

# Models of Global Learning

Indira Nair and Margaret Henning

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*Association  
of American  
Colleges and  
Universities*

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## FOREWORD

# Global Learning: Shifting from an Option to a Priority

In the past decade, the importance of global awareness and engagement has increased significantly for students at US colleges and universities. Initially, institutional efforts focused on structural changes to facilitate the mobility of students and scholars and to increase the number of participants in global learning activities to enrich the experiences of students on the home campus. However, as global work on campuses has matured, external actors such as employers and accreditors have also made a strong case for global learning. This maturation has caused an intentional focus on student learning; institutions have gone from counting participants to focusing on quality and on what students are learning, doing, and applying across the disciplines.

In this digital information age, it is impossible to ignore the interconnectedness of the world in daily life and work. Local problems have global connections and implications, and these problems cannot be solved by individuals in a single country. Food and water security, health and economic disparity, sustainability and fair trade are global issues by nature, and students need to be prepared to address these problems in the broader context of the world, not just the United States. With intentional, high-quality global learning, students are prepared to engage multiple perspectives as they explore the seemingly unanswerable, contested questions of our times. They are also given multiple opportunities to evaluate evidence from diverse sources and consider the varied ramifications in different global contexts. It is in this spirit that this publication was written. As institutions across our nation and the world are grappling with these issues, they have gone beyond simply including the words international or global in their mission statements to identifying ways to provide students with meaningful understanding, engagement, and experience with global issues.

The Association of American Colleges and Universities (AAC&U) has been a leader in advancing integrative global learning for nearly thirty years. This work has been done hand in hand with a wide range of member institutions from all types, and it has been done for students across majors and disciplines. Global learning is no longer viewed as important just for students who focus on area studies and world languages; it is important for *all* students—from STEM to the health sciences to education. To support institutional efforts to provide global learning for all students, AAC&U has continued to provide resources and materials to assist institutions as they develop and revise their curriculum to reflect more global integration, and *Models of Global Learning* is another useful tool to explore how global learning initiatives can move from ideas to well-integrated efforts across institutions.

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Shared Futures was AAC&U's multi-year, multi-project initiative, funded by the Henry Luce Family Foundation from 2005 to 2013. The emphasis of the initiative was integrating global learning into general education and the majors, but it also created institutional and cross-campus networks of interdisciplinary global learning scholars. Based on their interviews with participants from the initiative, *Models of Global Learning* authors Indira Nair and Margaret Henning have identified key elements for institutional practices and approaches to advance and sustain global learning once the external support ends. Curricular change is never easy, and the examples shared in this publication provide sound advice to guide this type of change. The importance of shared language and common understanding is highlighted, and most participating institutions found this to be an essential step to start the process as well as to maintain globally focused work across the institution. It is still critical to guide understanding of global

learning beyond study abroad because, although study abroad is one aspect of global learning, it is synonymous with global learning on many campuses. Once a common language is established, offices, departments, schools, and units must be integrated to ensure the common definition of global learning guides the work of faculty, staff, and students, and to facilitate promotion of global learning activities in cocurricular and curricular experiences to engage the big problems and challenges of society. Professional development must also be offered widely to support faculty and staff, including interoffice and interdisciplinary planning, thinking, and collaboration. Opportunities for collaboration among academic and student affairs must also be explored and cultivated. Finally, assessment of global learning is another key dimension that has been underdeveloped at some institutions. With increased awareness and use of the global learning VALUE rubric, more initiatives are beginning the assessment process to determine the impact of global learning initiatives.

In *Falling Short? College Learning and Career Success*, AAC&U's 2015 employer survey conducted by Hart Research Associates, findings showed that nearly 96 percent of employers agreed that students needed to be able to solve problems with people with different views from

their own, and 78 percent felt students needed intercultural skills and understanding of societies and countries outside the United States. These are the types of skills that students learn from high-quality global learning experiences. These types of experiences require an investment of time by the administration, faculty, and staff to create structures that allow ethical community-based learning, meaningful engagement with people from diverse backgrounds, and the development of transparent, intentional assignments that are guided by clear global learning outcomes. Students must be prepared for this type of experience, and they should be able to clearly articulate their learning when they graduate. These are the types of experiences that all students should have, and *Models of Global Learning* provides strong examples and structures to lead institutions to develop high-quality global learning for all.

**Dawn Michele Whitehead**

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## INTRODUCTION

# Global Learning: A Curricular Change in Progress in US Undergraduate Education

This is an exciting and challenging time for higher education—for the past decade or so, almost every US college and university has been charged with incorporating global thinking, teaching, and learning in the curriculum. Each institution has approached this mandate by taking advantage of its strengths. The study we describe here leads us to believe that global learning has begun to develop as a unique feature of American education similar to the way general education emerged in the 1920s and 1930s as a curricular paradigm for education for democracy (Miller 1988).

General Education for a Global Century (GEGC), a project of the Shared Futures Initiative of the Association of American Colleges and Universities (AAC&U), was funded by the Henry Luce Foundation from 2011 to 2014. Thirty-two institutions were selected to participate in the project. The Shared Futures Initiative started in 2001 with Liberal Arts Colleges and Global Learning, a research project that surveyed liberal arts colleges to see how they incorporated global learning into their curricula (see Appendix B). The survey found that the schools were aware of the necessity of global learning and the interdisciplinary challenges that incorporating global learning into their curricula posed. However, several aspects of global learning posed different types of institutional challenges (<http://www.aacu.org/shared-futures/liberal-arts>). The later GEGC project sought to help institutions provide space and a learning community to overcome these challenges.

In 2014, we began conducting interviews to determine what lessons could be learned from the global learning experiences of GEGC institutions. We secured interviews at twenty-four of the schools, and this paper discusses our results and the insights we derived from the interviews. We believe ours is the first study of its kind that is based

on detailed interviews with campus representatives. Jennifer Summit of San Francisco State University (2013) reviewed the global programs at the eleven universities that participated in the Global Challenges Program initiated by the American Association of State Colleges and Universities (AASCU) (<http://www.aascuglobalchallenges.org/index.htm>).

The Global Challenges Program was “a collaborative curricular initiative launched in 2006 by the American Democracy Project of the American Association of State Colleges and Universities (AASCU).” The curriculum was based on a “Seven Revolutions Framework,” denoting the seven revolutionary changes that the world is going through. The areas of these changes, according to AASCU, are: “Population, Resources, Technology, Information,

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Economies, Conflict, and Governance.” A cohort of faculty from the eleven colleges produced an online “national blended learning course” designed “to increase faculty involvement and to enable forms of student engagement that would be impossible in a traditional classroom.” The AASCU blended learning course modules continue to be used in fifteen to twenty universities each year (Mills and Mahaffey 2016; Falk et al. 2016). Two of the schools mentioned in the paper, Kennesaw State University and San Jose State University, are in the set of schools we interviewed.

Descriptions of the beginning and evolution of programs and pathways in diverse types of institutions can be very helpful in charting a course for a program. Therefore, this report is presented as practice-based evidence that describes the models of “global learning” that have recently been adopted by institutions across the United States. A look at the progression of exemplary programs reveals commonalities that are widely useful for institutions interested in integrating global learning into their own curricula.



*Each organization and campus has its own way of defining and carrying out global education or global learning for its students.*

The institutions described in this report have progressed in their programs in the three years since we collected these data. However, we believe that the insights we gained from the study are useful in understanding the general features of how new educational movements diffuse.

