

By Elaina Loveland

## Global Learning for All

An Interview with Carol Geary Schneider, president of AAC&U

**C**AROL GEARY SCHNEIDER is president of the Association of American Colleges and Universities (AAC&U). With more than 1,200 member institutions, AAC&U is the leading national organization devoted to advancing and strengthening undergraduate liberal education. Under her leadership, AAC&U launched Liberal Education and America's Promise (LEAP), a 10-year public advocacy and campus action initiative designed to engage students and the public with what really matters in a college education for the twenty-first century.

The LEAP campaign builds on AAC&U's major effort, Greater Expectations: The Commitment to Quality as a Nation Goes to College, a multi-year initiative designed to articulate the aims of a twenty-first century liberal education and to identify comprehensive, innovative models that improve learning for all undergraduate students.

While a vice president at AAC&U in the 1990s, Schneider headed a major initiative at AAC&U on higher education and U.S. pluralism, American Commitments: Diversity, Democracy and Liberal Learning. Schneider has published extensively on all the major areas of her educational work and has taught at the University of Chicago, DePaul University, Chicago State University, and Boston University.

Schneider is a graduate of Mount Holyoke College with a bachelor's degree in history. She studied at the University of London's Institute for Historical Research and earned the PhD in history from Harvard University. She also has received eight honorary degrees.

**IE: How does global learning fit into liberal education in the twenty-first century?**

**SCHNEIDER:** To answer this question, it's useful to think about the enduring goals of liberal education. Liberal education has evolved through the years, but three big goals remain central, even though our approach to those goals changes over time. First, liberal education always seeks to provide students with the kind of knowledge they need to make sense of the world they live in. Second, liberal education helps students

develop the kinds of intellectual skills and practical skills they need to use their minds well, to solve problems, to respond to new situations, to deal with complexity and diversity. Third, liberal education fosters a sense of responsibility to others and to one's own integrity. A liberal education teaches students to ask fundamental questions. What is the right thing to do? What is the best thing to do? What is the responsible thing to do? What are my responsibilities to the larger community, as a citizen and as a thoughtful human being?

So, holding in mind these traditional goals of liberal education, our global era adds new dimensions to all of them. It redefines, for example, the knowledge students need to make sense of the world they're in. When I was in college 98 percent of the curriculum was about the West. Now we understand that we really need to know a lot about other cultures and the interconnectedness of other societies with our own in order to be well prepared for work, for life, and for the future. World histories, world religions, world economies all assume new standing as core knowledge rather than optional knowledge.

In terms of intellectual skills, when I was in college, intercultural competence would not have been on the list of capacities my college considered necessary. Today as we see from AAC&U's survey research, 79 percent of our member campuses have established intercultural competence as a learning goal for all their students. Employers explicitly seek to hire people who can work successfully with colleagues from very different backgrounds and, often, from different



Carol Geary Schneider

parts of the world. The global moment that we're in has changed the intellectual and practical skill sets that students need to succeed in work, life and community.

Again, the sense of responsibility to self and others—it used to be that we thought about these issues primarily in the context of democratic society here and abroad. Now I think many of our campuses also emphasize a sense of responsibility to help solve really urgent global problems like sustainability, health, hunger, poverty, and inequality—all of which is to say that liberal education is fundamentally changed by asking the question, what kind of learning do we need to engage global realities and challenges? As we think about this as the global century with the whole set of various compelling global problems in front of us, there is a new focus to liberal education.

In addition, the challenges of global engagement have made liberal education even more essential for all students. A good liberal education always includes a strong grounding in the humanities, social sciences, arts and sciences—the so-called liberal arts and sciences. The truth is that there is no possible way to prepare students for global participation without extensive grounding in the liberal arts and sciences. A student who has had, for example, only “career training” will emerge basically ignorant of the global forces that are shaping and even threatening her future.

**IE: AAC&U uses the term “global learning;” how is this different from international education as a whole?**

**SCHNEIDER:** The term international education literally means between nations. It represents a way of thinking about the world that was dominant a half century ago when our leaders focused on power and cultural relations between different nations and across the Soviet/Western power axes. Today we use the term global learning to emphasize the interconnectedness of people and issues in the global community, and we also like to emphasize that the United States is very much part of the global community. We are all swimming together in a global sea. We need to see ourselves as very much part of a larger community—not just as a discrete nation that has formal interaction with others. In the same vein, the term “global learning” underscores the need for multi-dimensional approaches to the big questions we face as a planet, questions of climate, sustainability, energy, water, food, poverty, disease. The solutions to these problems will emerge through new forms of collaboration, not just by decisions among the political leaders of different nations.

