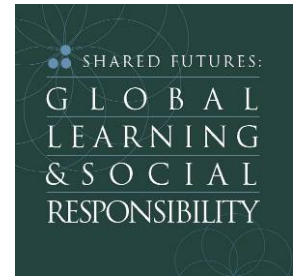




Association
of American
Colleges and
Universities



Association of American Colleges and Universities

Shared Futures Global Learning Forum

Hyatt Regency Philadelphia at Penn's Landing
March 19-21, 2009

SCHEDULE OVERVIEW

Thursday, March 19

3:00-6:30 pm	Registration & Poster Set-Up, <i>Grand Ballroom Foyer</i>
7:00-8:00 pm	Opening Plenary: The Global Learning Leadership Consortium, <i>Grand Ballroom ABC</i>
8:00-10:00 pm	Designs for Global Learning: Poster Session & Reception, <i>Ballroom Foyers and Grand Ballroom D</i>

Friday, March 20

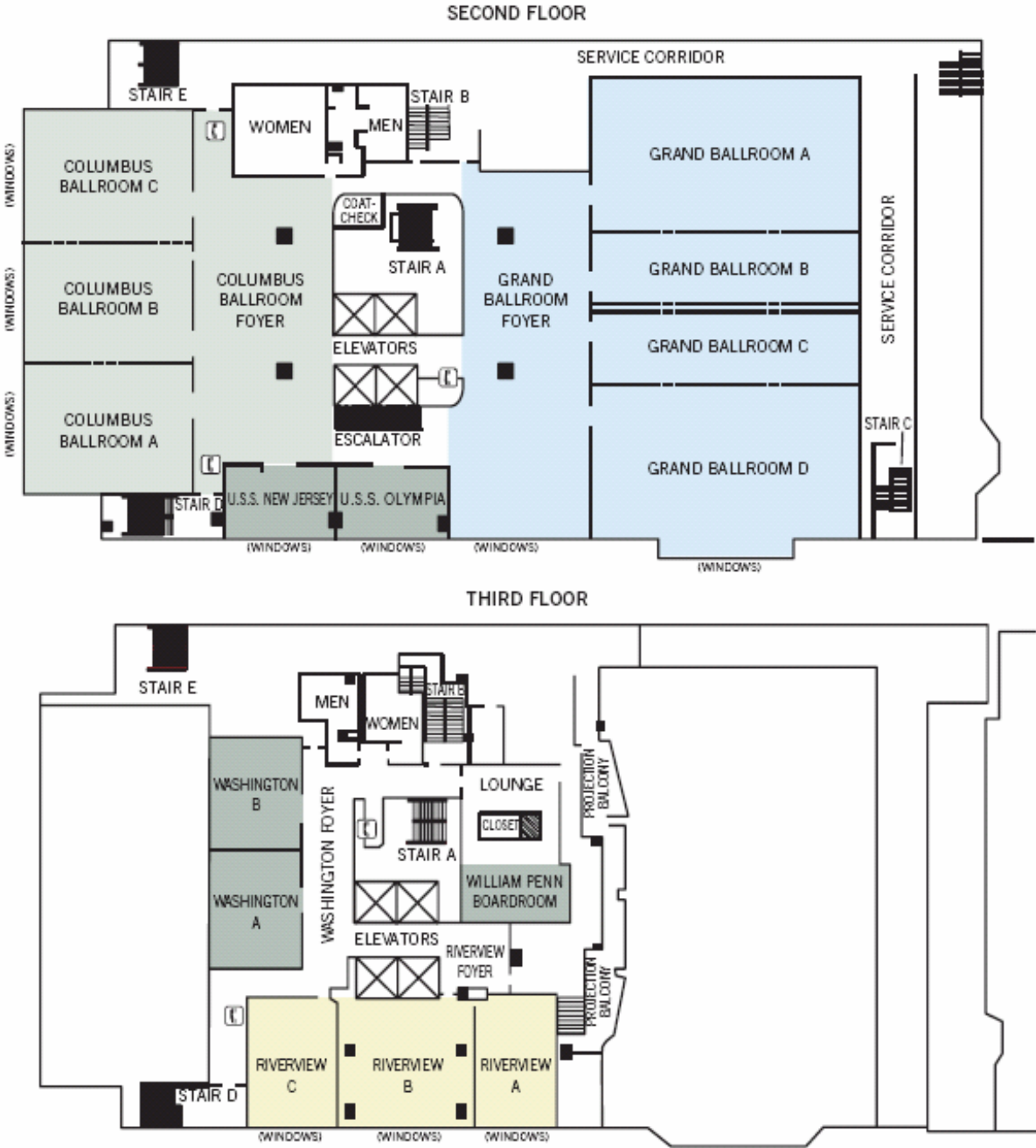
7:30-8:45 am	Continental Breakfast & Roundtable Discussions, <i>Grand Ballroom ABC</i>
9:00-10:15 am	Concurrent Framing Sessions: Mapping Global Learning, <i>rooms on pages 6-7</i>
10:15-10:45 am	Coffee Break, <i>Grand and Columbus Ballroom Foyers</i>
10:45 am-12:00 pm	Interdisciplinary Topical Study Groups I, <i>rooms on pages 7-9</i>
12:15-1:45 pm	Lunch & Keynote: Stephanie Pfirman, "Interdisciplinary Teaching & Learning," <i>Grand Ballroom ABC</i>
2:00-3:15 pm	Interdisciplinary Topical Study Groups II, <i>rooms on page 9</i>
3:15-3:45 pm	Coffee Break, <i>Grand and Columbus Ballroom Foyers</i>
3:45-5:00 pm	Concurrent Sessions: Arenas for Global Learning, <i>rooms on page 10</i>
5:00-8:00 pm	Open/Team Time
8:00-10:00 pm	Film & Discussion: <i>Black Gold</i> , <i>Columbus Ballroom A</i>