### **Global Education**

Most educators agree that “global education” is vital as our world changes at an unprecedented pace and people come together from different cultures, value systems, and ways of thinking, changing the way we communicate, connect, work, and play. There have been many articles expressing different facets of implementing a global education curriculum, generally in one institution. For example, Peter Stearns (2010) juxtaposes global education with liberal education, Jacqueline Reich (2012) articulates the implementation of global education as general education, and Frank Rusciano (2014) and Betty Leask (2013) discuss examples of and challenges of incorporating it in the disciplines. Hilary Kahn (2015) discusses developing student awareness, and Dawn Whitehead (2015) articulates the importance of global service learning as a “powerful transformative form” of learning.

Each organization and campus has its own way of defining and carrying out global education or (more

accurately) global learning for its students. We use the terms global education and global learning interchangeably here as most writings on this topic do. This is indeed how a movement in education starts, as a new idea is conceptualized, articulated, discussed, and implemented in the context of a specific campus and a specific time. This process can take many years, often decades. It takes more time for a model of this process to emerge as “global education,” and even more for it to be transformed by a healthy diversity of distinctive features that characterize it on each campus. Carol Geary Schneider (2015) expressed concern that “‘global’ is more invoked than ensured” in programs at this point. But we think that is exactly how the process begins in a new movement, and several years of work and revision are needed before a broad consensus will emerge on articulating and ensuring a global education. Even the general education movement that started in the 1800s is continually undergoing change, although it is now an accepted part of all American curricula. Each institution fashions its general education to follow its philosophy of education and its strategic position. And since all institutions periodically revise their general education curricula to keep up with the times, so will it be with global education. Writing about internationalizing the curriculum in the disciplines, Leask (2013) argues that “internationalization of the curriculum should be a planned,

developmental, and cyclical process, and employing the imagination is an essential part of the process.”

Experience tells us that curriculum changes are hard. Even with the familiarity and acceptance of the uniquely American feature of general education, attempts at reform often bring clashes within an institution.

This study is also in the nature of collecting practice-based evidence in global education and seeing what insights we can find, rather than “rigorous education research,” which derives from statistical evidence. We believe that practice-based evidence has useful lessons for people embarking on programs, as Smith et al. (2013) have eloquently pointed out.

### **Global Education, International Education, and Global Learning in the United States**

Our focus and that of GEGC is on educating American students to live thoughtfully in our globally interdependent world. We need to distinguish between this “global education” movement and the more established “international education.” Many sources still use these terms interchangeably. However, “international” acknowledges that the organizing components are the principles, models, and methods that distinguish one nation and its culture from another, and from the United States, while “global” is a quest to work on shared problems, issues, and interests. There are several journals and a large body of research literature on international education that also include what we call global education.

An understanding of the history of international education is central to understanding part of the tension between advocates of international education and today’s call for global education. The term international education has been used since the 1860s (Brickman 1977). Centuries earlier, a Moravian bishop named John Amos Comenius (1592–1670), sometimes called the “teacher of nations,” proposed “the establishment of a ‘Pansophic College’ where learned men from the nations of the world would collect and unify existing knowledge toward ‘international understanding’” (Brickman 1977).

International education has been a part of American education for over a century, first in private schools affiliated with religious orders whose mission included social justice and service learning. These religious orders were important as the first ones to attempt international education for understanding, including the World Parliament

of Religions at the Chicago World Columbian Exposition in 1893, that attempted to create a dialogue among the world’s faiths. The Institute of International Education (IIE) was established in 1919 by Stephen Duggan, professor of political science at the City College of New York, along with two winners of the Nobel Peace Prize: Nicholas Murray Butler, the president of Columbia University in 1930, and Elihu Root, the US Secretary of State in 1912. President Butler and Secretary Root had both worked at strengthening international law and participated in establishing the Permanent Court of International Justice at The Hague after World War I as part of the League of Nations. They thought that educational exchange would be the best form of fostering lasting peace through greater mutual understanding, and IIE was established to catalyze such exchanges (Institute of International Education, n.d.).

A different strand of international education began in 1958 with the National Defense Education Act (NDEA). During the 1940s and 1950s, international education had become a priority in the United States because of “shifting global, political, and military alliances, resulting both in bipolarity and internationalism,” according to the International Programs Education Service of the US Department of Education. International education was *defensive* and *instrumental*, and it was used to train experts in “foreign relations” in the interest of national security “to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States” (Office of Postsecondary Education, n.d.). Federal funding built foreign language and area studies programs at US universities through Title VI of NDEA. The original NDEA was in the wake of Sputnik and was aimed primarily at improving US education at all levels. It included funding under title VI for language and area studies programs. Area studies included such subjects as African American studies and Latin American studies, and this was the origin of many such Higher Education Title VI centers in universities, entitled under the Higher Education Act of 1965 (Public Law 89-329, 1965) (GPO 1965).

The original programs evolved, but the tenor of international education began to change back toward the original intent of mutual understanding during the Kennedy era. The Alliance for Progress devoted resources to illiteracy and education and to economic integration and promoting a market economy, with programs such as the Peace Corps and other collaborations focused on Latin

America. Thanks to Senator J. William Fulbright, Congress also passed the Mutual Educational and Cultural Exchange Act of 1961 (also known as the Fulbright-Hays Act). The Peace Corps and Fulbright programs changed the dynamic of international education and exchange in an unprecedented and active way. The involvement of young people and education, rather than just statesmanship and diplomacy, began sowing the seeds for a global education via *global understanding*.

### Global Education, Global Learning Today

The current call for global education, or “global learning,” is not about national borders and protecting sovereignty and national security. It is about sharing problems, knowing that many challenges ultimately affect everyone because of the way the world is now, and with the hope that we can share solutions. For this cooperation, we must understand one another as people based on an awareness of what our own sense of self is. This is what has come to be called global learning, with “global” in this context meaning *transnational*. Hilary Kahn (2015) has written that students must not only know about the world, but also have a “sense of human engagement” and develop a “transnational sense of self.” Michael Goodhart (2015), of the Global Studies Center of the University of Pittsburgh, articulates this well:

Global studies is concerned with the transnational. It seeks to identify and understand trends, structures,

processes, and interactions that take place across time and space, especially those that cross familiar borders and boundaries—whether political, cultural, or psychological. The “global” in global studies is not primarily a geographical marker; rather, it designates a focus on the multiplicity of interconnections that affects us, and our social, economic, cultural, political, and ecological environments. Sometimes these effects manifest locally, sometimes nationally, regionally, or across the entire planet. Whatever the case, global studies is primarily a way of thinking about these interconnections.

As the need for global learning became recognized, many schools started offering a new element to the curriculum, and global courses got integrated into the curriculum depending on the history of how they were introduced. Hilary Kahn (2014) has pointed out that there are many different “entry points” for global studies research; there are also many entry points for global learning in the curriculum.

In his book, *The Practices of Global Citizenship*, Hans Schattle (2008) remarks that the practice of global citizenship and understanding in the form of cosmopolitanism is an ancient tradition. “Cosmopolitanism” stems from the Greek word “kosmos,” which means good order or orderly arrangements. National citizenship, he writes, is a later concept coinciding especially with the American and French Revolutions. Citizenship in our context is distinct

from the legal definition stemming from the idea of nation-states and residency. This is important to bear in mind and reinforces the distinction between the older international education movement in the United States and the current global education movement.