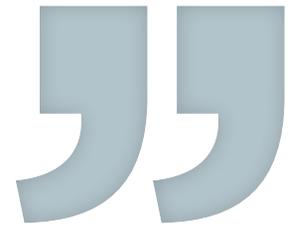
**IE: How does study abroad fit into global learning, and how crucial is it as part of higher education today?**

**SCHNEIDER:** It is really crucial for students to have experiences of living and working and learning in cultures and communities different from the ones they grew up in. That doesn't necessarily mean they have to go abroad. We know that very small numbers of college students actually do get to study abroad between the first and final year of college. The National Survey of Student Engagement reports that 14 percent of graduating seniors have of have studied abroad but of course half of those who enter college don't graduate, so that's 14 percent of the students who made it to the finish line and not 14 percent of the whole college population. Given the very small numbers of students who actually study abroad, we need to develop additional strategies that help students learn from global communities and cultures that already are part of the U.S. landscape.

We have a long way to go to build an international or intercultural experience as a regular part of a student's education. But, the fact of the matter is that you can find global diversity all over the United States. Ours is one of the most diverse societies in the world. People from everywhere else have come here. There are many communities, quite literally, down the street that Americans could get to know better. I'm fond of the model of junior year at home in which students actually spend some time—it might be in an urban community, it might be working in a reservation with a tribal community—in a culture different from the one the student grew up with. The goal is to develop knowledge, competence, fluency, and enjoyment in being in situations where you are constantly thinking outside your normal accustomed experiences.



**We are all swimming together in a global sea. We need to see ourselves as very much part of a larger community—not just as a discrete nation that has formal interaction with others.**



**IE:** AAC&U promotes liberal education across different types of institutions—not just liberal arts colleges. Can you describe what a liberal education is and how it can be applied to college experiences in community colleges and research universities as well as in liberal arts colleges?

**SCHNEIDER:** A liberal education is about providing broad knowledge, developing intellectual and practical skills, educating students to have a sense of responsibility to self and others, and teaching them to integrate and apply their learning across different contexts. Once those reference points for liberal education are recognized, then institutions can and should be doing it everywhere.

The first and most fundamental point is that liberal education is not, and should not be, confined just to arts and sciences studies alone. For a long time, there really has been a dividing line between the arts and sciences on the one hand, which identify themselves as the true custodians of liberal education, and the professional and applied fields on the other, which few saw as liberal education. AAC&U's approach to liberal education breaks through those binary oppositions. Through our initiative on Liberal Education and America's Promise (LEAP), we recommend that every student should be learning about the world they're in, developing a certain set of capabilities and skills, a sense of responsibility to self and others, and the ability to apply their learning to real problems such as global problems, whatever the student's actual discipline. So, the vision of liberal learning we advance draws both from the applied fields, by saying application is essential, and it draws from the arts and sciences fields, by saying knowledge of the wider world is also essential. Consider, for example, the Global Systems and Project Management course that Carnegie Mellon

has developed. Students who take this course will learn very practical, applied skills in a deliberately cross-cultural and comparative global context. They will develop "Big picture insights" and also "real world applications."

Everything really depends on how you frame it. If you frame liberal education in terms of subject matter, you end up in corners and cul-de-sacs. But if you frame it in terms of the capacities and kinds of knowledge students need to flourish in the global world, then whatever it is they're studying, whatever it is they are preparing to do, it becomes clear that all students need to develop the hallmark outcomes of liberal education. Today, those hallmark outcomes are global.

How do we actually do that? One example is a community college in Florida. Miami-Dade College has been very active in AAC&U for a long time and has identified a set of learning outcomes very recognizable as liberal education outcomes that every Miami-Dade student ought to work on and demonstrate an appropriate level of competence in before they leave. Miami-Dade leaders held a public covenant in which faculty and the staff leadership came together with leaders in the community, representatives from the student body, etc to basically pledge together that helping students achieve these outcomes is our solemn obligation. These outcomes apply to their career programs, to their nursing students, to their students who want to become teachers, to all their students.

