

Educating for Global Understanding:
Challenges and Collaborative Possibilities
For Liberal Arts Colleges

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One of the core educational purposes of a liberal arts college – including the 42 selective institutions participating in the Global Partners Project – is to engage students in a process of educational “decentering” – a dislodging from familiar bearings which makes possible a journey of increased knowledge and understanding in the course of an undergraduate career. Through learning encounters that challenge initial outlooks and convictions, these colleges seek to foster in students a habit of inquiry that involves investigation, reflection, analysis, and responsible judgment. Ideally one result of this process is an increased capacity for understanding what is new and unfamiliar, preparing graduates for purposeful engagement as workers and citizens in a society that encompasses a range of values and beliefs, as well as diverse ethnic and cultural backgrounds.

In addressing the challenge of imparting more pronounced international and intercultural dimensions to student learning, each of the 42 liberal arts colleges participating in Global Partners has invested considerable effort to provide its students with opportunities to engage the unfamiliar. In the course of learning experiences both in and out of class, each college fosters occasions for intercultural exploration and exchange among students and faculty. Each has attracted a diverse range of students to its residential learning community, and for many students the very passage from the home setting to college is a substantial cultural leap.

In their curricula, the composition of their campus communities, and not least, in the opportunities they provide for students to study abroad, virtually all higher education institutions have become more international in the past three decades. The sheer growth

in the number of U.S. college students who participate in some form of study abroad is one index of an increasing appreciation for international experience among students, parents, faculty members, and administrators on college and university campuses. The Institute for International Education (IIE) reports in its annual survey of student enrollment, *Open Doors*, that in 2002-03, 174,629 U.S. students enrolled in some form of study abroad for credit – an increase of 8.5% over the previous year and a 145% increase since 1991-92. To be certain, the most recent IIE data also indicate the effect of the increased scrutiny given to international students seeking visa approval to study in the U.S.; the number of international students on U.S. campuses decreased by 2.4% from 2001-02. Despite this reduction of international student enrollment attributable to 9/11, IIE reports that in 2002-03 there were some 572,000 students of other nations pursuing courses of study on U.S. campuses.

The U.S. Department of Education reports that in 2002-03, the total number of students enrolled in public and private four-year institutions of higher education in the U.S. was some 9,600,000. Against this aggregate enrollment, the proportion of students nationwide who studied abroad in that year was 2%. In contrast, data that consortial staff have gathered from Global Partners institutions indicate that in 2002-03, there were 7,559 students from these 42 colleges enrolled in study-abroad programs, representing 10% of the 75,299 total FTE enrollment of these institutions in that year. Clearly, Global Partners institutions demonstrate national leadership in their encouragement and support of study abroad.

Beyond the phenomenon of study abroad, the observations of participants in the second Global Partners Strategic Briefing Roundtable suggest that in a variety of ways, these liberal arts campuses have substantially expanded the elements of international awareness in their curricula, teaching, and campus life. Almost inevitably, a student who enrolls in one of these liberal arts colleges today can expect to experience more significant encounters with international questions, issues, and people than students of the same institution in an earlier era. Global Partners institutions have been exemplars for other institutions and leaders in the steady progress of higher education in the U.S. to

give undergraduate learning a stronger imprint of international content and understanding.

A Changing Model

At the same time, leaders of these institutions perceive a number of concerns that surround the challenge of imparting a more pronounced “global” understanding of other nations and cultures as part of a liberal arts education. Part of this challenge stems from a changing concept of what it means to infuse a learning community with global awareness and understanding. Earlier conceptions of international education tended to focus on studies of particular nations or regions, almost as discrete entities. The educational vision of this model was to provide students with heightened perspectives on their own cultures through intensive engagement with the language and customs of another nation. Increasingly, that model is giving way to the educational goal of helping students understand the dynamic of any setting as a confluence of multiple factors – social, economic, political, artistic – which often extend beyond the borders of a single nation or culture. A growing conviction both within and beyond the academy is that global education must foster an awareness of how the fabric of life in any one setting includes threads that weave through other nations, histories, and cultures. A visitor to Spain, for example, soon perceives that the styles of clothing worn, the foods eaten, and the music played encompass a range of influences beyond the country itself. Ultimately, an undergraduate education in this mode must prepare students to lead effective and fulfilling lives as workers and citizens in a truly global, intercultural society.

