

General Education for a Global Century

A Curriculum and Faculty Development Project of AAC&U's Shared Futures: Global Learning and Social Responsibility Initiative

Objective

Students come to college hoping to change the world. While they are there, what opportunities do they have to test such hopes in practice? And when they graduate, will they know how to do it? Over the next two years, the Association of American Colleges and Universities (AAC&U) will explore these questions while building upon the significant progress it has made in defining and advocating a capacious vision for a globally engaged liberal education for the 21st century. Through an ambitious range of activities, the project will work with leading AAC&U member institutions to frame a national agenda and set the contours of the next generation of global learning, general education, scientific literacy, and liberal education.

The proposed project, *General Education for a Global Century*, will feature three interconnected strands of work:

Strand One—Communication and Public Advocacy

Through a National Leadership Council on Global Learning, the project will develop a guiding vision and a roadmap for establishing global learning as a framework for all students' learning and an integrative focus for learning that connects general education and the majors. This effort will be coordinated with significant AAC&U association-wide efforts in related areas.

Strand Two—Curriculum and Faculty Development

Through a summer institute, topical workshops, and a social networking website, thirty colleges and universities will become national models of comprehensive, globally-focused, general education programs. The project will consequently provide pace-setting leadership in adapting global learning to different institutional contexts. The project will include institutions and scholar/teachers that already have demonstrated real strength in global learning and want to work together to take their own efforts to the next level.

Strand Three—Outcomes and Assessment

Project participants will work with AAC&U assessment experts to ensure that exemplary assessment practices are built into the fabric of general education reform efforts. Project participants will also develop and test global learning rubrics.

AAC&U seeks \$400,000 from the Henry Luce Foundation to fund *General Education for a Global Century*. Luce funds will allow AAC&U to engage thirty colleges and universities that are leading higher education in designing and delivering global learning through general education. Through this project, the thirty selected institutions will:

1. Create a compelling rationale for global learning that will energize a growing national movement toward rethinking the purposes and designs of general education.
2. Develop a common vocabulary for talking about the kinds of global learning that graduates will need to thrive in the 21st century—a vocabulary that works across the sciences, social sciences, humanities, and arts.
3. Provide faculty with the tools and skills they need to effectively design and teach interdisciplinary, integrative, courses that focus on real-world global issues.
4. Develop and share models of integrative global learning courses and general education curricula that can be adapted across all institutional types.

5. Develop and implement a process to articulate a set of essential global learning outcomes for all students.
6. Create a framework and guide for defining and assessing essential learning outcomes that can be applied to diverse institutions and adapted to a variety of academic and professional fields.

The proposed project will further increase AAC&U's institutional capacity to provide global learning faculty and curriculum development resources, activities, and national leadership beyond the life of the grant. AAC&U's capacity to focus higher education's attention on complex, integrative, real-world global problems has already been boosted by the recent partnership with Project Kaleidoscope (PKAL), a cross-disciplinary community of scientists, mathematicians, and engineers leading national conversations about creating innovative cross-disciplinary STEM learning environments and educational leadership. This project will channel that important collaboration into the arena of global learning. With support from the Henry Luce Foundation, *General Education for a Global Century* will serve as a national community of scholars and practitioners who will move complex and integrative global learning models from theory to practice. The resulting community will act as an incubator for high-quality innovative general education designs and assessments of global learning that will ultimately influence all of higher education.

Background

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate education. Its members are committed to extending the advantages of a liberal education to all students, regardless of their academic specialization or intended career. Founded in 1915 by college presidents, AAC&U now represents the entire spectrum of American colleges and universities—large and small, public and private, two-year and four-year. AAC&U comprises 1200 accredited colleges and universities. Through its publications, meetings, public advocacy, and programs, AAC&U works to reinforce the commitment to liberal education at both the national and the local campus level and to help individual colleges and universities keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges. With a ninety-five-year history and national stature, AAC&U is an influential catalyst for educational improvement and reform.

