

Implementing the Global Learning Recommendations Call for Proposals

Frequently Asked Questions

A number of questions have arisen from our recent Call for Proposal to fund pilot initiatives in academic units to implement the Global Learning Recommendations. Please review the following FAQs. Please let us know if you have further questions that we can address.

What is meant by a curriculum strategy?

By **curriculum strategy**, we mean an intentional set of guidelines, learning experiences, and opportunities that would allow students to engage with perspectives associated with global learning and the themes of sustainability, diversity and global engagement that NAU associates with global learning. Each department would develop its own package of approaches that will infuse global perspectives in their major(s) and facilitate global learning outcomes among students in their majors(s). Specifically, departments will ensure that students have multiple and substantive encounters with global perspectives within the major. Ultimately, a constellation of learning experiences—curricular and co-curricular, in the department and beyond—would be assembled in a curricular strategy so that the program, itself, becomes sufficiently internationalized and student assessment can reflect global learning outcomes.

Two questions to consider as your team begins to formulate a proposal to develop a curriculum strategy:

- What are some overarching ways to think about what we might do?
- What opportunities can the course/program provide for students to become equipped with, to experience, and to explore key ideas related to globalization and the discipline?

We expect that no two curriculum strategies would look alike. We also believe that only faculty within the discipline would know how best to incorporate the global learning themes in ways that preserve the integrity of disciplinary knowledge. What is now clear, is that no one course or no one experience (eg., study abroad) by itself can provide students with the perspectives they need to become globally competent. It will take a variety of experiences in and out of the classroom and in multiple classes, strategically combined, to ensure that global learning efforts will be successful and that graduates will be globally competent. This Call for Proposals seeks creative, innovative and exciting curriculum strategies from departments that will institutionalize global learning in the disciplines and serve as a model to universities and colleges across the US.

What activities can a curriculum strategy address?

Examples of possibilities to consider to infuse global learning through curricular and co-curricular learning experiences include, but are not limited to:

- commit to infusing global perspectives in some percentage of the core course requirements in the major.

- consider both the ‘vertical’ and the ‘horizontal’ dimensions of the department’s program(s) for opportunities to strategically align curricular (major and Liberal Studies courses) and co-curricular learning.
- create joint assignments between two courses in two disciplines within a program that focuses on one global issue.
- tweak the gateway course of the major to ensure that it embraces these perspectives among other learning activities for students.
- build an international research experience into the major.
- create assignments that are for audiences broader than the teacher.
- require that majors show facility in a language other than English.
- allow students choices within a curriculum or single course to pursue globalizing learning activities. For example, three tracks can be constructed from which students select an optional reading to pair with a required reading for discussion in a course.
- adjust the capstone requirement so that students are required to deal with the global learning themes as they complete this project.
- bring in guest speakers in class or sponsored by the program.
- build in community-based learning experiences into the major.
- support faculty in taking advantage of international teaching/research opportunities.
- hire faculty (when possible) with a commitment to teaching from a global perspective.
- create an online Vista shell populated with discipline-based global learning materials that can be shared by a number of courses in the program (to insure that through the specific lens of a variety of courses a common set of assumptions and/or intellectual approaches in the discipline on global learning may be explored).
- adding a course(s) that deals with the global dimensions, opportunities and challenges of the discipline.

What if a department does not have a range of expertise that it believes it needs to have the global learning outcomes infused in their curriculum(a)?

We do not expect departments to have all the resources to accomplish these goals within their own department. They may have to reach out to other departments where the expertise resides for support in say, team teaching a course to better realize the themes of global learning. They may have to seek additional funding to develop or modify one or more courses within the discipline to address the global learning themes. Such needs should clearly be articulated in the curriculum strategy.

Is there additional assistance available to help us draft a proposal?

Yes—we invite you to attend the informational meeting on April 29th to ask additional questions and seek further clarification regarding this opportunity. We welcome your proposals!

How many proposals will be funded this summer?

We are seeking proposal from a very wide range of departments for consideration for funding this summer. We hope to fund multiple teams to begin this pilot initiative.

How are the global learning outcomes of diversity, environmental sustainability, and global engagement defined?

At NAU, global competence is achieved through intentional curricular and co-curricular experiences that foreground global learning. The curriculum will provide students with opportunities to learn how their identity is shaped by their community, their society, and the world. They will also have opportunities to

expand their abilities to interact effectively across cultural barriers, and communicate in language(s) other than English. These goals will be achieved through the following three University Thematic Student Learning Outcomes:

- **Global Engagement:** Students will learn how to analyze, synthesize, and evaluate-the interconnectedness and interdependence of the human experience on a global scale.
- **Environmental Sustainability:** Students will acquire the skills and knowledge base to understand the importance of and options for environmental sustainability in local and global terms. Students will also acquire an understanding of the range of ethical perspectives concerning the uses of natural resources and the impact of these perspectives on creating a sustainable relationship to the natural environment.
- **Diversity:** Students will learn about and critically reflect upon the nature and consequences of diversity in both the social (e.g. ethnic, religious, cultural) world and the natural environment, and develop an understanding of how this diversity both alters and is altered in a world characterized by increasing global interaction.

Please see the complete set of Global Learning Recommendations as adopted by the NAU Faculty Senate in January 2010 for additional background and contextual discussion at http://international.nau.edu/pdf/global_learning_legislation.pdf.