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Defined in this way, the challenge of educating for global awareness and understanding becomes more complex. In broadest terms, what is required is a willingness to think across organizational boundaries that separate academic departments

and delineate the academic curriculum from the co-curriculum as components of student learning on campus. To cultivate such a perspective in students requires dialogue and productive partnerships among faculty members from different academic departments, international studies officers, student advisors, and student affairs officers. Coordination is required in course and curriculum design, faculty hiring and faculty development, and student advising. The smaller size of a liberal arts college yields an advantage in this work as interdisciplinary programs are more easily encouraged, but some of these institutions are limited by deeply entrenched commitments of faculty members to departmental curricular offerings. The planning and programming for student life and administrative staff members need to be closely aligned with those offerings for faculty members. Ultimately faculty members, international studies officers, and student life professionals need to work as partners to ensure that a liberal arts education imparts a genuine increase in students' understanding of intercultural dimensions of their education and of their lives and careers after college.

Participants in this roundtable also identified several concerns their institutions must confront as they face the challenge of educating students for global understanding and citizenship.

- However rich the global and intercultural dimension of a liberal arts education may have become on campuses, many students seek the experience of study abroad as an integral part of their undergraduate careers, and most colleges encourage this student interest. Because an institution's cost of sending students on study-abroad programs nearly always exceeds the marginal cost of educating them on campus, the growing student interest in study abroad represents a significant budgetary drain to institutions. Even more substantial costs accrue to institutions that export their awards of student financial aid.
- Students of Global Partners institutions tend to choose study-abroad programs of third-party providers over programs managed by their home institutions or

those offered within a consortium of which a student's institution is a member.

- Colleges that manage their own programs of study abroad often find that they lack sufficient enrollment to cover their fixed operating costs of these programs.
- In consigning so many students to the programs of third-party providers, these institutions are partially outsourcing to external agencies the responsibility for instilling a strong global-intercultural awareness as part of a student's undergraduate education. In some cases, institutions engage in such educational outsourcing with little assurance that a student's learning experience in a program meets acceptable standards of quality. The ironic result is that institutions may often "contract out" a key educational responsibility to third-party providers of lesser educational quality, ultimately at greater institutional expense.

No less important were the concerns participants expressed about the programs and activities that liberal arts colleges provide on their own campuses to heighten global understanding:

- Global Partners institutions do less than they might to ensure that students understand their study-abroad experience as integrally related to their on-campus learning – in particular, through programs that prepare students for study in a different setting, as well as forums that encourage students to reflect on their off-campus experience from an academic perspective.
- The curricula of these institutions as currently configured do little to impart a perspective of global understanding as an interweaving of histories, cultures, and destinies of many nations and peoples; the organizational structures of

institutions are not well disposed to meet the challenge of conveying these international and intercultural dimensions of undergraduate learning.

Running through these issues of educational cost and quality on campus and abroad was a recurrent theme:

- Collaboration offers an important means for these liberal arts institutions to address the challenges of internationalizing their campuses more effectively, potentially yielding a greater assurance of academic quality while helping contain costs through economies of scale.

Outsourcing and its Consequences

Liberal arts colleges have long understood the need to offer their students a range of educational settings and modes beyond what the campuses themselves may provide. Among Global Partners institutions there are many colleges that either manage their own off-campus programs, or that send their students to programs operated either by a consortial organization or one of its member institutions. In the 1960s and 1970s, off-campus programs of this kind comprised almost the entire domain of choices available to students of these institutions. The participation of several colleges within or among consortial organizations made possible the development of common standards for qualitative review of programs, while also helping ensure that programs attracted sufficient enrollment among participating institutions to cover costs and to provide the benefits from economies of scale.

In the intervening years the market for study abroad has expanded considerably, offering students choices beyond those that a home campus or consortial group of institutions provides. Many of the study-abroad programs offered by third-party providers have earned reputations for academic quality, and the collective result of an expanded market is a greater array of programs and settings from which students may

choose. In one sense, students might be considered as beneficiaries of this development: in classic economic terms, greater choice and competition among providers helps ensure both quality and competitive price.