One of the common misconceptions about liberal education is that it should be achieved mainly through arts and sciences courses taken in general education. A college might have a general education program, which they might even call a liberal studies program, which some do, and that's how we try to provide liberal learning to students. But general education is barely more than a

third of the curriculum, so if two-thirds of the curriculum remains disconnected from these broad intended outcomes, for example, if two-thirds of the curriculum pays no attention to global learning, I think we can predict that students will be under-prepared on those outcomes.

So, the real strategy for liberal education is to say, what do these broad goals of liberal learning mean in different fields? What do they mean for nurses? What do they mean in public health? In fact, public health is a field that has worked with our liberal education outcomes. It has defined its own competencies with reference to the broad areas of liberal education that I described earlier in this interview. What does it mean for business? What does it mean for engineering? Would we want our engineers to be illiberally educated? Do we want them not to know about the globe, about other people, about other cultures, about ethics? Do we want them to be unable to communicate?

In other words, the broad knowledge and higher level capacities that characterize liberal education really have to take life in the fields that students are choosing to shape their careers, to shape their futures, and eventually through their own work to help shape the world. These outcomes can't just be confined to general education. As we often say at AAC&U, general education is necessary but not sufficient.

**IE:** How can science and technology fields also be integrated into global learning and why is this important?

**SCHNEIDER:** We have joined forces with a STEM reform group called Project Kaleidoscope, which officially became part of AAC&U in January. It is very concerned with mobilizing the STEM community to tackle and solve the important global chal-

lenges that follow throughout that effort. PKAL leaders perceive that sustainability can become a unifying theme across chemistry, biology, physics, environmental studies, geology, and other sciences. In fact, PKAL has just launched a new project that will work across basic disciplines on topics fundamental to the future of the planet.

I'm not a scientist myself, but I certainly have been persuaded by people who are leading scholars in the sciences that the most important work now is happening at the intersections of disciplines, and that scholarly knowledge is now being driven by global problems that extend beyond any particular discipline. I think sciences are in their own way tackling global questions, and yet, it still remains much more difficult for science majors to take a semester or a year abroad than for students in the less highly structured fields of study.

One of the things that I find astounding is the glacial pace with which campuses are adjusting the curriculum to make it possible

for students in any academic major to go abroad. For example, many campuses encourage junior year abroad or a semester of the junior year abroad. To my mind, junior year is the worst time to go. That's the time you're really getting deep into your major. You're really trying to work on the critical skills and knowledge you need for proficiency in your field—and, ideally, to do a senior capstone project. Study abroad in the junior year pulls students away from this core work.

My own son studied abroad in his junior year and found, when he came back, that he had to scramble to squeeze in core courses that were central to his major. Why wasn't he encouraged to study abroad in his sophomore year, so that he would bring his global experience back into his major? Why was he faced with a hard choice between two equally important goals—study abroad and a solid grounding in the methods of his major? We really need to remap and re-align the expected sequence of key experiences and practices so that we do a good job of laying the foun-

ation for the major and also a good job of giving students intercultural experience.

We shouldn't force really hard choices between fundamentals like learning in another culture and actually mastering the methodologies of your discipline.

**IE: What skills are employers seeking from today's college graduates in terms of global readiness? How can institutions help meet these demands?**

**SCHNEIDER:** I think that the big discovery of the last decades is the high degree of agreement between faculty members and employers on the knowledge, skills, and responsibilities that a well-prepared graduate needs. Both faculty and employers agree, for example, that students need to know about other cultures, they need intercultural skills, and they need the ability to connect knowledge and skills in a real-world setting. They need to be able to tie their knowledge to real problems, and I think there's growing agreement between faculty and employers that students need practice in working in intercultural teams—not just teams but teams of people who have different perspectives, probably different disciplines, and maybe different life histories.

I think employers would also say that, increasingly, our employees are working in virtual communities, not just real-world teams, and working in virtual networks around the world. This expectation adds yet another layer of global preparation, not just to being able to work with somebody from another culture but being able to do so in a virtual context using technology.

There's a very strong shift these days to a focus on outcomes or competency-based learning. We have different ways of describing this shift, but it all adds up to the following: It's not enough to know something. Students also need to be able to do something with their knowledge. As institutions and faculty have begun to focus not just on what is taught, but what is learned and what people can do with all this learning, they no longer are willing to settle for such vague goals as "global awareness" or "global perspective." They are much more attentive to the capacities a graduate actually

**The Student's Solution for Any Travel Emergency**

Following a major earthquake, a student is trapped by debris from the dormitory floor above her...