The focus in the current movement is global rather than international—shared problems, interdependencies, and mutual understanding as communities learn to live and work with one another. Economics, and related industry trends like outsourcing and offshore production, contributed significantly to this promotion of global learning. US employers responded in AAC&U’s survey of business and nonprofit leaders in 2013: “Students must have the skills,



knowledge, and personal responsibility to contribute to a global workplace. . . .” (Hart Associates 2013). This trend has led to the increase in academia of global studies majors, minors, certificates, and graduate programs. For example, as of 2014, there were 250 universities with a global health major (Merson 2014).

However, the 2005 Global Survey on Internationalization of Higher Education, conducted by the International Association of Universities, has indicated ongoing confusion as to what the internationalization of curricula means in practice (Knight 2006; Egron-Polak and Hudson 2010). Many academics are unsure what internationalization means in a disciplinary and institutional context (Stohl 2007). Research in international education as generally understood, with its several journals and extensive literature base, has focused primarily on the well-established International Baccalaureate programs and other UNESCO-affiliated initiatives. While an American university or college may gain some relevant insight from that literature, the type of global education relevant to current US higher education that we describe here is a different genre and at the stage when description of practices is more useful and applicable than generalizations at a higher level of abstraction.

David Wank (2008), of Sophia University in Tokyo, reviewed global studies programs around the world and found six kinds of “building blocks”:

1. Thematic courses consider broad frameworks such as transnationalism, world systems, global history, global vs. local, world literature, and global intellectual history.
2. Topical courses focus on democratization, migrations, media, nationalism, gender, nongovernmental organizations (NGOs), diaspora, food security, ethnic conflicts, etc.
3. Issues courses emphasize problems requiring solutions such as environment, population, disease, disasters, genocide, and human rights.
4. Training courses emphasize job-related skills in program evaluation in NGOs managing multicultural organizations that are engaged in conflict resolution.
5. Methodology courses present ways to study globalization, mostly focusing on qualitative approaches.
6. Area courses focus on specific countries and regions through globalization (this constitutes a fruitful over-



*The focus in the current movement is global rather than international—shared problems, interdependencies, and mutual understanding as communities learn to live and work with one another.*

lap with area studies curriculum).

It is useful to go back to one of the earliest and most cited lists of cross-cutting global perspective themes—global educator Robert Hanvey’s organization of the five developments of a global perspective, from his 1976 article, “An Attainable Global Perspective”:

1. Perspective consciousness (the awareness that your view is not universally shared)
2. State of the planet awareness (global challenges and trials that extend across political borders, among all humans)
3. Cross-cultural awareness (how you interact and perceive others, and how you are perceived by them)
4. Knowledge of global dynamics (understanding of key global issues, experiences, and mechanisms)
5. Awareness of human choice (problems, varying paths, and choice as it relates to the global system)

We found different forms of these five perspectives in most of the programs we surveyed, with different emphases from school to school.

## CHAPTER I

# AAC&U's General Education for a Global Century Project

The AAC&U GEGC project and earlier projects of the Shared Futures Initiative started with the assumption that the internationalization of universities and colleges is fundamentally currently underway. The Shared Futures Initiative seeks “to increase the capacity of colleges and universities to help all undergraduates understand and engage the diversities and commonalities among the world’s peoples, cultures, nations, and regions” (Association of American Colleges and Universities, n.d). This sharing of processes, problems, and possibilities has also called for a

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mandate for global learning for all students as reflected in the strategic plans and curricular changes of universities and colleges (Appendix B).

Kyna Rubin (2009) cites the observations of Kevin Hovland as he began to examine how to add global dimensions to liberal arts curricula in major subjects in the earlier Shared Futures project (2005–08):

Our assumption was that students would have a general understanding of global processes from their general education program, and when they got into their major’s courses they could reexamine the global dimensions. But we found the students didn’t have the foundational work to do this.

When Hovland asked liberal arts schools what they were doing in global education, he found: “a gap between schools’ aspirations, mission statements, and high-level administration commitment to focus on the global con-

text of undergrad education.”

It is in this context that GEGC, a curriculum and faculty development project, was developed. Following a competitive proposal process, AAC&U brought together the selected teams at a weeklong retreat in 2011 with plenary talks, workshops, and plenty of time for teamwork and consultation.

Hovland (2014) has discussed the overall attributes that “define, design, and demonstrate” global learning in the various universities of GEGC and earlier projects in a joint report from AAC&U and NAFSA.

### Our Study: Models of Global Learning in Twenty-Four Institutions

Initially, thirty-two institutions participated in the GEGC project. We set out to study the lessons these institutions learned as they went through the process of developing their courses, curricula, and faculty. The motivation was to see what models of teaching for global learning were emerging and what factors might have contributed to both the strengths and the weaknesses of programs. Our intent was to extract points that might be generalizable and would provide insight from a range of institutions.

Our method was a semi-structured phone or Skype interview with a team leader or, in some cases, the whole team. Of the thirty-two project participants, we completed interviews with representatives from twenty-four institutions, including eleven public and thirteen private institutions. Of the eleven public institutions, three are doctoral research universities, five are baccalaureate and master’s institutions, and two are community colleges. Of the private institutions, one is a research-intensive university, and the other twelve are baccalaureate/master’s institutions. Appendix A lists the twenty-four institutional participants.

Most schools, but not all, incorporated global learning in their general education curriculum. Some chose to include global themes in individual department offerings or in multiple institution-wide programs.

### Method: Semi-structured Interviews

We were interested in the process of integrating global learning into the curriculum. So, we decided on a semi structured interview guided by a few prompting questions. Unlike structured interviews or surveys that have a set of questions and generally do not allow the interviewer

to divert from that sequence, a semi-structured interview is open and permits new ideas to surface and lets the interviewee recollect experiences. The interviewer is free to dig deeper as new information is introduced. It is still a formal interview, and the interviewer uses a guide of topics or open-ended questions, usually in sequence, to make sure all areas of interest are covered. The Robert Wood Johnson Foundation, among others, has created a helpful guide to conduct such interviews (Robert Wood Johnson Foundation, n.d.).

Our interview guide ensured that we covered certain points such as how interviewees and each institution defined global learning, where we would find global learning in their institution, what strengths they drew from as they developed the programs, what the obstacles were, and other details. The aim was for each interviewee to talk freely about the processes in as natural a way as possible. The questions were just prompts to keep the conversation going and to ensure that we covered certain topics if they hadn't come up naturally in the conversation. A conversational approach helped the respondents reflect on the process—something a survey might not have done as well. At the end of the interview, we also asked them to rate their institution along the six dimensions of “comprehensive internationalization” from the American Council on Education Center for Internationalization and Global Engagement’s “CIGE Model for Comprehensive Internationalization” (American Council on Education, n.d.). These dimensions are listed in the “Results” section below.

We recorded the interviews and sent the transcripts to the participants for their corrections and to offer them the opportunity to include additional relevant information. We feel that this process gave us a richer understanding of the evolution of global learning in each institution, with its specific characteristics, than a survey would have. Many of the institutions also shared key documents; this allowed us to expand the collection of our data and the number of artifacts to analyze.