What students may have gained in the current market for study abroad, however, their home institutions have lost in equal if not greater degree. Even if a student enrolls in a program that costs less than the tuition of the home campus, the practice of exporting an institution's award of financial aid to an external provider represents a substantial drain of real dollars from the institution in addition to the drain from the absence of a tuition-paying student. Moreover, the market for study abroad allows individual students of Global Partners institutions to choose among hundreds of different programs; in such an environment, it is virtually impossible to ensure that the quality of a student's education abroad adheres to levels of quality maintained on the home campus.

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In effect the market for study abroad has allowed institutions to outsource their responsibility to educate students for lives of global understanding and citizenship. While the classic motivation for outsourcing is to reduce costs, in the realm of study abroad these liberal arts colleges have in many cases incurred greater cost by relinquishing the education of their students to external providers over which the home campus may have limited control in terms of quality.

Bringing it Home

Regardless of what program a student has chosen for study abroad, it is a core responsibility of the home institution to ensure that students come to understand an international experience in the broader framework of their education at a liberal arts

college. Across Global Partners institutions, many have voiced concern that the curriculum and campus environment too often fail to reinforce the learning that occurs during students' experience of study abroad. The testimony of students who have spent part of their undergraduate careers in another country suggests that an experience of this kind can be transformative. Particularly in circumstances where students live with families and take courses taught in the language of another nation, study abroad constitutes a linguistic, social, and cultural immersion. For many students it is the first real experience of being a minority – away from the familiar trappings of one's own culture.

If study abroad is to have an enduring, transformative impact, it is critically important that students have the opportunity to reflect on their learning experience in an academic context, both during the time away and on the home campus after the experience has occurred.

All too often, however, the formative impact of this experience appears to “wear off” in students over time. Some fear that students actually begin to repress the most telling aspects of their study abroad after they return, if only because these experiences differ so markedly from their campus-based learning and living opportunities.

If study abroad is to have an enduring, transformative impact, it is critically important that students have the opportunity to reflect on their learning experience in an academic context, both during the time away and on the home campus after the experience has occurred. If an engagement with another setting and culture – whether through study abroad or on-campus learning – is to attain its full educational potential, students must have opportunities to reflect on what they have learned and to share their thinking with others. Both during and after a period of such encounter, it is not uncommon for students to fluctuate between extremes of response – “falling in love” with the habits and customs of another setting, or developing a strong revulsion to the strangeness and difference from their own environment. In some cases the two responses may alternate in rapid succession.

Regardless of a student's emotional response to another setting or culture, the learning environment of a liberal arts campus must provide a framework for a student to reflect dispassionately on the meaning and impact of the learning experience. An important element in this dynamic is that there be occasions for critical analysis and interaction with others, including those who have similar experience of a given setting and those who have no such experience. Such a framework should encourage students to analyze and understand their experiences from a disposition outside and beyond the direct encounter, bringing the methods and data of an academic discipline to bear on what they have learned through study and observation of another place.

Our roundtable identified several principles that can guide institutions seeking to ensure that students who study abroad come to understand their experience as an integral part of their liberal arts education.

- *Prepare students on campus for the experience of study abroad.* As with other aspects of undergraduate teaching and learning, it is important to know “where students are” in terms of their preparedness for study abroad. A series of pre-departure events with common readings and discussions, possibly in the form of a required for-credit seminar, can provide students of liberal arts colleges with foundations for understanding and responding effectively to differences they will encounter in study abroad.
- *Provide structured opportunities for students to reflect critically on their off-campus learning.* The weeks and months following the initial return to campus provide an important window of opportunity for strengthening students' understandings of a study-abroad experience. An institution can substantially increase the likelihood of students employing critical reflection to productive ends by creating venues that encourage or require the development of a major presentation derived from their learning abroad. Whether in the form of a paper, oral presentation, poster board, or Web site, such projects would encourage students to engage the tools of critical analysis

from one or more academic disciplines to yield a fuller, more nuanced understanding of the issues inherent in that other setting. The model of the independent student research project could be readily applied as a follow-up component of study abroad to help ensure that students discover the meaning of an event to its fullest extent.