Saturday, March 21

7:00-8:15 am	Continental Breakfast & Participant-Organized Roundtable Discussions, <i>Grand Ballroom D</i>
8:30-9:45 am	Concurrent Sessions: Design & Implementation, <i>rooms on page 11</i>
10:00 am-12:00 pm	Closing Session: Building the Global Learning Leadership Consortium, <i>Grand Ballroom ABC</i>
12:00 pm	Departure

Hyatt Regency Philadelphia at Penn's Landing

Floor Plan





*Association
of American
Colleges and
Universities*



Shared Futures Global Learning Forum

FINAL PROGRAM

Thursday, March 19

3:00 – 6:30 pm Registration and Poster Set-Up
Grand Ballroom Foyer

7:00 – 8:00 pm Opening Plenary
Grand Ballroom ABC

Welcome

Carol Geary Schneider, President, Association of American Colleges and Universities

The Global Learning Leadership Consortium: An Intellectual Stimulus Package

How can we use global learning—in all its multiplicity and complexity—to set educational priorities, to construct forward-looking curricula, and to build a faculty development agenda for liberal education?

Kevin Hovland, Director of Global Learning and Curriculum Change; Caryn McTighe Musil, Senior Vice President, Office of Diversity, Equity, and Global Initiatives—both of AAC&U

8:00 – 10:00 pm Designs for Global Learning: Poster Session & Reception

*Grand Ballroom D
Grand Ballroom Foyer
Columbus Foyer*

Participants will get a glimpse of the emerging curricular and cocurricular architecture for building global learning opportunities at all kinds of campuses and share strategies for creating opportunities and managing obstacles.

Friday, March 20

7:30 – 8:45 am

Grand Ballroom ABC

Continental Breakfast and Roundtable Discussions

Roundtable 1

What is the relationship between global learning and foreign language departments?

Facilitator: Robert Tobin, Henry J. Leir Chair in Foreign Languages and Cultures, Clark University

Roundtable 2

How is technology changing the ways we imagine providing global learning opportunities for students and faculty?

Facilitator: Sandy Van Dyk, Associate Professor of History and Africana Studies, Bloomfield College

Roundtable 3

What are the best practices of initiating, developing, and evaluating institutional partnerships abroad?

Facilitators: Susan Buck Sutton, Associate Vice Chancellor of International Affairs, Indiana University-Purdue University Indianapolis; Kirk Martin, Director of Chinese Cultural Exchange Programs, Drake University

Roundtable 4

How do we promote global learning with limited financial resources?

Facilitators: Phyllis Larson, Associate Dean for Interdisciplinary and General Studies, St. Olaf College; Deborah Buffton, Professor of History, University of Wisconsin-La Crosse

Roundtable 5

How do we support international students and faculty on campus, and can we utilize their experiences and expertise as global learning resources?