In 2005, The Henry Luce Foundation supported AAC&U's effort to create *Shared Futures: General Education for Global Learning*. That network of sixteen colleges and universities experimented with the development of integrative general education curricula that use global learning and global challenges as a fundamental organizing principle for undergraduate learning. In 2006, the Fund for the Improvement of Postsecondary Education (FIPSE) provided additional support to *Shared Futures: General Education for Global Learning* to increase the representation of natural science faculty members on campus teams developing global courses and curricula. FIPSE resources were also designated to further explore the connections between global learning and US diversity education as well as to increase institutional capacity to assess the impact of global learning on key student learning outcomes.

Participants in AAC&U's previous Shared Futures projects began to create cross-disciplinary, problem-based, in-depth models for globalizing general education, as well as exploring global questions through the big questions of the majors. Such models move far beyond developing new courses with global content, to include:

- topically linked courses (from introductory to advanced)
- certificate programs
- global thematic minors
- field-based designs with experiential learning
- interdisciplinary explorations of science and technology in global contexts
- undergraduate research on global issues, and
- blended combinations of the above

The following snapshots suggest some of the innovative work that was accomplished in the previous Shared Futures project.

Whittier College leveraged its participation in the Shared Futures network to identify where opportunities to prepare students for global citizenship already exist in their liberal education curriculum, to develop new courses that facilitate global learning outcomes, and to help refine and assess global learning outcomes. Whittier's general education curriculum meets global learning outcomes through four requirements: Community I—first year co-enrollment in writing seminar and topical course; Connections I—co-enrollment in two courses that examine the same topic from different disciplinary perspectives; Connections II—a course in which students examine the science underlying a social issue, problem, or cultural practice; and Cultural Perspectives—four courses from six geographic areas or global/comparative categories. By the 2008/2009 academic year, Whittier faculty had increased the number of global courses in Community I from 25% to 36%; Connections I from 30% to 54%; Connections II from 30% to 71% and Cultural Perspectives (Cross Cultural) from 29% to 54%.

In fall 2009, Otterbein College faculty approved an ambitious revision of the theme of its general education core curriculum, Integrative Studies, a four year developmental program that had long been organized around questions of Human Nature. The Shared Futures project members successfully shifted the theme to Global Citizenship, “which,” they argued, “more accurately reflects the values and attitudes we hope our students develop in our program.” In 2007-2008 faculty members worked in three Professional Learning Communities (PLCs) grouped along divisional lines (Humanities, Social Sciences, and Sciences) to discuss and develop Global Learning Goals and pilot courses. Team members have built on the momentum of the Shared Futures project to convene a working group to develop the first ever College Wide Learning Outcomes. The charge of the group is to draft a set of outcomes that will function as a road map for students during their Otterbein experience with an end point of engaged global citizenship.

Arcadia University launched a new Undergraduate Curriculum. Thematic global topics are now found in the First-Year Seminar—small, interactive, courses “designed to spark intellectual curiosity,” as well as in University Seminars—integrative learning showcases, “designed to make intellectual connections among academic disciplines and between scholarly ideas and the world beyond the classroom.” Each student must complete a First-Year Seminar and two University Seminars. In addition, Arcadia defines Global Connections as one of four required Intellectual Practice areas. Students must demonstrate through their coursework that they have examined “issues related to interconnectedness, interdependence, and inequity within and among nation-states of the world.”

Hawai'i Pacific University (HPU) focused much of its project efforts on designing new "Global Learning First-Year Seminars" as part of a newly revised general education curriculum. The HPU team identified as key goals for the summer institute defining and developing teaching-learning "good practices" that would engage students and teachers in global learning topics, values, and practices. The intent was to align these practices with the global learning outcomes previously articulated for the new general education curriculum. To complement the Global Learning First-Year Seminars, HPU organized a Global Citizenship Student Symposium. The symposium, focused on global climate change, was open to all freshmen enrolled in seminars, and featured speakers, workshops, and peer interaction.