**Be prepared.**

*It Could Happen to You™*

*Critical emergency resources students need during any travel emergency, anywhere in the world:*

Emergency Medical and Political Evacuation

Natural Disaster Evacuation

Emergency Return Home due to family medical emergency

24 Hour Nurse and Legal Helplines

Medical Referrals from our comprehensive international database



888.289.0567 | SALES@ONCALLINTERNATIONAL.COM | WWW.ONCALLINTERNATIONAL.COM

needs to function and contribute in cross-cultural contexts.

Invariably, when faculty sit down and ask what skills a graduate needs, they recognize intercultural, cross-cultural skills as fundamental. They recognize intercultural communications and problem solving as fundamental. The whole shift toward asking what students could do with their knowledge is starting to lay a very strong foundation for teaching students to function successfully in a global context.

In addition, as I've already said, students are increasingly applying their knowledge to real-world global problems. The more they do this, the more they see the point of what they're learning, and the more they come to see themselves as part of the solution to global problems.

**IE: AAC&U has a conference in January entitled "Global Positioning: Essential Learning, Student Success, and the Currency of U.S. Degrees." Why is**

### **global positioning important for higher education institutions in the twenty-first century? What can they do to position themselves globally?**

**SCHNEIDER:** As we've been saying, colleges, universities and community colleges need to rethink their basic educational mission to ensure that students are globally prepared. They need to rethink the contents of the curriculum, the skills they're teaching, and the sense of responsibility they're helping students develop. They need to reposition all that in relation to a global context and they've begun to make these changes. But global learning is still work in progress. Campus leaders want to learn from others who also are redesigning the basic expectations of the college curriculum.

In addition, there's also the repositioning of American expectations in a global context. We often describe the twentieth century as the American century. There's no question that at least in the second half of the twentieth century we were the dominant power in the world.

Now, we recognize that there are other superpowers emerging in all parts of the world, and it's going to be a very different global landscape for the foreseeable future. That means that we need to think in some new and more nimble ways about how we function with the global community and we need to move away from the tradition of American exceptionalism and also American isolationism. Very few Americans, for example, actually have passports. In this global era, it's clear that we need to give our people metaphorical passports. They need to feel like they're citizens of the world as well as citizens of this country. So, global positioning is about our society's role in the world, it's about colleges' and universities' role in the world, and ultimately it's about how individuals come to see themselves in relation to the global community.

There's another theme in the annual meeting that we're going to be exploring and that is related to the currency of U.S. degrees. I'm sure you're already telling your readers there's a reconceptualization of the meaning of the degree going on very actively in Europe through the Bologna process. Other nations are also part of that international effort to redefine postsecondary degrees in terms of the knowledge and skills graduates should possess when they leave college.

U.S. higher education has been engaged in its own parallel efforts through the emerging focus on learning outcomes. But, until recently, the United States has not been joined in a broader dialogue about essential learning outcomes with Europe, with Canada, and with Latin American countries. One of the things that we want to explore in the annual meetings is the redefinition of U.S. degrees and U.S. learning outcomes in relation to these global discussions and change efforts.

I would add that when we do compare the U.S. tradition of liberal education with European degree frameworks, the most striking difference is our own tradition of preparing students for responsible citizenship above and beyond their study in a particular field or major.

U.S. educators strongly believe that higher education has plays a crucial role in building the broad knowledge and examined responsibilities that are necessary to



### **Freie Universität Berlin International Summer and Winter University (FUBiS)**



is an intensive, academic program.  
FUBiS sessions take place both in summer and winter.

- Term 1:** January 15 - February 12, 2011 (4 weeks)
- Term 2:** May 28 - July 9, 2011 (6 weeks)
- Term 3:** July 16 - August 13, 2011 (4 weeks)

- FUBiS participants can choose from:
- intensive and semi-intensive **German language classes** on five levels of proficiency
  - **Business German** classes and
  - **Subject classes** on various topics (taught mostly in English)

*Get a taste of German culture and have a stimulating and rewarding experience - academically, culturally, and personally!*

www.FUBiS.org

Where the world meets to study

democratic citizenship. The Bologna process in Europe has, in fact, given short shrift to civic learning. But preparation for democratic and global citizenship is fundamental to the U.S. tradition of general education and to the learning outcomes that U.S. colleges and universities have recently adopted.

Just this week, I just received a book by a leader in the Council of Europe making exactly this point. He argues that that civic learning needs to become part of the Bologna process and that Europe has a lot to learn from the United States on this topic.