- *Manage the opportunity that technology presents to link study abroad to students' broader course of learning.* It is often observed that digital technology has made the world smaller. Many of the locations students choose for study abroad have ready access to the Internet through cyber cafes or other means, allowing daily communication with classmates, family, and friends. In one sense accessibility to the familiar worlds of campus and home may temper the degree of immersion in a foreign setting and weaken its impact on students. On the other hand, this channel of communication may present an opportunity for structured exchanges between a student, faculty members, and classmates on the home campus during the period of study away, helping provide a broader perspective and deeper understanding of the learning experience. Just as important, technology offers a means for students to maintain contact with friends and faculty members who were influential during a period of study abroad, helping ensure continuity with a student's learning on campus both before and after that time away.

Internationalizing the Campus Community

Beyond the question of linking study abroad to students' campus learning, every institution faces the challenge of instilling a more active engagement with global and intercultural elements in its curriculum and campus community. For a variety of reasons – personal, academic, institutional – not every undergraduate is able to study abroad. Liberal arts institutions have a responsibility to ensure that their students' education imparts an awareness of the increasingly global context of knowledge and of human

affairs in the twenty-first century – for those who have studied away, as well as for those who remain on campus through their undergraduate careers.

Liberal arts colleges cannot be content with the assumption that simply investing the campus environment with international learning resources and ambassadors will necessarily yield a genuine engagement with the global culture and circumstance of the current age. Many institutions work hard to recruit students from other nations, yet the presence of international students on campus in itself does not guarantee a heightened interaction or understanding between U.S. students and the cultures of other nations. International students on U.S. campuses often describe the sensation of being regarded by majority students as tokens of multiculturalism on campus; and while they may be acknowledged and even respected on campus, these students often find that the majority population does not substantially engage with the culture they represent.

No college should assume that heightened engagement with global and intercultural elements will come about spontaneously in its curriculum or campus community.

In many cases, it is not clear that either study abroad or on-campus education necessarily yields the broadened international perspective and understanding that a liberal arts college ideally seeks for its students. No college should assume that heightened engagement with global and intercultural elements will come about spontaneously in its curriculum or campus community. Global learning events and programs on campus tend to attract those already convinced of the value of such activity; those on campus who could conceivably benefit most from an enhancement of global perspective are often the ones least disposed to participate.

The challenge for institutions is to press beyond the degree of internationalism achieved by offering a subset of the student body the opportunity to study abroad for a limited portion of their undergraduate careers. Ultimately, liberal arts colleges must seek to provide all their students with a substantive element of global and intercultural

engagement. In considering strategies for achieving this end, our roundtable identified a series of central themes:

- *Publicly declare global and intercultural education as a core institutional value.* One of the key factors the American Council on Education (ACE) considers in gauging international commitment is whether an institution's mission statement specifically identifies the purpose of educating for international awareness and understanding. No such statements in the mission or planning documents in themselves will ensure an institution's progress in achieving the goal. But a public statement of institutional commitment to global and intercultural education provides a foundation for concrete actions to achieve this goal in both academic and co-curricular programs.
- *Provide recognition and reward for those who actively engage global dimensions in their teaching.* An institution that seeks to instill more deliberate international engagement in its academic programs must take steps that motivate faculty members to make this goal a priority. One approach is to make an explicit criterion for tenure and promotion that faculty members contribute to the global and intercultural dimensions of teaching and learning on campus. Whether or not an institution goes to the extent of requiring international engagement – however defined – of every faculty member, it can substantially enhance global dimensions of learning by providing recognition and reward to those who incorporate such elements into their teaching and mentorship of students. Such actions send a strong institutional signal that can effect a change in faculty culture on campus.
- *Focus initially on the academic major as a framework for internationalizing the curriculum.* Each faculty member for the most part is trained and hired as a practitioner of a specific academic discipline. For this reason, a natural first step in globalizing a campus is to encourage faculty members to incorporate international elements into their academic majors. This approach allows

faculty members to play to their strengths while encouraging departments in every discipline to think collectively of how the curriculum and teaching in the major might best contribute to the development of a global understanding in students. While the approach may seem more suitable to some majors (e.g., French or history) than others (e.g., physics or chemistry), campuses that have made positive strides in internationalizing report that it is possible to adopt such an approach for every academic major.