*The current call for global learning underscores the necessity of providing this outcome for all our college students rather than participation in international education programs for the privileged few.*

### Method of Analysis

Each of us interviewed half of our total sample and analyzed our set of interviews independently for the salient factors and aspects that emerged. We used a general strengths, weaknesses, opportunities, and threats (SWOT) analysis framework to probe and understand the strategies that institutions used and the external and internal influences that contributed to the processes. As we looked at the results, we attempted to answer four overarching questions that relate to global learning:

- 1. What does the landscape currently look like?**
- 2. What are some exemplary courses and practices?**
- 3. What are leverage points to translate concept to practice?**
- 4. What pedagogies might be emerging?**

## CHAPTER 2

# Results: Global Learning Definitions, Pathways, and Emerging Pedagogies

In this section, we describe (1) the overall results and patterns that emerged during this study, (2) several exemplary practices, and (3) our concluding thoughts and insights. Many individuals we spoke to said that initially their schools had all the “dots” of global learning, but there needed to be more connection. “Global” used to mean primarily study abroad and diversity (internationalization). The shift has been towards the “global commons” to better serve the students who will be helping to address global issues. The current landscape of global learning comprises different patterns and emphases. Most, but not all, schools incorporated global learning in their general education. Some chose also to implement it in the individual departments or in multiple institution-wide programs. The representative language that interviewees used to describe the type of global learning program at their

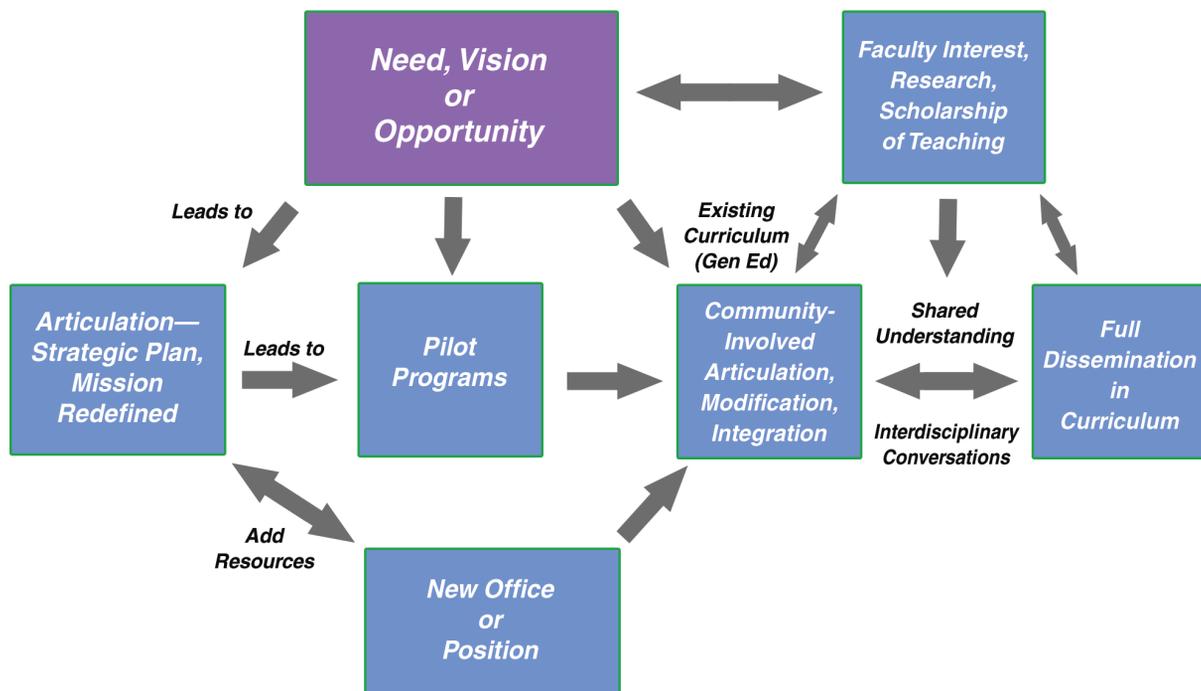
institution, the stage of its development, and the campus constituent(s) who oversee it varied from campus to campus, depending on the starting points and who the early advocates and “entrepreneurs” were. This multiplicity of views and descriptive language make sense for a general curriculum shift that is only about fifteen years old.

### Current Landscape: An Overarching Scheme

The actual focus and features of the global learning curricula in an institution depend on the curricula’s historical evolution and institutional influences. However, the organizational/institutional steps toward incorporating global learning into the curriculum typically follow a general scheme. The very general scheme for the general progression of curricular changes as we saw from our interviews is shown in Figure 1. This scheme is perhaps an obvious pattern for any intentional curricular change. An idealized version of curricular change would show the change flowing in a logical manner from a vision, etc. But in actuality, an organic set of ideas arising from a number of faculty is what begins to set a lasting curricular change in motion in most academic environments.

In general, a perceived need, strategic vision, or opportunity would set the curricular change in motion. The

Figure 1. Curriculum Changes—A General Progression in Single Institutions





*The current landscape of global learning comprises different patterns and emphases. Most, but not all, schools incorporated global learning in their general education.*

nationally expressed need to incorporate global learning that emerged in the mid-1990s was such a starting point for many universities. Curricular change can also arise from faculty interests or scholarship, which can spur faculty members to help shape the vision. In some cases, it is a single leader, such as a new president, who articulates and sets the vision in motion. This starting “spark” should lead to a process of articulation, maybe in the form of a strategic plan, conversations, and pilot programs. This articulation and ensuing conversations are central for a lasting transformation in any movement. We will address this point later.

In rare cases, curricular change can lead to the creation of a new office. In a few cases, the already existing Office of International Education (OIE) may be given the charge to start an effort. The original definition of these offices as places that deal with visa and other processes, international student orientation, and reporting to the government make this unlikely to be a successful strategy. Faculty are generally not involved with OIEs, and even the

professional training of the offices’ staff is very different from teaching and learning training. This training focuses on legal and other organizational aspects of international student integration on campus, including cultural and language orientation, rather than academic study of global concerns.

In these days of scarce resources, what generally happens is that a special position or office is a second step rather than an early one. Drivers that lead to lasting change are represented on the right end of figure 1 below—total involvement with articulation and integration into curricula and student life, deep faculty work catalyzed by shared understanding, and a lot of interdisciplinary conversations. For a long time, AAC&U has advocated this kind of approach for any transformational change.

### **Global Learning Definitions and Pathways: Articulation**

We started our interviews with the questions “How do you define global learning? Currently, where would we

find global learning projects at your institution?” as a way of getting at the key ideas that are articulated in global learning programs.

A shared understanding through a shared language is required when seeking institutional change. In their paper on collaborative problem-solving, Roschelle and Teasley (1995) emphasized the importance of shared understanding in collaborative problem-solving: “Collaboration is a coordinated synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of the problem.” As such, the pathways to global learning in an institution—courses and curricula—are shaped by this shared conception. If not articulated clearly, it tends to stem from the historical place of previ-

*Having a shared conception of global learning meant having a vocabulary, a shared language, to talk about global learning. Most of these institutions had global learning in some form in their strategic plans, generally worded in terms such as “students becoming a globally minded or global citizens.”*

ous international/global learning activities on campus.

Our observations reflected this. Having a shared conception of global learning meant having a vocabulary, a shared language, to talk about global learning. Most of these institutions had global learning in some form in their strategic plans, generally worded in terms such as “students becoming *globally minded* or *global citizens*.” Such statements in strategic plans are important requirements for institutional transformation. Many schools developed or refined their wording during participation in an AAC&U Summer Institute.