General Education for a Global Century will build upon such progress and the consensus global learning goals undergirding that work. Global learning should result in demonstrable student progress in the following:

- Gaining a deep comparative knowledge of the world's peoples and problems;
- Exploring the historical legacies that have created the dynamics and tensions of the world;
- Developing intercultural competencies so they can move across boundaries and unfamiliar territory and see the world from multiple perspectives;
- Gaining the scientific knowledge needed to understand the global contexts of critical civic issues such as sustainability, climate change, or energy.
- Sustaining difficult conversations in the face of highly emotional and perhaps uncongenial differences;
- Understanding—and perhaps redefining—democratic principles and practices within a global context;
- Gaining opportunities to engage in practical work with fundamental issues that affect communities not yet well served by their societies;
- Believing that their actions and ideas will influence the world in which they live.

Continued Need

The problems we face today and the challenges our graduates will confront with growing urgency are increasingly defined as global problems: environment and technology, health and disease, conflict and insecurity, poverty and development. Similarly, the goals of democracy, freedom, equity, justice, and peace encompass the globe and demand deep understanding from multiple perspectives. The interconnections and interdependencies of global systems have been mirrored in a surge of interdisciplinary research centers on campuses, yet many colleges and universities struggle to translate that knowledge and expertise into practices that help align general education curricula with expectations for educating students who can thrive in a global economy and become socially responsible and civically engaged leaders at home and abroad.

General education designed for an American Century needs to be re-envisioned for a Global Century.

Global learning goals resonate strongly throughout the business community as well as the academy:

- In 2006, AAC&U commissioned a series of focus groups with business leaders, followed by a national survey to learn their impressions of how well colleges and universities prepare students for work. **Business leaders thought that colleges were**

underemphasizing “Global Issues,” with 72% urging greater attention. The following year, AAC&U again asked employers to reflect on how colleges should assess and improve student learning. When asked to evaluate recent college graduates’ preparedness in 12 areas, global knowledge received the lowest scores. **Only 18% of employers rated graduates as very well prepared in global knowledge; 46% felt that graduates were not well prepared. Nearly one half of employers responding to the survey did not think their recent college hires had the global knowledge necessary for advancement.**

- In a 2009 survey of chief academic officers at AAC&U member institutions, 87% of respondents at institutions with campus-wide learning goals reported that their goals included increasing knowledge of global/world cultures. Seventy-nine percent included improving intercultural skills. However, data from the same survey indicates that only 60% of general education programs include global courses, only 38% include civic learning or engagement activities, only 36% include experiential learning opportunities, and only 35% of programs are designed to feature a coherent sequence of courses.

Not surprisingly, in the survey of chief academic officers, the three areas of knowledge that top global/world cultures for campus learning goals are humanities (92%), science (91%) and social sciences (90%). **Global learning, however, is too often narrowly conceived as a study of cultures and difference, best addressed in the humanities. The *Shared Futures* initiative, by focusing on complex problems that require interdisciplinary approaches and integrative skills, insists that global learning can transform all three divisions of knowledge.** This is particularly important as institutions rethink their overall general education goals and designs and revisit the role of science requirements within them. Too often within courses and programs that focus on issues of global significance, the foundation and focus lies squarely in the realm of the humanities with only cursory attention given to the scientific learning required to fully address the issue. More attention needs to be given to the specific scientific content and literacy learning goals in these global learning contexts. In addition, if global learning experiences are to be fully integrated across the arts, humanities and sciences, the faculty members who teach these courses need help in preparing and delivering broad interdisciplinary content.

Global challenges cut across multiple disciplines and require perspectives that most often lie beyond the training and experience of faculty members. Institutions increasingly recognize the need to engage these challenges, but as they pursue global learning strategies, they often find the pathways are poorly mapped. All the research conducted or consulted by AAC&U in the past few years reveals that civic, ethical, intercultural, and global learning—what AAC&U has termed the “Personal and Social Responsibility” outcomes—while widely espoused in principle, are largely left to individual initiative and choice in actual practice. **In other words, despite mission-level commitments to educating global citizens, there is faint national leadership for reclaiming the public and democratic purposes of college learning that such goals would imply.** What is more, a faculty that is systematically trained for scholarship is not trained for creative leadership on these cross-disciplinary issues.