- *Combine top-down vision with grass-roots initiative in strengthening general education.* The goal of fostering genuine international engagement and understanding extends beyond the domain of any single department; ultimately this goal must come to inform an institution's programs of general education as well as the academic majors. Ideally an institution's top-down vision for strengthening general education along these lines can draw on the grass-roots support and initiative of departments and individual faculty members who have made significant headway in their own disciplines.
- *Focus on student advising as a means of promoting international engagement.* It is often the case that those with the most comprehensive and insightful perspective on a college's academic programs are students' academic advisors. The periodic exchanges between advisor and student offer an important opportunity for ensuring that students' education includes significant encounters with international elements.
- *Develop the potential of service learning and mentored independent study to help students expand intercultural awareness.* The tenor of life on a college campus differs in many ways from life in a community, and to blur the line between them can offer important enhancements to learning. Many Global Partners institutions are located in areas that offer opportunities for students to experience cultures very different from their own without extensive travel. Several institutions seek to provide their students with occasions to engage

with the local community through service learning projects. Developing such programs within a framework of intercultural study offers one means of helping students better understand significant cultural differences even within the U.S.. As with study abroad, there is significant potential in linking the experience of service learning to the model of independent study, particularly when a student's work takes place in the context of frequent and rigorous exchange with a faculty mentor. Structured learning programs of this kind would encourage students to reflect on their experience of engagement with another culture and to gain greater understanding as a result.

The Potential of Collaboration

A central purpose of the Global Partners Project is to explore the potential of institutional collaboration to help strengthen international and intercultural components of a liberal arts education on each of the campuses. Participants in the second Strategic Briefing Roundtable continued the activity of the preceding Roundtable session, identifying possible avenues through which collaboration could help institutions address challenges of internationalism. The recommendations of this roundtable have been combined with those of the two other roundtables in the series in the appendix to this document, entitled "Global Partners Collaborative Prospects: A Summary."

Collectively, the suggestions made for collaborative activity give rise to a range of conceivable opportunities for strengthening international and intercultural education among Global Partners institutions. Among the ideas from the second roundtable that had particular resonance with its participants were: providing recognition and reward for those who actively engage global dimensions in their teaching; focusing initially on the academic major as a framework for internationalizing the curriculum; focusing on student advising as a means of promoting international engagement; and developing the potential of service learning and mentored independent study to help students expand intercultural awareness. A key task is to identify what collaborative prospects have greatest feasibility

and promise for these institutions in the years ahead. In what areas are the benefits of collaboration so strong that institutions would be willing to contribute annually from their own funds to support continued development? What activities would likely involve all Global Partners institutions, and which would naturally engage a smaller number? What future roles might the ACM, ACS, and GLCA usefully play in strengthening the ability of their member institutions to educate for global awareness and understanding? What collaborative activities have the prospect of attracting funding from outside sources?

The Strategic Briefing Roundtable Project has sought to help Global Partners institutions choose their future – collectively, and to some extent, individually – with regard to the nature of international and intercultural education on their campuses. Inherent in the prospect of collaboration is the question of how deliberate these liberal arts colleges wish to be in defining international dimensions of undergraduate learning. To what extent do institutions take direct responsibility for providing their students with a substantial grounding in these dimensions of learning? To what extent are institutions willing to allow the market of study-abroad providers to fulfill this educational responsibility? How prescriptive are institutions willing to be to ensure that their faculty members actively seek to educate for global responsibility, or that their students choose study-abroad programs of proven quality and reasonable cost?

There are no simple answers to these questions, and an absolute conformity of institutional views should not be a prerequisite to effective collaboration. At the very least, collaborative arrangements can strengthen the hands of Global Partners institutions as each confronts questions of this kind in its own campus community. The sharing of information – yielding an increased understanding of policies and practices at similar institutions – provides a powerful means for institutions to deal effectively with the pressures created by the market for study abroad. Beyond the realm of information sharing, strategic collaboration offers the possibility of greater control over the quality and cost of the educational decentering students experience, both in study abroad and on their home campus.