For global learning reforms to occur, it was important that there be a shared language that was developed and tested as the global learning project went on. Committees worked on this in most of the schools.

Some of the definitions we heard are paraphrased below based on interviews and institutional statements:

### Opportunities for Students to

- Understand the “universality of problems”—that is, understand how certain problems or issues cross national

borders in their implications—and understand the “problem of universalities,” how different cultures approach problems differently and how these differences necessitate negotiation to address the problems. (Central College)

- Understand the complexity of global vs. local issues and get a grasp of the main global dramas, problems, challenges, and benefits that are affecting their lives, their work, their political activities, and their futures. (Minneapolis Community and Technical College)

- Understand connections and have the right kind of perspective to understand the implications of these connections. Become global citizens within the broad scheme of Hans Schattle’s research on the practice of global citizenship—especially *awareness*, *responsibility*, and *participation*.

The learning outcomes include self-awareness, knowledge of relationships, and synthesis. These are affective and cognitive outcomes—intentionally separated out from each other. (University of South Florida)

- “Receive an appreciation of human expression of cultures outside the United

States and an understanding of how that expression has developed over time. Additionally, students should understand how traditions and cultures outside the United States are integral to American culture and society.” (San Jose State University)

- Create a global consciousness and conscience. Understand and look at issues from the perspective of other countries, but also develop ways to become self-interrogating about their place in the world and the impact of the United States on rest of the world. In turn, take action on global justice and ethical obligations about the meaning of the “privilege of the United States.” (California State University—San Marcos)

- Enroll in a required global/intercultural course to become better prepared to understand and participate in the global, diverse cultural interdependencies that characterize our world. (Utah Valley University)

- Recognize and understand the world as a diverse, global community in which humans interact with and affect one another politically, culturally, socially, and economically. Seek to develop the habits of mind that

emphasize critical thinking, problem solving, empathy, and an appreciation of peoples and cultures, and transfer academic understanding into real-world situations. (Delaware State University)

- Provide students with an authentic experience that strives “to collaboratively develop solutions to global issues related to economic development, environmental sustainability, human rights, and well-being. The program seeks to find common ground while recognizing important differences, understanding culture as the context in which people solve their problems, not as the cause of their problems.” (Kennesaw State University)

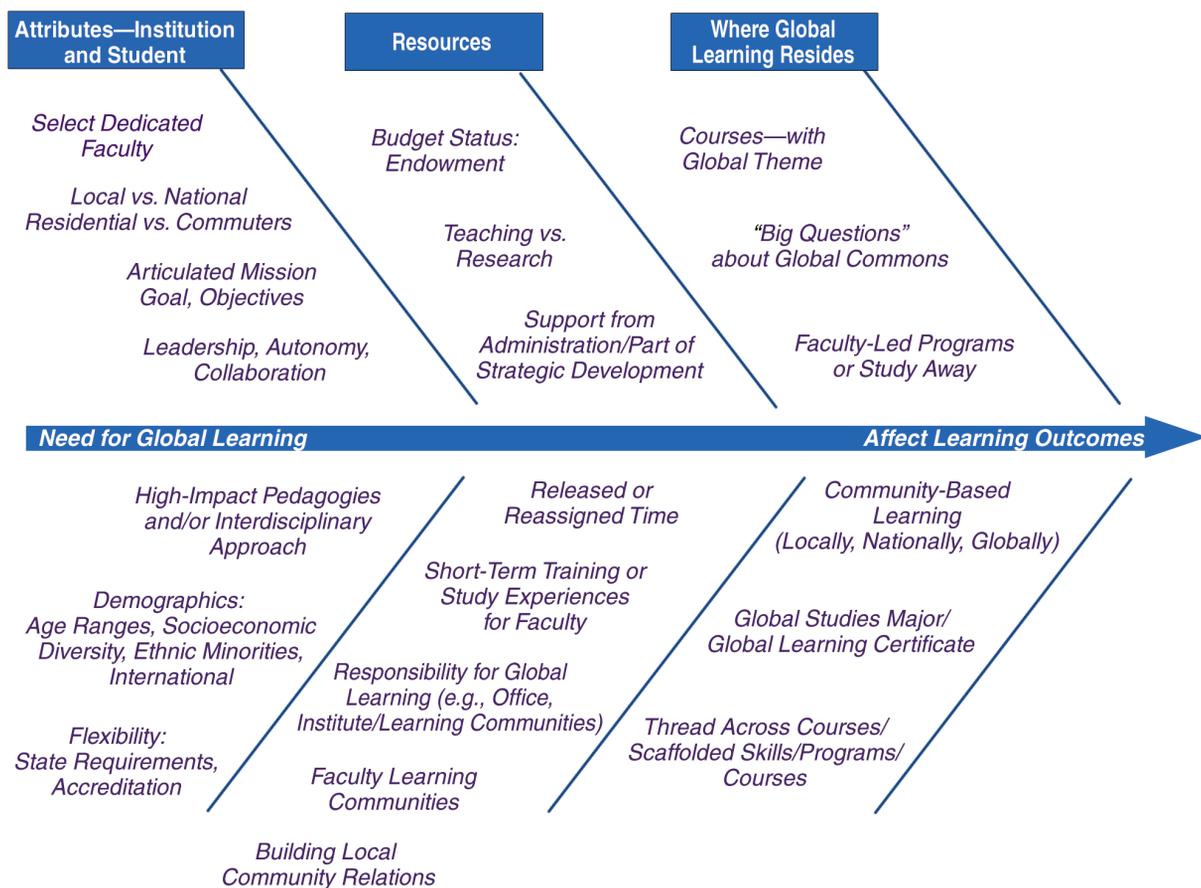
- Provide students opportunities to develop an understanding of the world through the academic curriculum and experiences beyond the classroom. (Oregon State University)

In their analysis of citizen action and cultivation of solidarity, Spinosa, Flores, and Dreyfus (1997) observe that *articulation*, *cross-appropriation*, and *reconfiguration* are the different stages in which meaningful historical change occurs. It is interesting to note that this progression also applies in the cases we have studied. However, and as a whole, institutions of higher education have yet to arrive at a shared articulation of what teaching for global learning means.

### From Plan to Implementation: Leverage Points

Once a global learning plan is articulated—explicitly or implicitly—several factors play a role in reaching an outcome. We use a fishbone diagram (figure 2) to represent the factors related to the implementation of global learning once its need is stated in a strategic plan or some other

Figure 2. Fishbone (Ishikawa) Diagram of Factors Leading from Plan to Implementation



vision or mandate. Kaoru Ishikawa, a world-renowned Japanese organizational theorist and a pioneer in quality control at the University of Tokyo, first created a fishbone diagram (also known as an Ishikawa diagram) in 1968 to show the factors contributing to product quality in manufacturing. His later seminal work on quality control was translated into English (Ishikawa 1991).

The fishbone representation of our findings highlights the factors influencing the change. We sorted the big influences into three categories:

- 1. Institution and student attributes and existing structures**
- 2. Resources**
- 3. Where global learning resides—the leadership, the collaborative nature of the faculty, the autonomy granted to the faculty—and where global learning is initially found or implemented in the institution**

For example, the institutional and student attributes most conducive to promoting global learning are: dedicated faculty; the type of student population (commuter or residential); an established, well-articulated mission; and leadership and collaboration. Similarly, we can take each of the other factors and expand on them. Here, we choose one factor from each bone to explain in detail.