AAC&U was an early leader in efforts to globalize undergraduate learning and to encourage faculty members to develop courses that addressed global and intercultural themes. These efforts to broaden curricular focus—especially around non-Western cultures and questions of diverse communities—remain critically important. The additive strategy—initiating a global perspectives requirement—is, however, inherently limited. The proposed project will move institutions beyond this approach to the next level of curricular change. Drawing from the

lessons of previous general education projects, we seek to move problem-based, thematic topics to the very center of the general education experience. Such a fundamental shift in organizing student learning will require expanded study opportunities for faculty. Faculty members will need to become familiar with new scholarship, new pedagogies, new curricular architectures, and new leadership strategies. **The proposed project will address these needs directly by providing new models and spaces for faculty development in the context of budgetary challenges and severe time constraints of over-burdened faculty members—especially non-tenured junior faculty.**

Timing and National Significance

Despite these challenges, higher education is primed for such efforts. There is a discernible trend across higher education toward thematic, problem-based, interdisciplinary foci both in undergraduate education broadly and in new designs for general education. AAC&U is the major national association that campuses turn to when they are rethinking general education. Indeed, through its Liberal Education and America's Promise (LEAP) initiative, AAC&U is working with three large state systems all taking a fresh look at their general education goals, curriculum, pedagogy, and assessment. Yet, as such systems emphasize integrative learning, they are apt to ignore global learning. According to the latest data from the American Council on Education (ACE), in 2001, 28 percent of institutions made specific reference to international or global education in their mission statement. In 2006 that number had increased to 40 percent. Such good news is offset by the finding that the percentage of colleges that require a course with an international or global focus as part of the general education curriculum—an insufficient and rudimentary measure of global learning—actually fell from 41 percent to 37 percent in that same time period (2008, *Mapping Internationalization on U.S. Campuses: 2008 Edition*, ACE). **The proposed project will help remedy this dangerous disconnect between institutional mission and curricular practice.**

Every twenty to thirty years, a new wave of general education reform moves across higher education. The *Shared Futures Initiative* is part of such a wave. AAC&U believes that the next several years will represent a significant recommitment of attention, energy, creativity, and resources to general education reform. “General Education in the 21st Century: A Report of the University of California Commission on General Education in the 21st Century,” is one product of this emerging movement. Two of the Commission’s recommendations reinforce our own priorities:

As one alternative to the “cafeteria approach” to general education—when students choose a set of courses from an unwieldy list of general education courses—campuses should develop a discrete number of thematic, interdisciplinary bundles or sequences of courses around substantive and timely topics. These packages could be considered a substitute for discipline-based minors and could receive full academic recognition, so indicated on students’ transcripts. Students could select any given thematic package voluntarily, but once selected, all of its constituent parts would be required.

Campuses should give the highest priority to advancing the civic education and engagement of their undergraduates. In particular, they should expand and consolidate courses and programs that combine (a) students’ volunteer, service, or political work; (b) instruction in the academic significance and importance of that work; and (c) individual or group-based student research related to their community involvement (2007, Center for Studies in Higher Education, University of California, Berkeley).

Additionally, there is a new standards movement emerging in schools. Currently, the standards pay no attention to global learning at all, even though the global economy is routinely invoked as the reason why higher standards (in Math, English, and Science) are needed. Building on earlier work, the proposed project and its reports will challenge educators to broaden the vision of essential learning and focus with new intensity on aims, learning outcomes, curriculum designs, and progressively more challenging learning—that actually builds global capability.

A Call to Action for Global General Education

Such goals signal a radical shift away from how the academy has too frequently conceived of general education, dividing its content piecemeal across departments. Many of our member campuses are attempting comprehensive reform by aligning their efforts with AAC&U's public advocacy initiative, *Liberal Education and America's Promise* (LEAP). LEAP's "Essential Learning Outcomes" and "Design Principles for a Contemporary Approach to General Education" ask institutions to rethink the content and re-imagine the designs of a globally engaged general education. (Please see **Appendix A** for the Essential Learning Outcomes)

Content: *The General Education for a Global Century* project will organize its campus work around three key content elements that are models for preparing students for the challenges of the century before them.