Appendix

Global Partners Collaborative Prospects

A Preliminary Summary
from the Global Partners Strategic Briefing Roundtable
and the Regional Alliance Projects

Strengthen the Position of Global Partners Institutions in the Market of
Study-abroad Programs

Consumer report of off-campus programs. Develop a collaborative initiative to provide qualitative review of study-abroad programs from the standpoints of key program attributes (i.e., instruction by U.S. faculty members or direct enrollment in a foreign university, home-stay or dormitory living, cost, etc.) – in effect a consumer report, which could serve liberal arts institutions both within and beyond the Global Partners network in identifying study-abroad programs that are well suited to students’ educational needs.

A buyer’s cooperative. Function as a buyer’s cooperative with third-party providers of study-abroad programs, for the purpose of negotiating quantity discounts, and to influence aspects of the curriculum, instructional method, living arrangements, and other elements of the study-abroad learning experience for students of Global Partners institutions. (Closely related to the buyer’s cooperative is a consortial approach to negotiating student exchange agreements with universities in other nations.)

Shared analysis of enrollment data. Engage in systematic efforts to collect, analyze, and share campus data on study-abroad enrollments, making possible individual campus comparisons to other Global Partners institutions as well as comparisons between Global Partners campuses and institutions nationwide as collected by the Institute for International Education (IEE).

Share information about study-abroad programs managed by Global Partners institutions. Construct a data base of study-abroad programs managed by Global Partners institutions in a form that is readily accessible through the Web to international studies officers, faculty members, and students of participating institutions. (Such information gathering could show, for example, which programs students of Global Partners institutions choose most often for study abroad, or what institutions have conducted site visits or other qualitative reviews of third-party programs.) A tool of this kind could increase the likelihood of students choosing the programs of Global Partners providers – ideally providing the basis for financial arrangements offering economies of scale and reduced cost to participating institutions.

Pursue Collaborative Approaches to Study Abroad

Collaborate in the management of study-abroad programs. One possibility is to pursue arrangements for “silent collaboration” among institutions in operating a common program for study abroad, allowing partnering institutions to share the costs of contracting an on-site agency that would provide instruction, housing, and support to students in a given setting. Such an arrangement would allow each institution to call the program its own, while making possible significant economies of scale.

Develop shorter programs. Collaborate in the development of shorter study-abroad programs that allow students to gain a first experience of another culture and setting, thus helping provide footings for a more extended period of study abroad at a later time.

Inter-consortial partnerships with liberal arts colleges abroad. Develop exchange agreements and related partnerships with higher education institutions in other nations that have been established on the model of liberal arts colleges in the U.S., working with these institutions to develop learning programs that help U.S. students understand their own culture in broader perspective.

Strengthen Global and Intercultural Dimensions of Education on Campus

Engage with local cultures. Develop consortial programs to foster heightened student engagement and understanding of cultural differences that exist in immigrant communities in the U.S., many of which are in close proximity to Global Partners campuses.

Multi-campus international forums for students. Convene multi-campus events that engage both international and U.S. students of Global Partners institutions in formal and informal exchanges that promote increased understanding of cultural differences of students from different countries – helping international students expand their networks and feel a sense of engagement with other students beyond a single institution, while helping U.S. students understand a range of diversity beyond what they encounter on their own campus.

Strengthen Continuity between Study Abroad and Campus Learning

Interconsortial forums for student research based on study abroad. Create inter-campus and inter-consortial forums that allow students who have studied

in a given region to reflect on their experiences and share them with others from an academic perspective, helping students understand their study-abroad experience as integrally linked to their on-campus learning.

Publication of student papers from study abroad. Develop a Global Partners venue for publishing the best student papers derived from study-abroad activities across the 42 participating institutions.

Language instruction across campuses using technology. Develop a program to provide instruction in the language of under-studied regions (e.g., Kiswahili) across campuses in real-time using video conferencing technology, providing valuable opportunities for language study to students preparing for or returning from study in a given region.

Share Information, Expertise, and Campus Resources that Support Curriculum Development, Teaching, and Research in International Subjects

Shared framework for curriculum development. Pursue initiatives across institutions to make international and intercultural education more integral to the curriculum and learning experience of undergraduates at Global Partners institutions. Work through consortial means to make international and intercultural education synonymous with a liberal arts education from these institutions, as opposed to an auxiliary to be taken or left according to student and faculty proclivities.