Facilitators: Heather Housley, Director, International Student and Scholar Services, Georgia State University; Yvonne Johnson, Dean, Humanities and Social Science Division, St. Louis Community College-Meramec

Roundtable 6

What works to engage faculty—across all departments and divisions—in global learning?

Facilitator: Shampa Biswas, Global Studies Director and Associate Professor of Politics, Whitman College

Roundtable 7

How can undergraduate research be adapted to global learning goals? How do we attend to community needs in designing undergraduate research projects?

Facilitator: Mary Ann Studer, Associate Dean, McMaster School for Advancing Humanity and Assistant Professor of Physical Science, Defiance College

Roundtable 8

How can we link general education and study abroad?

Facilitators: John M. Burney, Associate Provost for Curriculum, Faculty Development, and Assessment, Drake University; Ellen Skilton-Sylvester, Associate Professor of Education and Director, Global Connections, Arcadia University

Roundtable 9

What kinds of local immersion programs are being developed as alternatives to study abroad?

Facilitators: Marilyn Gottschall, Associate Professor and Chair, Religious Studies, Whittier College; Anita K. Stalter, Vice President for Academic Affairs and Academic Dean, Goshen College

Roundtable 10

How are institutions providing global learning and/or intercultural credentials? What are the lessons of global awareness or global citizenship certificates?

*Facilitators: **Kenneth R. Curtis**, Assistant Vice President, International Education and Global Engagement, California State University, Long Beach; **Mark Schaub**, Executive Director, Padnos International Center, Grand Valley State University*

Roundtable 11

Can first year seminars and learning communities focusing on global learning improve retention?

*Facilitators: **Allison Calhoun-Brown**, Academic Director of Student Retention, Georgia State University; **Nancy L. Hedlund**, Associate Vice President of Planning and Assessment, Hawai'i Pacific University*

Roundtable 12

What are some effective strategies to overcome institutional barriers to interdisciplinary and team teaching?

*Facilitator: **William P. Mullaney**, Dean of Arts and Sciences, Chandler-Gilbert Community College*

Roundtable 13

How can we use service-learning courses to reinforce local/global connections?

*Facilitators: **Isa Williams**, Associate Professor, Women's Studies and Director, Experiential Learning and the Atlanta Semester Program in Women, Leadership, and Social Change, Agnes Scott College; **Lynette Overby**, Faculty Director of Undergraduate Research and Service Learning, University of Delaware*

Roundtable 14

How do we ensure that students get the most out of short-term study abroad experiences?

*Facilitators: **Shawn Smallman**, Vice Provost for Instruction and Dean of Undergraduate Studies, Portland State University; **Gretchen Olson**, Director, International Programs and Services, Drake University*

Roundtable 15

In what ways can we link global learning and civic engagement initiatives?

*Facilitators: **Steven Jones**, Associate Provost for Civic Engagement and Academic Mission, University of Scranton; **Julie Raulli**, Assistant Professor of Sociology and Women's Studies Program Coordinator, Wilson College*

Roundtable 16

How do we integrate global learning and the arts?

*Facilitator: **Gray Kochhar-Lindgren**, Director, Center for University Studies and Programs and Professor of Interdisciplinary Arts and Sciences, University of Washington Bothell*

Roundtable 17

How do we create assignments that encourage active global learning?

*Facilitators: **Kent Kille**, Associate Professor of Political Science, College of Wooster; **Hema Ramachandran**, Engineering Librarian, California State University, Long Beach*

Concurrent Framing Sessions: Mapping Global Learning

During the first series of concurrent sessions, we will explore some of the “Big Ideas” at the heart of global learning. In the process we will begin to map a collective understanding of what is meant by global learning. We will not attempt to do this through any exercise of definitional consensus building, but rather by articulating what successful graduates should know and be able to contribute at their workplaces and in their local and global communities. How do we embed global learning goals into curricular and cocurricular practices? What are the biggest challenges and obstacles standing between articulating the goals and actually achieving them? What are the successful strategies institutions are using to overcome those obstacles?

Good theories are always informed by good practices, so throughout the Forum we will move back and forth between the two. However, we have designed this opening set of concurrent sessions to lead with the overarching educational framework that guides practice. In each Forum session, several campus leaders briefly situate their global work within a broad context; provide an analysis of the strengths and limitations of that context; and open discussion among all participants. We hope the wide scope of approaches will allow all of us to gain a more detailed picture of the overlapping fields of global learning.