For the first bone, attributes, we describe examples of well-articulated mission and leadership.

### **Articulation: Shared Understanding Requires a Shared Language**

While all the institutions realized the importance of using a shared language, each institution worked on articulation in a different way. The theme of “preparing global citizens” and the Schattle book provided the vocabulary of University of South Florida (USF). At Utah Valley University (UVU), Janet Colvin was the project lead. Professor Colvin, a communications expert, did a unique test of shared understanding by interviewing members of different UVU constituencies—students, faculty, staff, administrators—through campus conversations to ask them how they would describe inclusivity. She saw how different the understanding and attitudes were and shared the results through campus conversations. She also found some interesting results through one question, “What demographic would you like to share?” She found that by far the people who chose to give a demographic were those

who felt themselves to be in a minority group—women, international students, some minority religions. She said in her interview, “In my classes, I say, ‘You don’t think about it when you are the majority; when you are not, you think all the time about your place.’” So leadership with a well-articulated mission, that then translates to a shared understanding, is central.

### **Leadership: Passionate Advocate and Structure**

Having a single, passionate advocate who works on a structure that is likely to last in the institutional context and a few strong faculty leader-advocates will help move these efforts along tremendously. Of course, the downside of this change model is that the advocates may become indispensable to the work. If they were to move away, the program could flounder. Having someone who can work diligently for a couple of years to marshal all parts of the community and who can establish structures that ensure continuity of efforts seems to be the best balance. The cases of the University of South Florida (USF), Delaware State University (DESU), and San Jose State University (SJSU) illustrate the success of shared leadership and established structure. Karla Davis-Salazar managed to do this at USF when she worked and expanded on the AAC&U project. At DESU, Raymond Tutu, who had established a Global Societies program, played this role and evolved models that could then be used for the larger GEGC project. A similar process is underway at SJSU under Stephen Branz. In each successful place, we found at least one person who was passionate, dedicated, and devoted to the project.

From the second fishbone, resources, we explain the examples of faculty development.

### **Resources: Faculty Development as an Interdisciplinary Resource**

Dedicated resources for faculty development in this area are vital. It could take the form of ongoing faculty workshops, faculty retreats, an intense short-term training to study experiences, or guided learning communities. We see forms of faculty development including release time as the most salient, and perhaps the most cost-effective, resource to implement and sustain these programs. In-house programs should form the core of this effort; although workshops by experts from outside and other sources of external expertise may introduce some ideas, they are less

likely to be sustained.

Almost all the schools had some faculty development component, generally done by a center for teaching and learning or similar center or group at an institution. This type of preparation—both for focus and for time to think—was seen as important by most of the schools. This can also help build a shared understanding of the concept of global learning in that school. Several of the schools cited this kind of focus time as one of the advantages they got from the AAC&U Summer Institute at the start of the project. The most extensive faculty preparation was at the Central College in Iowa, which had the funding to take several faculty members every year for an immersive faculty retreat in Yucatan. This has become harder because of resource constraints.

Kennesaw State University (KSU) has a program that was developed thoughtfully and took a bottom-up approach in developing a five-year process. They created think tanks or working groups that are made up of faculty and academic affairs staff. Faculty members involved in the planning committee often apply for and are accepted into a faculty learning community where they continue to discuss important concepts and recurring themes brought out through common readings, guest lectures, and their own research. In this way, their commitment lasts two or more years. They receive stipends to develop and present lectures for the series, design new courses and course modules, and organize study abroad programs.

Haverford College provides another example. The faculty at Haverford came together and used the following points to guide their work: Is it curricular? Is this going to be sustainable, accessible, and authentic? Each academic department offers one course focused on a theme that is purposefully developed with target core competencies in mind. Opportunities to connect need to also go beyond the initial training. The push for many schools starts strong, but the sustainability is the challenge.

Collaborative learning and teaching by faculty from different disciplines could be the single most valuable resource. Global studies are essentially interdisciplinary, or maybe even transdisciplinary. So, part of the faculty

training and community learning is developing strategies for interdisciplinary work based on some deep thinking about what is the best form of interdisciplinary collaboration for teaching and learning for the specific campus. As Summit (2013) points out, collaborative teaching also provides a model for the students, and they “come to appreciate an alternative model of knowledge, seeing it less as an individual possession to be owned and hoarded than as a shared resource and dynamic network.” This is invaluable learning for the future global citizen. SJSU has built this into a complex model of Global Challenges courses, originating in the AASCU project mentioned in the Introduction. In each course, students have a blended-learning experience with an in-class and online module about aspects of a challenge such as global climate change, and

*Assessment is probably the aspect of global learning that has crystallized the least. As the complex notion of global learning is still in a state of flux, assessment plans at various institutions are at different stages of development.*

then students do a project in the discipline of their majors or in an area that they want to learn about to address the challenge. A course time of about three weeks is set aside for this project.

Resources in the form of new faculty, a central office, or funding to focus on teaching would all be very useful but are unlikely to happen in the current fiscal climate. In some cases, a global learning program is a modification of an already existing requirement. For example, the state of California has had a mandate for a global learning outcome in its Area B for general education, “cultures, civilizations, and global understanding,” since 1998 (California Department of Education 2016). SJSU has used this to get several grants from AAC&U and the state to expand global learning. In other cases, such as Delaware State University and Central College, one or a couple of people dedicated to global learning work tirelessly to get resources. We recognize these resources as a never-ending challenge, but an emerging and connected point is that of the legal barriers (students studying away, faculty-led trips, etc.) that provide a challenge to deliver high-impact

learning and opportunities.

Using local “international” communities is another resource. For example, Minneapolis Community and Technical College (MCTC) has worked diligently to form alliances with local refugee and immigrant communities and with their international student population. Professor Ranae Hanson speaks eloquently about her Yemeni student’s description of his experience with water depletion in Yemen as having a much greater impact on the students in her global water resources course than any lesson she could construct.

The third fishbone focuses on where global learning resides.

### Placement of Global Learning

“Where Global Learning Resides” also reflects the various modes by which global thinking, teaching, and connections entered and thrived on specific campuses. Among the examples are six first-year learning communities at Kennesaw. These first-year seminar courses take “global learning” on as a central theme rationale. The courses are rooted in the Revolutions framework, as articulated in the AACSC Global Challenges mentioned earlier. The focus is on challenges and trends that are anticipated up to 2025. KSU’s seminars are embedded into Learning Communities, which at KSU are two, three, or four linked courses with an overarching theme, integrated assignments, and other cocurricular activities. These communities are faculty-driven and aim to provide the same cohort of twenty-five or so students with a multi-faceted learning experience.

KSU also has a Division of Global Affairs (DGA) that promotes and collaboratively leads internationally focused educational opportunities and regional studies among KSU’s faculty, students, staff, and community. DGA comprises two academic institutes, four academic centers, six university offices, and a central administration office. DGA has nearly two hundred employees, including fifty-two full-time faculty and staff, sixty-eight part-time faculty, and seventy-two affiliated faculty. Each year, this award-winning division leads a comprehensive array of scholarly, educational, and service-related programs on behalf of the entire university, while administering more than sixty international studies programs, offering more than one hundred courses, and organizing more than 130 distinct international education events.

