

Global Learning in College
Network for Academic Renewal, AAC&U
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Facilitated Discussion
Sustaining work on global education as an institutional priority (Harvey Charles)

Friday, October 7

Session is for campuses where global learning activities have been under way, and the challenge is how to ensure its continuation

--need to institutionalize, make this pervasive, maintain momentum and passion

What is the global learning on your campus? (Connect to your institutional history and mission)

Northern Arizona University: vice provost for international education position created, strategic planning process resulted in recommendations including (develop global learning outcomes for majors; do an audit of existing courses on global learning; discuss how to ensure that all students have multiple encounters with global learning; develop assessment protocols)

--60% of departments have participated so far

Austin Peay--one out of 4 High-Impact Practices planned for QEP

4 strategic themes; all budget requests, etc. must address global learning focus

2 years in, trying to audit and incorporate without global learning being seen as an "add-on"; Higher Learning Commission accreditation process

8th year of requirement for all students to study abroad; developed web-based platform to help with students' intentionality

Queens: school is global, but has no "global learning" program; have developed new learning outcomes, and global learning is one of them; need to connect the pockets of global learning; Ex = heritage language program as existing resource

School had to move from St. Augustine to Miami because of threats of violence. Students at HBCU do not feel empowered there though it is a diverse city. Working through Salzburg Seminar to develop study abroad and study away. Learning to be a global citizen in local contexts; revising core curriculum with global focus, input from all disciplines. Don't have a lot of resources to sustain.

School in Illinois that just began lower-division courses (was just upper-division and graduate). It is hard to get students from Chicago area to understand relevance of global learning.

Leslie University--"Global Center Fellows" program

All responses touch on the challenges.

General education, majors, and study abroad are all principal sites--but no ONE site is enough. Global learning must be pervasive, cross-cutting. Must do work in the curriculum, and not just general education; also in the co-curriculum. Requires close collaboration with the faculty and staff. Can't be top-down; need to provide incentives (to the degree possible). Resources, reward structures, etc.

With study abroad, there are lots of reasons why students might not go (or be able to go).

What funding exists, and to what extent is this a struggle on your campus?

- Luce, Mellon, federal grants (Title VI), donors, etc.
- internal funding (need to bring people with common global learning goals together, so it's not piecemeal); can target some existing allocations for faculty development
- what to do when initial funding runs out? Especially if there's no position dedicated to this work?
How to institutionalize global learning under those circumstances

If global learning is really a priority, then the institution must devote some resources to it, whether they are new or reallocated. Budgets show our priorities.

Augsburg College has a center and numerous programs, but still sees a challenge to sustain. Do targeted "streams" of faculty development provide funds for this focus?

Tap institutionalized budgets for international students to assist global learning. Allocate a piece of a budget (for example, international student fees). (Paradise Valley CC). **"Tuition capture;" reliable source of revenue; becomes just "the way things are"

- must get VP for finance, president to commit to this. Provost and Deans can help to lobby.

Also try to tap donors' interests. (Example at Northern Arizona University business college) Talk to Advancement office about deliberate fundraising around global learning. (Example at NAU: global science--dual degrees in STEM and language, including study abroad.) Projects in global learning can attract donor dollars.

If there is a key learning outcome tied to global learning that can become an incentive to "deliver" on the promise. Tying it to civic engagement can generate momentum from partners, but can also exhaust already-busy faculty.

"Initiative fatigue" is real. How to sustain energy?

Faculty don't control much beyond the curriculum. Must exhort them to make use of the power they have.

Be strategic about tying global learning to other themes that matter greatly to the campus and its identity. Make alliances with areas and programs that have resources.

- example: at NAU, it's linked to engagement, sustainability, and diversity.

Institutional commitment, endorsement; can be funding, creation of an office or a position, etc.

Connect global learning to strategic planning moments. Make it a priority. Lobby for it. This can help hold administration accountable for tangible support.

Support faculty in their international teaching and research, no matter how short-term. Also recognize their work, celebrate it. Build campus allies along with internationalizing curriculum and strengthening partnerships.

Saturday, October 8

This session was dedicated to hearing more about challenges and specifically about problem-solving

Have you begun to assess your global learning project? You must gather evidence in order to continue to justify devoting resources to global learning. Evidence must be credible.

- surveys for students after studying abroad (pre/post)
- needn't be add-on (faculty are already doing assessment)
- capstones
- lots of instruments available

Global perspectives not necessarily the same as Intercultural Competencies

Reviewed key points from Friday:

- make global learning part of strategic planning;
- make global learning reflect institutional history, mission, identity;
- make sure budget requests reflect strategic goals (including global learning);
- use multiple sites;
- Can tie global learning to accreditation (engineering, nursing, business, etc);
- Use global projects to advance global learning, in absence of university-wide initiative, leadership, commitment;
- Use multiple sources of funding;
- Remind faculty of their control over the curriculum, provide development;
- Gather evidence of the success of global learning

Make global learning a criterion in faculty hiring process, and reward structure (a couple of institutions in the room have done this--some broadly, some in specific departments.)

Tenure and promotion process is one kind of reward. What are other examples of rewards for global learning? Make them public and highlight leadership.

Tensions among student safety, cost, college liability (can engage locally). Common protocol for all faculty-led trip, including risk management training/risk assessment workshop

Do what you can to push the potentially negative decisions out of the global education office and to higher administration; don't make global education "the enemy."

Other challenges?

- foreign language faculty feel they "own" study abroad and are active on committee deciding who can take students; won't let a lot of others "in the club"; feeling threatened
- opposite problem: only area studies (non-Western) faculty could go, leaving out most language faculty

"Outsiders" to the process can advocate for change

Think about the western languages in nonwestern contexts (colonial)--use study abroad as chance to interrogate colonial histories and current realities. Could have student trips to nontraditional places in traditional western languages

One school replaced area studies with global studies to get around some turf issues

Seems ironic that in a time of increasing interest in global learning, more schools are eliminating language requirements

- try to connect languages to other majors in which those languages are useful (NAU ex: German for STEM fields)

Also ironic that sometimes, the people we think should be most supportive of global learning may be resistant to some aspects of it, for a variety of reasons (concern about enrollments, student costs, etc.)

What structures should be in place on every campus to help mediate these issues, institutionalize global learning conversations?

- advisory committee (how constituted?)
- can use agenda from assessment committees to advocate for global learning outcomes
- can be hard when study abroad/global learning is only under student affairs; need a broad coalition.

Global learning advocates can help administrative allies look good; can frame development of global learning as a legacy initiative; importance of pioneers, champions

Bring in outside consultant (doesn't need to be expensive) to spend time, create a report with recommendations—someone with no personal "stake." (AIEA)

Is higher education accreditation encouraging global learning, holding institutions accountable for it? QEP processes, etc. AAC&U work pushes accreditors in this direction. Disciplinary accreditors can also be allies. Many mention global learning, and if they don't, then departments can be seen as going above and beyond.

Publish the work you're doing on global learning.

Effective student presentations on global learning, to various audiences, can move a lot of people; can be compelling.

- some faculty lack confidence in students' abilities

Final thoughts?

- incorporate service learning into education abroad. Learning communities approach can bridge academic and student affairs.
- collaboration is key.
- think in terms of education abroad, not just traditional study abroad. (Service, internships, etc.)