- Diversity, Democracy, and Global Emphases
Students will explore global interdependence and American pluralism, questions of identity and community, and ethical social responsibility.
- Scientific Literacy (for ALL students, STEM majors and non-STEM majors)
Learning experiences will emphasize scientific inquiry and scientific literacy across the curriculum, connected to real-world agencies, global research, and data.
- Advanced Integrative Inquiry
Student work will focus on "big questions" in the junior and senior year across disciplines. Students and faculty together will explore problems that require multiple perspectives and investigation for their solution.

Design: Paralleling the transformation of content is the development of new global learning architectures. AAC&U continues to gather examples of the kinds of practices that provide the most effective environments for accelerating student learning over time. The project will promote the following elements:

- Sequential Progression from First to Final Undergraduate Years
Participants will implement a first to final year structure—keyed to expected student capabilities rather than specified course content—with integrative and applied work at milestone and culminating points across the curriculum, and flexible points of entry for transfer students.
- High Impact Educational Practices
Institutions will weave widely tested, student-centered educational design practices into the general education curriculum (examples include first year seminars/experiences, learning communities, writing intensive courses, collaborative projects and assignments, undergraduate research, internships, and capstone projects).

- Intellectual and Practical Skills Across the Curriculum
Starting when students enter the institution, the curriculum will help students make clear links between skills (such as analytical reasoning, inquiry and research, quantitative and information literacy, problem-solving, community-based learning, integrative learning) developed in general education and those developed in majors.
- Capstones
Capstones are designed to integrate general education requirements and the major and to demonstrate that students can apply their learning to complex problems.

The proposed framework for global learning grew from previous Shared Futures projects. All participating institutions made progress in one or more of these areas; several built real momentum toward a comprehensive vision of global learning in general education. Higher education requires more opportunities to build on this promising foundation. Institutions will benefit from a robust community of innovators able to share and learn from collective experience, develop and apply new ideas for multiple contexts, and put the separate elements together into more coherent general education programs and practices. *General Education for a Global Century* will provide significant help as institutions craft general education curricula that meld the best of design principles, the essential learning outcomes, and the multidisciplinary foci of global learning.

Project Design

General Education for a Global Century will feature three interconnected strands of work:

1. Communication and Public Advocacy
2. Curriculum and Faculty Development
3. Outcomes and Assessment

Each of the three strands will be led by a team of AAC&U project staff in collaboration with an advisory board of experts from the field and leadership from the participating institutions. While the project will work intensively with thirty institutions, we anticipate a much broader engagement across higher education. Estimating from the numbers of institutions that send teams to our Annual Meetings and General Education and Assessment conferences alone, in the course of the project, 800 institutions will be involved in conferences, institutes, and working sessions related to the project.

Strand One—Communication and Public Advocacy:

Goal:

Strand One will focus the higher education community and broader public on fundamental questions of educating undergraduates for global citizenship and personal responsibility. To realign undergraduate general education to engage students with complex, interdisciplinary, real-world global problems will require intentional rethinking of the disciplines, faculty roles and rewards, pedagogy, curricular design, and assessment. Through the communication and public policy strand, *General Education for a Global Century* will frame those important national conversations.

The communication and public advocacy work will be coordinated by a National Leadership Council on Global Learning. The Council will include ten distinguished scholars, innovative

teachers, and visionary administrators—leading voices in the conceptualization and practice of global learning, general education, scientific literacy, civic engagement, diversity, and assessment. Such a group will increase the visibility of the project and gain the attention of higher education decision-makers. In addition to providing valuable advice to project staff, the Council will issue a credible and powerful call for engagement in a “Global Learning Imperative” report to be released in early 2011. AAC&U has a long history of working with such groups to great advantage in our highest priority areas. Global learning needs and deserves the kind of leadership and attention that a National Leadership Council can bring.

The Council will meet in person once during each year of the project and by telephone at least twice. It will serve both as an overall advisory board to the project and as the leading public voice for the project. The Council will be tasked with working with Shared Futures staff (with the advice of AAC&U’s office of Communication and Public Affairs) to develop and implement a communication strategy for the project as well as refining a set of global learning principles that will shape the curriculum and faculty development and assessment work (strands two and three).