Nebraska Wesleyan University (NWU) and University of South Florida (USF) both have designated “preparing global citizens” as their overall objective. While NWU works to achieve this goal by focusing on global commons and course threads, USF weaves global learning objectives throughout students’ campus experiences, including in their academic and student affairs programs, and the school provides the opportunity for students to earn a global certificate. SJSU offered part of their Global Challenges courses as an online component, a good model to capture the core area knowledge so that the in-class component could cover more topic-specific material. It is worth mentioning that they noted that first-year students don’t do well with online courses, and thus this was not offered to freshmen.

These examples illustrate the usefulness of the fishbone diagram. An institution can use this method to delineate or prioritize factors specific to them and catalyze conversations and mutual understanding.

### Assessment

Assessment is probably the aspect of global learning that has crystallized the least. As the complex notion of “global learning” is still in a state of flux, assessment plans at various institutions are at different stages of development. Most plans have the goal of serving as feedback to the process of improving the curricula. AAC&U has created a VALUE (Valid Assessment of Learning in Undergraduate Education) rubric for global learning, in addition to the original rubrics that correlate to the Liberal Education and America’s Promise essential learning outcomes. The VALUE rubrics are meant to “help institutions demonstrate, share, and assess student accomplishment of progressively more advanced and integrative learning” (Association of American Colleges and Universities 2015).

The two institutions that had assessment built into their curricular reform are University of South Florida and St. Edward’s University. As mentioned earlier, USF measures cognitive and affective outcomes. In their GEGC project, St. Edward’s University focused on adapting VALUE rubrics specific to global learning. After validation by Teagle scholars, it is now available for dissemination and several schools are testing it. The global learning rubric has been integrated into the assessment program at St. Edward’s University as part of the two global courses in the General Education curriculum. Upper division students



*It appeared that school representatives' perceived level of accomplishment depended on specific institutional history and where they were in developing and executing an integrated global learning curriculum.*

take these courses and the rubric is specifically applied to the learning outcome focused on social justice and perspective taking. Language from the rubric is used for the common assignment completed by students and for the holistic assessment at the program level. This allows for consistent programmatic assessment over semesters, even as content in the courses and their various components changes between sections of the courses and over time. This assessment program has developed over the course of several years and has provided a means to meaningfully measure program outcomes even as students engage in learning about content that can vary significantly.

### **The American Council on Education Factors of Internationalization**

The American Council on Education (ACE) identifies six factors as facets of “comprehensive internationalization”:

- 1. Articulated institutional commitment**
- 2. Administrative structure and staffing**
- 3. Curriculum, cocurriculum, and learning outcomes**
- 4. Faculty policies and practices**
- 5. Student mobility**

### **6. Collaboration and partnerships**

We asked institution representatives how they would rate their institution (high, medium, or low) based on the ACE factors. Our results for this self-assessment mainly reflect the history of the global learning movement on a campus. All institutions reported themselves as high or medium on the question about “articulated institutional commitment.” This was to be expected from the fact that all these schools were in the AAC&U project, were selected by a competitive process, and had to demonstrate institutional commitment. Another area that received mostly high or medium marks was “collaboration and partnership.” Otherwise, we could not detect any correlation among other factors. It appeared that school representatives' perceived level of accomplishment depended on specific institutional history and where they were in developing and executing an integrated global learning curriculum.

## CONCLUSIONS

### Leverage Points to Translate Concept to Practice

In this publication, we sought to identify critical modifiable levers that could be altered or strengthened to reach goals. Our goal was to find elements that have the potential to nurture and enlarge a program's reach, scope, and depth. The key objective was to see what factors support the sustainability of programs and efforts.

**Time for change:** As this work progressed, we became increasingly interested in the notion of time for change—the time needed to adopt new curricula or shifts in curricula. Faculty and staff must come together to think about new ways of thinking and working within their discipline and within the broader institution and context. There seemed to be an almost apologetic stance that the shift was not happening soon enough. The process, across the board, took years for most institutions. As we are asking for a shift in the curricular paradigm, this is to be expected. It is an evolutionary process, not a revolution—and that takes time.

**Faculty leadership:** Without a doubt one of the key and consistent leverage points and criteria is faculty leadership. We were struck by the number of faculty who sought external funding, met before classes at 7 a.m., attended conferences, or developed courses beyond the scope of their existing workloads. Although there were often a few faculty members who initially pushed the effort forward, there is also a need for quality leadership and the ability to make connections, build community (local and global), and forge effective collaborations (interdisciplinary and intercultural). Faculty learning communities, supported and sustained by the administration by providing resources including time, may be a mechanism that would develop such vital leadership.

**Incremental evolution and interdisciplinary collaboration:** It was also noted that the lasting programs evolved organically and often incrementally. By its very nature, the work to develop or infuse “global” into a specific school, curriculum, or even course has cultural elements. It often requires faculty to go beyond their disciplinary silos. Clearly, there is a need for cross-disciplinary conversations and collaboration (Leask and Bridge 2013). Disciplines are culturally bound and constructed (Becher and Trowler

2001). Consistently, this resulted in institutions reporting the need to develop clear and defined shared language and goals around “global education.”

**Working at local/global level:** To provide inclusion for students and faculty, there is a need to work at the “local global level”; for example, at Kennesaw and MCTC the involvement of local communities has been critical as they provide guidance and support to the programs that focused on specific countries. The network of connections and trust that develop between these universities and local partners is invaluable and extends well beyond the specific year of programming. These relationships include working with consular officials, business leaders, academic institutions, nonprofits, nongovernmental organizations, and community organizations. International conferences are another primary venue for engaging with local and international community representatives.

**Sustainability:** We found that efforts were more likely to be sustainable if they were connected to campus-wide efforts for students or faculty (e.g., academic credit for students and faculty development opportunities that included release time and grant funding and could be counted toward tenure and promotion). Although springboard or seed grants help, there needs to be ongoing consideration for the sustainability of the work once the special funding ceases.

By examining these campus models, this report contributes to the qualitative research that provides a synopsis of major trends, discussions, and themes that emerge from efforts to support global learning in academic institutions. We sought to bring in perceptions and give concrete examples or, as we have termed them, “leverage points,” in relation to the internationalizing of the curricula. In many ways, both the challenges and strengths that emerged had commonalities across institutions. Prior studies were limited in sample size or have focused on a few case studies. This work used a much larger sample size and thematic analysis. Of course, there were limitations: people left the programs, programs changed, jobs or responsibilities shifted, and some people opted not to participate in the interview. Overall, we believe that this work brings new insights to the process of internationalizing higher education.

While we have a way to go, American universities are pioneering the movement for global learning by integrating it into their curricula. We feel hopeful about the possibilities for educating American students to be true global citizens.

