

ENGAGING A UNIVERSITY'S LEADERSHIP TEAM IN ELEVATING GLOBAL LEARNING

A Concurrent Session in "Shaping the Future of International Education"
NAFSA 2008 Annual Conference
Washington, D.C. May 29, 2008

Panel Presenters

Ed Rugg, Dan Papp, Lynn Black & Barry Morris
Kennesaw State University

Brief Sketches of the Presenters

Dr. Ed Rugg is KSU's SACS-COC Accreditation Liaison and Editor of the Quality Enhancement Plan, Global Learning for Engaged Citizenship. For 16 years, he was Vice President for Academic Affairs at KSU during which several international centers and programs were established. He served as the Director of the Center for Institutional Effectiveness during the QEP's development. (Panel Moderator)

Dr. Daniel Papp became the third President of Kennesaw State University in July 2006, and played a pivotal role in the development of the QEP. He is a well-published international affairs expert who founded Georgia Tech's Sam Nunn School of International Affairs and rose to Senior Vice Chancellor for Academic and Fiscal Affairs of the University System of Georgia before assuming the presidency. (Panel Member)

Dr. Lynn Black is KSU's Provost and Vice President for Academic Affairs. As a key member of the President's Cabinet, he plays a central role in overseeing and facilitating the success of KSU's QEP to elevate global learning. Under his academic leadership, the Institute for Global Initiatives was formed, Global Learning Coordinators have been appointed, and global learning programs and opportunities are expanding. (Panel Member)

Dr. Barry Morris serves as a chief of staff for KSU's president and provost as Director of Cabinet Strategic Initiatives with primary responsibility for coordinating the implementation of the QEP in Global Learning for Engaged Citizenship. He is an international relations specialist with a diverse background as a university professor, academic administrator, international banker and global consultant. (Panel Member)

See KSU's QEP: Global Learning for Engaged Citizenship
at <http://sacs.kennesaw.edu>

Excerpts from the SACS Reaccreditation Team's Report Affirming KSU's Leadership in Elevating Global Learning

The QEP for "Global Learning for Engaged Citizenship" is an appropriate, innovative, and well-conceived strategy for building upon KSU's existing strengths in international education. Indeed, if actualized, the QEP will position KSU as one of the leading American universities in terms of global learning. It will become a model that is much emulated throughout the U.S. KSU graduates will become known for their international knowledge and competencies. (p. 36)

The QEP takes advantage of existing institutional strengths. Over the last 20 years, KSU has developed a number of important international learning initiatives, both campus-wide and school-specific in scope...KSU also has become an active participant in national conversations on internationalization through its prominent role in the American Council of Education's "Global Learning for All" project. (p. 36)

KSU is engaging one of the most important educational imperatives of the 21st century. It is becoming increasingly important that colleges and universities impart international competencies to **all** students. (p. 37)

The QEP's goal of spreading international learning to more students is advanced by its innovative definition of what international learning is about. Rather than focusing such learning only on the traditional goals of language acquisition and study abroad (as important as these are), the QEP focuses KSU's international learning efforts on the more general goals of enhancing student competencies "for participating productively and responsibly" in a global context...KSU's choice of the term "global" to describe its focus, rather than international, is another appropriate and deliberate strategy to broaden the opportunities for students to become involved because it intermingles international and intercultural learning, while underscoring that such learning can occur in local U.S. settings as well as internationally. (p. 37)

The QEP is further enhanced by its identification of (and hence focusing of effort toward) 10 goals that wisely span structural, leadership, and organizational issues as well as more specific strategies for increasing global learning. These 10 goals track progress, muster financial and infrastructural support across the university, engage both cabinet and school-level leadership, market the QEP's activities, increase global learning opportunities, and assess the learning that results. These ten goals make global learning everyone's business and provide the structures and processes that will enable it to happen. (p. 38)

Instituting a Global Learning Activities fee is an innovative method for developing the financial resources necessary for supporting study abroad, faculty development, and increased opportunities for global learning...Establishing the Global Learning Coordinating Council is a similarly innovative and noteworthy element of these goals...We also believe the idea of developing a Global Learning Certification process is innovative and excellent, particularly because it recognizes both classroom and experiential learning and can be used by students across KSU's undergraduate and graduate programs...The Committee commends the institution for utilizing such a broad range of measures to assess its innovative accomplishment of such a complex endeavor. On staffing, the active involvement of the president and his cabinet is commendable. (pp 38-40)

The Committee's review of the QEP confirms broad-based involvement of the on-campus community in the development of the QEP on Global Learning for Engaged Citizenship...The president has demonstrated strong support for the project and strategically enlisted each member of his cabinet to be accountable for at least one of the QEP's goals in order to ensure campus-wide involvement and support. Each college and the Student Success division have a Coordinator for Global Learning. These coordinators along with individuals from other key units comprise the Global Learning Coordinating Council, which is key to the implementation and assessment of the plan. (p. 41)

See the Reaffirmation Committee's Report at <http://sacs.kennesaw.edu>

Defining Global Learning

Global Learning for Engaged Citizenship is defined as an educational process that enhances one's competencies for participating productively and responsibly in the diverse, international, intercultural, and interdependent world. Global learning opportunities exist in the academic curriculum and in co-curricular experiences, and can be pursued both at home and abroad.

KSU's Global Learning Competencies

KSU's Quality Enhancement Plan and its Global Engagement Certifications will promote and advance the following global learning outcomes:

Knowledgeable Global Perspectives

Graduating students recognize and incorporate the diversity, commonalities, and interdependence of the world's people, nations, and/or environmental systems into their general knowledge, academic specializations and worldviews.

Effective Intercultural Engagement Skills

Graduating students demonstrate effective and appropriate communication, interaction and teamwork with people of different nationalities and cultures.

Global Citizenship Attitudes

Graduating students demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species.

Summary Observations

- Leverage opportunities like accreditation to build a comprehensive plan for global learning that commands university-wide attention.
- Enlist active and committed presidential leadership.
- Incorporate goals for global learning into the institution's vision, mission and strategic plan, and expect those goals to receive Cabinet-led leadership and facilitation.
- Expand and coordinate centralized and decentralized administrative leadership for the elevation of global learning across all educational divisions, within and beyond the classroom, and in local as well as international settings.

GLOBAL LEARNING FOR ENGAGED CITIZENSHIP

Purpose of the QEP: Assure that Global Learning Rises to the Top Tier of KSU's Educational Priorities and Outcomes.

Definition of Success: The Purpose of the QEP will have been accomplished when the ten goals that comprise its three supporting pillars are met.

Tracking Progress

Goal 1: Broad-based Cabinet-led Leadership Will be Tracked and Ensure Success of the QEP

Goal 2: Global Learning Opportunities and Specialists Will Be Identified and Tracked

Goal 3: Financial Support for Global Learning Initiatives Will Be Identified and Tracked

Goal 4: Global Learning Competencies of Students Will Be Identified, Certified and Tracked

Expanding Opportunities

Goal 5: Degree and Student Success Programs Will Strengthen Global Learning Opportunities, Outcomes, and Achievements

Goal 6: Campus-wide Financial Support for Global Learning Initiatives Will Double

Goal 7: Infrastructure for Global Learning Will Expand Substantially in Personnel, Technology, and Library Resources

Expanding Participation

Goal 8: Promotion of Global Learning and its Value Will Expand Substantially

Goal 9: Incentives, Awards and Professional Development Programs for Global Learning Will Be Substantial and Broad-based

Goal 10: Campus-wide Engagement in Global Learning Will Increase Greatly