Strand One Deliverables (Communication and Public Advocacy):

Foundational Piece

- In the Winter of 2010 or Spring 2011, AAC&U will publish a short on-line monograph, *Charting the Globe*, on Global Learning and General Education. In this piece, Shared Futures staff will articulate the important use of global learning frameworks as a lever for bringing coherence to general education design. Grounded in the lessons learned from the previous Luce-funded project, the monograph will inform the next two years of work.

Public Advocacy

- In Spring 2011, AAC&U will publish “The Global Imperative,” a national call to action for global learning that will outline the urgent need to address global issues and develop global solutions as a fundamental part of the agenda for liberal education. This effort will be aimed beyond the campus to broader public audience.

Trend Analysis Paper

- AAC&U staff will also disseminate an on-line report analyzing global learning trends evident in the applications submitted by institutions wanting to participate in the project as well as campus-based global learning inventories and action plans.

National Leadership Council Position Paper

- In 1999, AAC&U published a discussion paper, “Globalizing Knowledge: Connecting International and Intercultural Studies” by Grant Cornwell and Eve. W. Stoddard. The Council will build upon this path breaking work and produce a report that maps the intersections between global learning, civic engagement, and US diversity in the context of 21st century student learning outcomes.

Broad and Continuing Dialogue

- Throughout the project, the Council will utilize AAC&U's full range of communication vehicles (Diversity & Democracy, Liberal Education, Peer Review, blogs, social networking sites, etc.)

Best Campus Examples

- The project will contribute to the Spring 2011 issue of *Diversity & Democracy*, "Science on a Global Scale." The issue will explore STEM learning as a key subject of inquiry in an interconnected world. *Diversity & Democracy* aims to support academic leaders and educators as they design and reshape their diversity programs, civic engagement initiatives, and global learning opportunities to better prepare students for principled action in today's complex world. It features: the latest curricular models for diversity and global learning requirements; research on the impact of diversity on campus climate and student learning; perspectives on active learning for civic engagement and democratic action; and effective campus practices that link diversity, global, and civic learning. *Diversity & Democracy* is available both in an online version and in a print version that is distributed to faculty and administrators at more than 3,000 colleges and universities nationwide. **(See Appendix B for copies of *Diversity and Democracy*)**

Thematic Publication

- Insights from the project will be featured in a special issue of AAC&U's *Peer Review* in 2013. *Peer Review* provides a quarterly briefing on emerging trends and key debates in undergraduate liberal education. Each issue is focused on a specific topic, provides comprehensive analysis, and highlights changing practice on diverse campuses. *Peer Review* is read by more than 6,000 college administrators, faculty, graduate students, and other educators each quarter. Recent issues have explored study abroad and undergraduate public health studies. **(See Appendix C for copies of *Peer Review*)**

Strand Two—Curriculum and Faculty Development:

Goal:

The proposed project will work directly with thirty colleges and universities to help them become national models for utilizing global learning to create cohesive, comprehensive, globally focused, general education programs. The project will provide the time and resources for campus teams to work together, learn from their peers, and benefit from the experience of national leaders in global learning.

Strand Two Deliverables (Curriculum and Faculty Development):

Mapping Global Learning on Campus

- Each of the selected institutions will conduct a global learning inventory on their campus. They will identify resources that they already possess vis-à-vis global learning and begin to map out the connections and intersections between those pockets of campus innovation and their global general education goals.

Global Learning Summer Institute

- The centerpiece of the curriculum and faculty development strand will be a five-day summer institute held during the summer of 2011. At least four individuals from each campus team will attend the institute. These individuals may be faculty, administrators and/or student affairs professionals, and should represent a larger, campus-based team of at least five. Teams will develop their own action plans for developing a more coherent and holistic approach to global learning through general education and additional curricular and co-curricular strategies linked to general education. These action plans will be influenced by the global learning inventory (see above). As a result of the summer institute, teams will be better prepared to shepherd through significant global learning curricula on their respective campuses.