Columbus A

Global Learning and Intercultural Competencies

When we claim in our institutional mission statements that we are preparing students for leadership in an interconnected world, are we assuming the development of intercultural competencies? What are those competencies, and how do we build them into and across the curriculum? How do the defining principles of global learning and intercultural learning overlap, intersect, or conflict?

Darla Deardorff, Executive Director, Association of International Education Administrators; *Susan Sample*, Director, Pacific Institute for Cross Cultural Training, University of the Pacific; *Alzada Tipton*, Vice President for Academic Affairs and Dean of the Faculty, Elmhurst College

Columbus B

Cosmopolitanism and Global Citizenship

Cosmopolitanism and global citizenship are ideas that offer a framework and language for efforts to imagine social and personal responsibility for engagement with the world. What are the values implicit in global citizenship and cosmopolitanism? What are the tensions and dangers? How do we align the practices and principles of liberal education with the ethic of cosmopolitan citizenship?

Tammy Birk, Instructor, English and Integrative Studies, Otterbein College; *Irene Langran*, Assistant Professor of Political Science, Albright College; *Babli Sinha*, Assistant Professor of English, Kalamazoo College

Riverview A

Merging Missions and Emerging Frameworks: Global Learning, Multicultural Education, and Diversity Learning

What is the relationship between diversity, multicultural education, and global learning? Are these ideas compatible? Can they enrich each other? Are advocates for each in competition with the others—for resources and centrality of purpose? How might we think about them differently to open new vistas for exploration and integration? How do we help students make connections between U.S. multiculturalism and global issues?

Harvey Charles, Vice Provost for International Education, Northern Arizona University; *Ann Savage*, Associate Professor of Media Studies, Butler University; *Jeff Shultz*, Assistant Provost for Special Projects and Professor of Education, and *Norah Shultz*, Associate Vice President for Undergraduate Education—both of Arcadia University

Riverview B

Education for Sustainability and Shared Futures

Sustainability is a broad framework that has been used to integrate the arts, sciences, social sciences, and humanities around questions of environmental, economic, social, and cultural well-being and balance. How are campuses using sustainability to articulate interdisciplinary and integrative learning expectations?

Carol “Griff” Griffin, Director, General Education Program and Associate Professor of Biology, Grand Valley State University; Dorothy Welty, Instructor of Psychology and Department Chair of Humanities and Social Sciences, St. Louis Community College at Wildwood; Kersti Yllo, Coordinator of Faculty Development and Professor of Sociology, Wheaton College (MA)

Columbus C

Study Abroad and Global Learning Outcomes

While study abroad is typically everyone’s answer to how to foster global learning, research and practice suggest that what students learn before they study abroad and how their learning is structured while they are out of the United States dramatically influence learning outcomes. How students are asked to build upon what they learned abroad when they return to campus is also critical. What are some emerging designs that use study abroad as a centerpiece within a larger framework of global learning?

Larry Braskamp, Alumni Distinguished Professor, Central College and Senior Fellow, AAC&U; Claire L. Malarte-Feldman, Director, Center for International Education and Professor of French, University of New Hampshire; Thomas J. Meyers, Associate Academic Dean and Director of International Education, Goshen College

Riverview C

Interconnections and Interdependence: The Global United States

Often, our default mode is to assume that global learning happens somewhere else, as if our own campuses and communities were not connected to global forces, processes, and actors in myriad ways. This assumption can be replicated in curricular models that require students to satisfy a global awareness requirement and a U.S. diversity requirement, for example. How are we building on notions of interdependence and interconnection to keep the United States in our global frameworks?

Robert Franco, Professor of Anthropology and Director of Planning and Grants, Kapi’olani Community College, University of Hawai’i; Celeste Fraser Delgado, Academic Coordinator of Humanities and Associate Professor of English, Barry University; Susan Gotsch, Vice President of Academic Affairs, Dean of Faculty, and Professor of Sociology, Whittier College

10:15 – 10:45 am
2nd Floor Foyers

Coffee Break

10:45 am – 12:00 pm

Interdisciplinary Topical Study Groups – Part I

Please see “Interdisciplinary Topical Study Group Assignments” for your group.