Inventory of institutional capacities. Develop an inventory of institutional strengths and weaknesses with respect to global and intercultural education across the 42 participating Global Partners institutions – not for the purpose of “ranking” institutions, but rather to help individual colleges set goals for strengthening global elements of their own curriculum and learning community, and to identify areas in which collaboration could help a given institution achieve its goals. (Such a compilation could yield a more informed understanding of which institutions might naturally cluster together in achieving shared purposes, while at the same time helping identify institutions that are poised to show leadership in the pursuit of particular goals.)

Dissemination of best practices. Drawing on the work of Global Partners activities to date, as well as the experience of individual institutions, develop a program to disseminate best practices in addressing shared institutional challenges concerning global education and study abroad.

Develop a traveling circuit of experts to Global Partners campuses, to help support curriculum development and teaching activities that foster deeper understanding of the international dimensions that are integral to a liberal arts education.

Arrange to bring young visiting scholars to liberal arts campuses. Drawing on the work of the Preparing Future Faculty (PFF) project, pursue consortial agreements with research universities that would provide campus internships for those who are doctoral candidates or who recently completed Ph.D.'s in international and intercultural topics, giving these young scholars an opportunity to engage in a mentored teaching activity in a liberal arts college, while at the same time making it possible for young scholars to enrich the global and intercultural environment of Global Partners campuses with their knowledge of a field.

Apply technology to enrich curriculum and teaching in global subjects. Expand the study of geography and the use of Geographic Information Systems (GIS) in the social sciences, language and culture and environmental studies, geoscience, and biological science among other disciplines across Global Partners institutions.

Expand Consortial Efforts in Faculty Development

Exchange programs with universities of other nations. Build on existing relationships to broaden consortial exchange agreements with universities of other nations, developing contacts of Global Partners faculty with scholars and institutions abroad while also facilitating the process of bringing scholars of other nations to Global Partners campuses.

International learning centers. Continue to foster a series of international learning centers, built on relationships that have been developed with leaders of key foreign universities, each serving as a point of contact and interaction for Global Partners faculty members conducting research, study, or curriculum development in a region.

Faculty development seminars. Continue shared efforts to strengthen faculty development, through interconsortial seminars that focus on issues of curriculum development and pedagogy with regard to a particular region, or to the enhancement of global and intercultural education in general.

Seminar-and-travel approach to faculty development. Pursue a consortial and inter-consortial approach to faculty development in the form of travel grants to visit other nations and cultures. One possibility is a format in which faculty from several institutions convene in a pre-departure seminar to formulate individual and collective goals; these colleagues travel together through much of their time abroad, then re-convene after returning to the U.S. to share findings and outline conceivable impacts on their research, teaching, and curriculum development. (The same three-part educational structure holds promise for groups of students across Global Partners institutions as well.)

Engage in Consortial Approaches to Assessing Learning, Understanding Costs, and Enhancing Participation in Study Abroad

Consortial effort to assess student learning in study-abroad programs. Adapt, refine and implement promising practices for assessing what students learn in study-abroad programs.

Strengthen understanding of costs associated with globalizing campuses. Drawing on relevant models, pursue consortial approaches to gain a better understanding and control of the costs that Global Partners institutions incur in supporting globalization efforts in general and study abroad in particular.

Shared efforts to foster broader engagement with global and intercultural elements of a liberal arts education. Develop strategies to encourage more students who are typically under-represented in international dimensions of a liberal arts education to participate and benefit more fully. Underrepresented student groups at present include athletes, male students, science majors, students of color, and students of lower socio-economic status.

Interconsortial Support and Advocacy on Issues of Pressing Common Concern

Develop a collaborative network for advice in visa processing. Develop a consortial network to provide advice and support for campus officials attempting to process the visas of international students coming to a Global Partners campus.

Lobbying for common causes. A shared approach to lobbying the federal government on pressing matters of shared concern, such as the issue of international students and scholars seeking visas for temporary entry into the U.S.

Charting a Course for the Future of Global and Intercultural Education

A global futures commission. Establish a Global Partners working group of faculty members with broad international experience to consider cross-cutting issues that are likely to impact global and intercultural education in the future, and to outline ways in which institutional collaboration can help these liberal arts colleges harness their productive energies to formulate and shape the issues of the future. (Examples of cross-cutting themes include environmental issues, border studies, and human rights issues).