The institute will feature:

- seminars on integrative global learning topics such as sustainability and development, health and justice, migration and memory
- curriculum design workshops
- sessions on pedagogy, assessment, and student development
- team time (we have found team time to be critical in forwarding campus-based change)
- consultations with experts drawn from previous Shared Futures projects and related AAC&U projects on general education, integrative learning, scientific literacy, personal and social responsibility, and assessment

Periodic Global Learning Workshops at AAC&U Network for Academic Renewal Meetings

- In addition to the intensive summer institute, we will offer more narrowly focused half-day curriculum development workshops in conjunction with AAC&U Network for Academic Renewal Meetings and/or AAC&U's Annual Meeting. These workshops will be open to project institutions as well as the broader AAC&U community. They will be led by AAC&U staff in collaboration project participants in a position to share exemplary work. The first such workshop is planned for our Fall 2010 Network meeting, "Facing the Divides: Diversity, Learning, and Pathways to Inclusive Excellence. That workshop will be led by Caryn McTighe Musil, Kevin Hovland, and Harvey Charles, Vice Provost for International Affairs at Northern Arizona University.

Shared Futures Social Networking Site

- The global general education implementation plans from each of the thirty participating institutions will form the backbone of a social networking community of practice. Teams will use the site to communicate across campus and share resources, materials, and ideas. This social networking site is being piloted now as a result of AAC&U's 2009 Global Learning Forum. To see the pilot site, visit <http://sharedfutures.ning.com>

Network for Academic Renewal Meeting

- After the proposed project is completed, AAC&U will feature the lessons learned by the participating campuses in a Network for Academic Renewal meeting that will focus on global citizenship and personal and social responsibility (Fall 2013).

Strand Three—Outcomes and Assessment:

Goal:

Capturing meaningful and multiple areas of change in student knowledge, skills, and attitudes will be critical to show the value in shifting general education designs toward more meaningful engagement with integrated and applied learning. Project staff and selected participants will form a global learning assessment working group that will be responsible for nurturing best assessment practices in all stages of curricular development.

Strand Three Deliverables (Outcomes and Assessment)

While the LEAP Essential Learning Outcomes are a valuable starting point for global liberal education, specific outcomes that represent the fully integrated kinds of thinking and knowing required for global learning do not yet exist.

Global Learning Essential Outcomes

- Collectively, project participants will develop student learning outcomes. These outcomes will then be mapped to developmental levels of learning based on those rubrics already developed and tested in AAC&U's VALUE project (Valid Assessment of Learning in Undergraduate Education). **(See Appendix E for the VALUE Rubrics)**

Global Learning Rubrics

- Participating institutions will test the resulting global learning rubrics against authentic student assignments.

Nature of Institutional Participation

Participating institutions will apply to join the project and will be selected in a competitive process. Applicants will be asked to describe their general education reform agenda, articulate the role of global learning in that agenda, describe their vision for success, and name a campus team of individuals who will take part in project activities.

Each institution will be required to name a Team Leader who will take responsibility for meeting the goals of the project. They will also be expected to name a team (at least 5 people) that will work on general education/global learning issues; teams should consist of faculty members and student affairs professionals from multiple departments and divisions.

AAC&U has found that national calls to our membership allow us to gather rich data about emerging trends. These trends will both shape the project and shape conversation across the academy, consequently, one of the project deliverables (see page 9) will be a trend data analysis paper to be electronically shared with the field.

Participating institutions will be expected to send at least four team members to the summer institute. Expense of two team members will be funded by the grant; expenses of additional team members will be the individual institution's responsibility. Participants will also be invited to attend the workshops that will take place at a Network for Academic Renewal conference at their own institutional expense. Team members will be expected to contribute to the online community throughout the project.

Conclusion

AAC&U will seed the General Education for a Global Century project with the principles and ideas shaped during the previous several years' *Shared Futures* work. The National Leadership Council for Global Learning will further develop and articulate these ideas and the communities of practice will translate the ideas into concrete curricular experiences. Curriculum and faculty development will grow out of the sharing of promising practices and innovative frameworks. AAC&U will take advantage of its organizational experience to play the role of convener, mentor, consultant, participant-observer, chronicler, publisher, and publicist. Participating faculty members, student affairs professionals, and administrators will contribute their intellectual power as well as their institutional change strategies to create a national movement focused on the most powerful types of learning students need for success in the Global Century. Such a project can transform higher education's approach to general education at a critical moment when institutions, nations, and individual citizens face complex, urgent challenges.