The primary goal of the topical study groups is to identify critical issues within broad interdisciplinary global topics and to set the agenda for future curriculum and faculty development efforts organized around real-world problems and themes. Few faculty members are currently trained to teach these topics within the context of their disciplinary graduate education, yet exploration of such topics is often the focus of undergraduate global learning—within both general education and the majors. To supplement AAC&U’s support for structural and administrative development of global learning, these study groups are meant to provide opportunities for faculty members to engage in the rich intellectual debates that are at the heart of such interdisciplinary topics. Consequently, we hope that one of the products of this Forum will be the development of faculty learning communities that will meet periodically as well as share ideas and advice via our Web site.

How can faculty members bring their multiple disciplinary perspectives to bear on complex global questions? How can they translate their expertise into learning pathways and experiences that undergraduate students can follow? How can we apply the “big ideas” embedded in disciplines to interdisciplinary problems? What are the key questions and methods students should understand? These questions will be addressed in relation to six broad topical categories.

Riverview A

Group 1. Health and Social Justice

Global Health issues are also entangled with questions of human rights, gender, democracy, wealth, power, poverty, and civic engagement. Issues raised by HIV/AIDS, tuberculosis, food supplies and security, and pandemic influenza are rich areas of interconnected global learning that allow students to link knowledge and experience gained in diverse disciplines and disparate courses—courses that allow for increasingly sophisticated work appropriate to advancing levels of skill and intellectual development.

Alison Geist, Director, JM Underwood Stryker Institute for Service Learning and Lecturer, Human Development and Social Relations, Kalamazoo College; *Margee Ensign*, Professor and Dean, School of International Studies, University of the Pacific; *Caryl Waggett*, Assistant Professor, Environmental Science, Allegheny College

Riverview B

Group 2. Sustainability

The United Nations defines sustainability as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” While sustainability is often understood primarily in terms of the environment, a broader definition allows faculty members to make connections with poverty, economic development, health, human rights, scarcity, conflict, democracy, etc. Sustainability has proved to be a popular topic with which colleges and universities reinforce the importance of scientific literacy, interdependence, social responsibility, and civic engagement in the curriculum.

Pushpa Ramakrishna, Biology Faculty, Chandler Gilbert Community College; *Kevin Svitana*, Assistant Professor, Life and Earth Sciences, Otterbein College; *Tim Wahls*, Associate Professor of Computer Science, Dickinson College

Columbus A

Group 3. Globalization, Wealth, and Poverty

Globalization, like sustainability and health, is a complex, useful framework for placing moral and ethical questions within interconnected economic, cultural, political, and social contexts. Debates surrounding the potential of economic globalization to reduce poverty underline the importance of numeracy and basic statistical literacy when students are asked to formulate and defend value-laden positions around contested global issues.

Sanjay Paul, Chair, Department of Business, Elizabethtown College; *Eva Paus*, Professor of Economics and the Carol Hoffmann Collins Director of the McCulloch Center for Global Initiatives, Mount Holyoke College; *Sandra Reiter*, Assistant Professor, Business Administration, Washington and Lee University

Columbus B

Group 4. The Ethics of Global Citizenship

This phrase caused a firestorm of debate when Martha Nussbaum called for cosmopolitan global citizenship to counteract the sometimes narrow self-interest of national citizenship. While some think the term suggests a new level of attentiveness to interdependency, others are wary that the term might mask a new version of economic and cultural imperialism. Lifting up ethics as the focal point of investigation promises to link the earlier scholarly debates with more recent examinations of universal values and social responsibility as expressed in a global context.

Per Anderson, Director of International Education and Professor of Religion, Concordia College-Moorhead; *Margaret Crouch*, Professor of Philosophy, Eastern Michigan University; *Zahi Zalloua*, Assistant Professor of French and General Studies, Whitman College

Columbus C

Group 5. Identity, Culture, and Border Crossings

One of the salient features of global interconnection is the flow of people across increasingly porous borders. By exploring the scholarship of diaspora, hybrid cultural forms, and other examples of border crossing, students can begin to see how their own identities are related to currents of power and privilege, both within a multicultural U.S. and within an interdependent and unequal world.

Kavita Khory, Professor of Politics, Mount Holyoke College; *Jeffrey LaBelle*, Assistant Professor, College of Education, Marquette University; *Ishita Sinha Roy*, Associate Professor of Media Studies, Allegheny College

Riverview C

Group 6. Religion in Global Contexts

There is a sense that growing levels of religious intolerance are shaping the nature of global interdependence in profound, if not fully understood, ways. Consequently, when talking about global learning, we ignore religious questions at our peril. Examination of the relationship between religion, democracy, and civil society raises questions about one source of potential conflict and reconciliation in a shared future.

