences with Global Focus
Visiting Scholars
Reward Structure
Faculty Hiring

International Research and Teaching Activities

Karen stressed that faculty need to have global experiences if they are expected to infuse global learning into their classes. She mentioned some current opportunities for these global experiences: Fulbright program, USAC Teaching Abroad, Tom's China Program, and the Nursing School of Field Studies partnerships. She also mentioned that we need to increase the publicity of these opportunities and the NAU Global Newsletter is a good forum for this. Faculty also need financial support or resources to make these opportunities happen. The group also spoke about when to do these global experiences: either in a sabbatical or non sabbatical year. If it is during a non-sabbatical year, the question is how faculty will get funding. During a sabbatical year, faculty can rely on their salaries. The CIE is also expanding their website, so there are opportunities to publicize there. In addition, the CIE will continue doing workshops, including Fulbright workshops. The group also talked about proposing a Development Officer for the CIE and creating a database for Study Abroad alumni to help with funding.

In and Out of Classroom Academic Experiences with Global Focus

Faculty will facilitate academic experiences with a global focus. They can lead faculty led programs and guest lecturing.

Visiting Scholars

The group talked about getting faculty exchanges off the ground. These exchanges will work much differently than student exchanges and more discussions will need to happen.

Reward Structure

Currently no reward structure exists for faculty engaged in promoting global education on campus. The group thought that they could recommend incorporating a reward structure into the COFS document, the annual review process, and statement of expectations.

Faculty Hiring

If NAU hires faculty that are already committed to global education, we broaden the pool of faculty who are committed to this ideal. Departments could include global education into their strategic plan and their plans would mirror the university's plan.

Curriculum (Blase)

Blase mentioned the members of the Curriculum subcommittee. There are Ramona Melloy, Michael Vincent, Joe Anderson, Eck Doerry, Susan Johnstad, and Harvey Charles.

The group began by discussing key propositions. They are as follows:

1. 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. Curriculum efforts need to connect with institutional values to get broader buy in.
3. The curriculum (and ultimately students) will be best served by infusing these three themes in an integrated and intentional manner throughout the undergraduate curriculum. This is the only way to institutionalize these core themes in the curriculum. Students need multiple encounters with these perspectives during the programs of study in order to possess the skills, knowledge and disposition to succeed as global citizens.
4. Global learning goals should be developed that articulate the knowledge, skills and attitudes students must acquire in order to be globally competent. We need to have

conversations about the outcomes we hope for. We are aiming to bridge current activities with future ones.

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. We are currently conducting a departmental audit to gather this information.

6. An assessment strategy should be developed alongside the global learning goals to determine whether in fact students are meeting these goals.

The group also talked about expanding the subcommittee. We need to bring in a larger group of faculty who have strong loyalties to one or more of the three core themes and who have expertise in some of the critical sites to advance global education in the curriculum. These sites include the liberal studies curriculum, area studies, modern languages, other majors with a strong focus on global education, First Year Seminar and graduate education. It is important to also integrate co-curricular activities (for example internships abroad). He also added that the group expects to have a robust schedule and will begin meeting weekly.

Tom then asked about the current departmental audit. Sara mentioned that we currently have responses from about 22 departments and that this process will be an ongoing process.

Harvey also added that he hopes to do a presentation on the task force to groups such as the Faculty Senate, Academic Chairs Council, Student Government, and other constituencies before the end of the semester as a way of updating them on the progress of the Task Force. The task force is an open process. All the minutes for the task force will be on the CIE website. He hopes to send out a link to these minutes through Inside NAU. Tom also mentioned that if individuals are interested, they are welcome to participate on the subcommittees.

Community Engagement (Todd)

Todd began by passing around a handout summarizing the last community engagement meeting. The group began discussing possible community partners to have representation on the subcommittee. Currently Mayor Donaldson is part of the subcommittee, but he is the only community representative. The group decided to complete a Flagstaff wide inventory of businesses, organizations, and service clubs. They also hope to involve the school district. The group also discussed the idea of global vs. multicultural education and how they relate to one another. Rick also mentioned that the Commission on Ethnic Diversity would be a valuable group to ally with. Harvey also mentioned the city commission would also be a good group to work with. Todd identified Southwest Wind Power and the Rotary, Kiwanis, and Lyons Club and the Sister Cities program as good potential allies in the city. Surprisingly, the Sister Cities

program is not run through the city government. Flagstaff's sister cities are the City of Blue Mountains, NSW Australia, Hsin Tien City, Taiwan, Manzanillo, Mexico, and Barnaul Russia.

Susan also brought up that NAU has a multi-campus system. The Yuma campus is a big topic right now. The campus is growing and they are working toward involving the community.