

## SUSTAINING WORK AS INSTITUTIONAL PRIORITY CORE CONCEPTS AND GUIDING QUESTIONS

### **Core Concepts** (interrogating and applying core concepts)

How and where is Global Learning manifested?

What kinds of institutional partnerships and collaboration exist to support global learning?

What kinds of funding opportunities exist for course development and research projects?

Are successful global learning projects being disseminated among faculty and students on campus?

Who is perceived as key to driving this agenda?

Are there specific expectations of faculty search committees for the hiring of new faculty relative to the global learning agenda?

Is there a reward system for faculty and departments who engage in this work?

Is global learning being assessed and if so, how?

Has the time arrived to begin preparing for a new round of strategic planning that will further inscribe global learning at the institution?

### **Key Questions**

1. What incentives can be developed to keep faculty engaged, or at a minimum committed to the global learning agenda?
2. Assuming that the global learning project is launched in only one dimension of the institution (eg., general education curriculum), what strategies might be employed to universalize this agenda to include the disciplines, etc?
3. Sustaining implies institutionalization. What levers must be engaged to institutionalize global learning, once this project is launched?

**GLOBAL LEARNING IN COLLEGE: Cross-Cutting Capacities for 21<sup>st</sup> Century College Students**  
**Mapping Teaching and Learning Outcomes with Practices for Global Learning**

	<p><b>GLOBAL KNOWLEDGE</b> Students understand multiple worldviews, experiences, histories, and power structures</p>	<p><b>GLOBAL CHALLENGES</b> Students apply knowledge and skills gained through general education, the major, and co-curricular experiences to address complex global issues</p>	<p><b>GLOBAL SYSTEMS AND ORGANIZATIONS</b> Students gain and apply deep knowledge of the differential effects of human organizations and actions on global systems</p>	<p><b>GLOBAL CIVIC ENGAGEMENT</b> Students initiate meaningful interaction with people from other cultures and take informed and responsible action to address ethical, social, and environmental challenges</p>	<p><b>GLOBAL IDENTITIES</b> Students articulate their own values as global citizens in the context of personal identities and recognize diverse and potentially conflicting positions vis-à-vis complex social and civic problems</p>
<p><b>Sustaining work as institutional priority</b></p> <p><i>Harvey Charles, Vice Provost for International Initiatives and Director of the Center for International Education, Northern Arizona University</i></p>					