Linh Hoang, OFM, Assistant Professor of Religious Studies, Siena College; Gulten Ilhan, Professor of Philosophy, Saint Louis Community College at Meramec; Timothy Renick, Associate Provost for Academic Programs, Georgia State University

12:15 – 1:45 pm

Grand Ballroom ABC

Lunch and Keynote

Interdisciplinary Teaching and Learning: Engaging Understanding, Self-Efficacy, and Responsibility in Faculty and Students

Preparing our diverse students with the means and the will to meet global challenges requires stimulating their desire to learn, designing experiences that are meaningful, and promoting entrepreneurship in tackling problems. Much can be done by individual faculty working within current curricular structures: general education requirements, first-year seminars, capstone experiences, civic engagement, extra- or cocurricular programming. But it is equally important to address the faculty themselves—engaging their understanding, self-efficacy, and sense of responsibility for educating the next generation. High intensity, place-based community learning activities can be transformational for both faculty and students.

Stephanie Pfirman, Hirschhorn Professor and Chair, Department of Environmental Science and Interim Associate Dean for Grant Support and Interdisciplinary Initiatives, Barnard College

Throughout her career, Stephanie Pfirman has been involved with researching the Arctic environment, undergraduate education, interdisciplinary curriculum development, environmental policy strategies, and public outreach. She is a member of the National Academy of Sciences Polar Research Board, President-elect of the Council of Environmental Deans and Directors, and a member of Project Kaleidoscope's Faculty for the 21st Century. Pfirman's current interests include environmental aspects of sea ice in the Arctic and the development of women scientists and interdisciplinary scholars.

2:00 – 3:15 pm

Interdisciplinary Topical Study Groups – Part II

Please see "Interdisciplinary Topical Study Group Assignments" for your group. Descriptions on pages 7-9.

Riverview A

Group 1. Health and Social Justice

Riverview B

Group 2. Sustainability

Columbus A

Group 3. Globalization, Wealth, and Poverty

Columbus B

Group 4. The Ethics of Global Citizenship

Columbus C

Group 5. Identity, Culture, and Border Crossings

Riverview C

Group 6. Religion in Global Contexts

3:15 – 3:45 pm
2nd Floor Foyers

Coffee Break

3:45 – 5:00 pm

Concurrent Sessions: Arenas for Global Learning

Global learning long ago burst out of the confinement of a single location, whether that had been defined as the one non-Western course in general education, language proficiency, or study abroad. We are seeing global learning take root in all kinds of expected and unexpected spaces today. We are also seeing campuses begin to link those spaces with one another to provide more comprehensive explorations of global issues. These concurrent sessions are organized to delineate some of these new arenas.

Columbus A

Redesigning General Education for Global Learning

Amy Jessen-Marshall, Dean of College Programs & Associate Vice President for Academic Affairs, Otterbein College; **Christine Kray**, Associate Professor for Anthropology, Rochester Institute of Technology; **Robert W. Strong**, Assistant Professor and Global Understanding Program Coordinator, St. Edward's University

Columbus B

STEM and Global Learning: On-Campus and Abroad

Amy Burkert, Assistant Dean, Health Professions Program and Educational Initiatives and Teaching Professor, Biological Sciences, Carnegie Mellon University; **Cheryl Swift**, Associate Professor of Biology, Whittier College

Columbus C

Exploring Innovative Pedagogies

Bernice Braid, Director, Core Seminar, Long Island University-Brooklyn; **Suzanne Ashworth**, Associate Professor of English, Otterbein College; **Margaretha Geertsema**, Assistant Professor of Journalism, Butler University

Riverview A

Global Learning across the Curriculum: Pathways from Math to Guatemala

Christine L. Krueger, Associate Professor of English and Director, Core of Common Studies; **Jeffrey T. LaBelle**, Assistant Professor, College of Education; **Kim Factor**, Associate Professor, Mathematics, Statistics, and Computer Science; **Kristen Michelson**, Assistant Director, Office of International Education—all of Marquette University