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## APPENDIX A

### The Twenty-Four Institutions that Participated in this Study

California State University–San Marcos; San Marcos, California  
Carnegie Mellon University, Pittsburgh, Pennsylvania  
Central College, Pella, Iowa  
College of William & Mary, Williamsburg, Virginia  
Delaware State University, Dover, Delaware  
Haverford College, Haverford, Pennsylvania  
Kennesaw State University, Kennesaw, Georgia  
Lynn University, Boca Raton, Florida  
Miami University of Ohio, Oxford, Ohio  
Michigan State University, East Lansing, Michigan  
Minneapolis Community and Technical College, Minneapolis, Minnesota  
Monroe Community College, Rochester, New York  
Nebraska Wesleyan University, Omaha, Nebraska  
Oregon State University, Corvallis, Oregon  
Rider University, Lawrenceville, New Jersey  
San Jose State University, San Jose, California  
Spring Hill College, Mobile, Alabama  
St. Edward's University, Austin, Texas  
St. Lawrence University, Canton, New York  
University of South Florida, Tampa, Florida  
Utah Valley University, Orem, Utah  
University at Albany, SUNY, Albany, New York  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
Worcester Polytechnic Institute, Worcester, Massachusetts

## APPENDIX B

### A Brief History of AAC&U's Work on Global Learning: *Engaging Cultural Legacies to General Education for A Global Century*

Starting in 1990, the then-seventy-five-year-old AAC&U (established as AAC in 1915) has made it possible for colleges and universities to come together on working on their curricula and sharing insights in various initiatives on updating general education. These projects select a set of institutions based on a competitive process in each round, and each provides a good vehicle for the selected institutions to learn from one another, to proceed further with their planning, and to calibrate their own efforts with respect to other similar ones.

Here we trace the steps from 1990 briefly to provide a context for this paper. The General Education for a Global Century (GEGC) project, on which this paper is based, was funded by the Henry Luce Foundation from 2010 to 2013. The AAC&U report, *Shared Futures: Global Learning and General Education* (Hovland 2006), describes these projects in detail.

Two AAC&U general education curricular reform initiatives led to the GEGC project, which is a part of the Shared Futures Initiative: the Engaging Cultural Legacies Project and the American Commitments Project.

#### **Engaging Cultural Legacies: Shaping Core Curricula in the Humanities Initiative**

This was the first general education transformation project that laid a foundation for the subsequent global learning projects and was an effort to enlarge the thinking in the western civilizations courses that were part of the core of general education in most universities and colleges. The project sought to “better reflect the plurality of cultures around the world and, increasingly, within the United States” (Musil 2016). It brought together sixty-three institutions to work on this. The notion that emerged, that of replacing the Western-perspective-centered courses with study of other civilizations and cultures, faced institutional opposition in general. So, a narrative of diversity—multiplicity of perspectives—came to replace the original idea. Hovland notes that this approach “did not necessarily connote social, political, economic, and cultural challenges to power,” but was a mere admission of multiple perspectives into the general education curriculum. Slowly, courses and curricula adopted “dialogical models of engaging cultures” across the United States.

The slow progress towards global learning, though not articulated as such, started in this period. The best examples of the Engaging Cultural Legacies project “compel students to wrestle with complexity, breadth, integration, and diversity in their study of the world while also paying full attention to those “meanings and *responsibilities of citizenship* in a multicultural society,” wrote Carol Geary Schneider, then AAC&U president, and Betty Schmitz, director of the University of Washington Center for Curricular Transformation, in an afterword to the project report.

#### **American Commitments Initiative (1993–2001)**

Funded by several foundations and the National Endowment for the Humanities, the second project in this set was an initiative that “called upon the academy to embrace its social responsibility to teach diversity as a strand in civic preparation.” This project called for curricular conversations about democracy and social justice that recognized how differences led to inequalities. In this curriculum, which was meant to prepare students for active citizenship, the focus of the conversations was on diversity and US pluralism. The nature of the project also shifted the emphasis from faculty-centered teaching to student-centered learning, in keeping with the trend in US higher education at the time.

*Contemporary Understandings of Liberal Education*, a 1998 report in an AAC&U series called the Academy in Transition, mentioned global learning explicitly. The authors laid out five key learning goals “implicit in contemporary campus efforts to reconceive both their degree requirements and their undergraduate curricula”: (1) acquiring intellectual skills or capacities; (2) understanding multiple modes of inquiry and approaches to knowledge; (3) developing societal, civic, and global knowledge; (4) gaining self-knowledge and grounded values; and (5) concentrating and integrating learning.

These captured insights from previous projects and highlighted how the increasing trend in service learning as part of study abroad made many universities develop diverse ways to support global knowledge as they involved students with challenging social issues.

### **Shared Futures: Global Learning and Social Responsibility Initiative (2001–Present)**

This initiative sought to evolve a global learning agenda, shifting from global *knowledge* to global *learning*. This vision of global learning was defined as involving all the five key learning goals above, leading to students preparing to become engaged global citizens, including developing their awareness of their place in the world. One of the aspirations of the Shared Futures Initiative was to connect aspirations, knowledge, and practice. The initiative therefore reframed liberal education.

### **Shared Futures Project 1: Liberal Education and Global Citizenship: The Arts of Democracy (2001–2005)**

In this project, the eleven participating institutions sought to integrate global learning into the majors, some by creating global studies majors or degree programs. The programs used unifying themes such as justice, human rights, and interculturalism for their curricular directions.

### **Shared Futures Project 2: General Education for Global Learning (2005–2009)**

This project, funded by the Henry Luce Foundation, sought to frame global learning as part of general education and had seven participating institutions. Institutional barriers for such integration included the requirements for interdisciplinary teaching and the general difficulties of changing curricula to address common objectives within the usual disciplinary structures of the academy. Work also began on defining learning outcomes for global learning and adapting the AAC&U VALUE rubric for global learning.

### **Shared Futures Project 3: General Education for a Global Century (2010–2013)**

General education continued to be the focus of this Shared Futures Project.

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Indira Nair retired from Carnegie Mellon University as the Vice Provost for Education and Professor in the Department of Engineering and Public Policy for the last twelve years. She chaired the Global Learning Leadership Council of AAC&U, and is on the advisory council of the Center for Engineering, Ethics, and Society of the National Academy of Engineering. Nair oversaw the establishment and education of Carnegie Mellon–Qatar from its founding in 2004 to 2010. She has advised several universities and colleges on incorporating global and environmental literacy and ethics throughout the curriculum, on faculty development, and on interdisciplinary education. Her research and teaching has ranged over: engineering ethics education with a focus on the ethic of care; engineering and innovation education; pedagogies for the modern-day literacies such as scientific, environmental, and global literacy; several technology-policy issues; ethics of science and technology; and environmental science, technology, and decision making. She founded the Carnegie Mellon Chapter of Student Pugwash to encourage students to think about the social responsibility of science and technology. Her current quests and involvements include: a new scheme for general education including, the new literacies; global learning; increasing the inclusion of under-represented minorities; improving K–12 STEM education; and bioelectromagnetics. She holds a PhD in physics from Northwestern University and a Pennsylvania Teachers Certificate for high school science teaching

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Margaret Henning is an Associate Professor at Keene State College in Health Science and she is currently a Fulbright Researcher in Zambia. Her teaching and scholarship is rooted in a cross-cultural perspective and her work focuses on the problems of mobilizing, allocating, and maintaining limited resources to improve health. She was awarded a Takimi Fellowship at Harvard T.C. Chan School of Public Health with a focus in International Health. Henning is the chair of Keene State College's Global Advisory board and serves on AAC&U's Global Learning Advisory Board. Global scholarship has had a natural fit with her teaching and research and her work is driven by the desire to understand the different approaches institutions of higher education take in honoring and leveraging global education opportunities for students and faculty. She holds a PhD from Oregon State University with a focus in international education, and a master's degree from Teachers College, Columbia University, in health education.



## About AAC&U

The Association of American Colleges and Universities (AAC&U) is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises nearly 1,400 member institutions — including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education and inclusive excellence at both the national and local levels, and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

Information about AAC&U membership, programs, and publications can be found at [www.aacu.org](http://www.aacu.org).



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