Riverview B

Assessing Global Learning: Developmental Perspectives

Margaret M. Mulrooney, Associate Dean, University Studies, James Madison University; **Patricia O'Connell Killen**, Provost and Dean of Graduate Studies, Pacific Lutheran University; **Heather Wathington**, Assistant Professor, Curry School of Education, University of Virginia and Shared Futures Project Evaluator, AAC&U

5:00 – 8:00 pm

Open/Team Time

8:00 – 10:00 pm
Columbus A

Film and Discussion: *Black Gold*

As Westerners revel in designer lattes and cappuccinos, impoverished Ethiopian coffee growers suffer the bitter taste of injustice. In this eye-opening exposé of the multibillion dollar coffee industry, *Black Gold* traces one man's fight for a fair price. The filmmakers present an urgent reminder that through just one cup of coffee, we are inextricably connected to the livelihoods of millions of people around the world who are struggling to survive. (Adapted from www.blackgoldmovie.com)

Saturday, March 21

7:00 – 8:15 am

Grand Ballroom D

Continental Breakfast and Participant-Organized Roundtable Discussions

By this time in the Forum, some participants might value an opportunity to follow up conversations begun in one of the sessions, explore shared intellectual passions, or discuss issues that were not on the program but should have been. Others might want to solicit counsel from peers about a difficult problem or complex challenge they face on their campus.

8:30 – 9:45 am

Concurrent Sessions: Design and Implementation

It is said that all things are political; promoting global learning is no different. In order to design the educational architecture that fosters global thinkers and citizens, it is important to read institutional cultures and structures well to understand which levers will initiate, expand, and sustain global learning. The following concurrent sessions offer a few strategies for doing that.

Riverview A

Integrating Global Learning and Campus Mission

Mark Krejci, *Vice President for Academic Affairs and Dean of the College, Concordia College*; **Shereen Lerner**, *Interim Dean of Academic Affairs, Mesa Community College*; **Norah Shultz**, *Associate Vice President for Undergraduate Education, Arcadia University*

Columbus B

Sustaining Campus Commitments to Global Learning

Richard Schur, *Associate Professor and Director of Interdisciplinary Studies Program and Coordinator, Global Perspectives for the 21st Century, Drury University*; **Kersti Yllo**, *Coordinator of Faculty Development and Professor of Sociology, Wheaton College (MA)*; **Paul Hanson**, *Professor of History, Butler University*

Columbus A

Service Learning: Putting Local/Global Connections into Practice

Christopher Carey, *Assistant Professor, Interdisciplinary Program, Portland State University*; **Peggy Finucane**, *Associate Professor of Communication and Director, Center for Service and Social Action, John Carroll University*

Riverview B

Faculty Development for Global Engagement

Lauren Bowen, *Associate Vice President for Academic Programs and Faculty Diversity, John Carroll University*; **Elizabeth Brewer**, *Director, International Education, Beloit College*; **Joyce A. Bylander**, *Special Assistant to the President, Dickinson College*

Riverview C

Defining Global Learning in the Core

William Burgos, *Director, Writing Across the Curriculum, Long Island University, Brooklyn*; **Cynthia M. Patterson**, *Vice President for Academic Affairs, Lynn University*; **Janet Warman**, *Director of General Studies, Elon University*

Columbus C

Unnatural Disasters and Other Cocurricular Events

Ruta Shah Gordon, *Dean of Campus Life and Director for Internationalization, Wagner College*; **Chris Schnick**, *English Faculty and Faculty Development Coordinator, Chandler-Gilbert Community College*

10:00 am – 12:00 pm
Grand Ballroom ABC

Closing Session: Building the Global Learning Leadership Consortium

We have talked at the Forum about the curricular and cocurricular “construction sites” on campuses across the country that are emerging as we attempt to foster more intellectually robust and socially engaged global learning. The final session will focus on imagining a national infrastructure that might contribute to faculty and staff becoming even more effective intellectual and institutional architects. How might a national learning community nourish creativity and experimentation, while also deepening understanding of the interdependencies that distinguish our everyday lives everywhere on the globe? What forms might that take? What do you and your colleagues need most? How can collective inquiries and innovations best be shared?

*Facilitators: **Kevin Hovland**, Director of Global Learning and Curriculum Change; **Caryn McTighe Musil**, Senior Vice President, Office of Diversity, Equity, and Global Initiatives; and **Caleb Ward**, Shared Futures Project Coordinator—all of AAC&U*

12:00 pm

Departure