Looking at U.S. goals for learning in a comparative, cross-national context underscores the role that liberal education plays in our distinctive approach to college learning and to civic learning as an outcome of college. Since the founding of this country, we have always understood that liberty and learning are intrinsically connected. Our commitment to democracy undergirds our ongoing commitment to a liberal and liberating education.

**IE: How would you describe the currency of U.S. degrees in the current global economy?**

**SCHNEIDER:** Earlier, I spoke of the convergence between faculty members and employers in terms of the kinds of knowledge, the global skills, the high-level intellectual and practical skills, the sense of responsibilities that both groups think college graduates need. There is a convergence but there's also divergence between the national dialogues about college: on the one hand the policy dialogue, and on the other hand, what faculty members and employers are looking for. The policy dialogue is now intensely, urgently focused on having more degrees, generating more degrees.

We've become aware, especially when it comes to our younger people, that we're falling behind other countries in the percentage of young people who actually earn a college degree by age 35 or 40. We see warnings everywhere that this is the first generation that will be less well-educated than their parents were. So, the policy focus has now turned to degree completion with no discussion at all about whether the students who graduate are well prepared for today's global challenges.

The quality dimension is almost totally lost in the public and policy discourse about

the currency of U.S. degrees. The governors, for example, have declared through the National Governors Association that they want to ratchet up the number of degrees, and they're going to start measuring how well higher education doing. that the governors need to take note that employers are saying, look, a lot of these graduates you're sending us don't know much about the rest of the world, can't write, can't solve problems, don't work well in diverse teams, and are not promotable.

AAC&U has commissioned several surveys of employers over the past three years. Together, these surveys tell us that employers have raised the bar for the level and breadth of learning one needs to succeed in today's economy—or even to be retained by a company in difficult economic times.

The bar has been raised. The global learning is very much a part of those rising expectations. The real question is: do American students know this? Do they know that it's not just enough to obtain a degree? What really counts is the students' breadth of knowledge, high level skills, proactive sense of responsibility and capacity to tackle new problems.

**IE: In the media and among some policymakers, there has been some discussion about creating three-year bachelor's degrees in the United States. In your opinion, why is advocating three-year degrees detrimental?**

**SCHNEIDER:** Well, the whole furor about three-year degrees and getting to degrees faster is an illustration of the point I just made. The public and policy dialogue about higher education has paid no attention to the quality of learning and is entirely focused on delivering more degrees. In that context, some leaders will say, well, why do we need a four-year degree? If Europe can do it in three years, why can't we? And look at all the money that would be saved if students spent only three years in college. It's painfully clear that proponents of the three-year degree have not looked at the quality of under preparation of those who are entering college. ACT studies tell us, for example, that one in four college students arrived well prepared to do college-level work. At least 40 percent of those who

#### STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

1. Publication Title: *International Educator*. 2. Publication Number: 1059-4221. 3. Filing Date: October 2010. 4. Issue Frequency: Bimonthly. 5. Number of Issues Published Annually: 6. 6. Annual Subscription Price: *International Educator* is available free to NAFSA members. Nonmembers in the U.S. can subscribe for \$35 USD. 7. Complete Mailing Address of Known Office of Publication: NAFSA: Association of International Educators, 1307 New York Avenue, NW, Eighth Floor, Washington, DC 20005-4701; Contact Person: Christopher Murphy; Telephone: 202.737.3699. 8. Complete Mailing Address of Headquarters or General Business Office of Publisher: Same as above. 9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor: Publisher: NAFSA: Association of International Educators, Same as above; Editor: Christopher Murphy; Managing Editor: Elaina Loveland. 10. Owner: NAFSA: Association of International Educators, Same as above. 11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities: None. 12. Tax Status: The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes have not changed during preceding 12 months. 13. Publication Title: *International Educator*. 14. Issue Date for Circulation Data Below: Average, Preceding 12 Months. 15. Extent and Nature of Circulation: a. Total Number of Copies: 12,667; b. Paid and/or Requested Circulation: 11,155 c. Total Paid and/or Requested Circulation: 11,155; d. Free Distribution by Mail: 0; e. Free Distribution Outside the Mail: 935; f. Total Free Distribution: 935; g. Copies Not Distributed: 577; h. Total: 12,667. 16. Publication of Statement of Ownership: *International Educator* November/December 2010. 17. Signature and Title of Editor: Christopher Murphy, Senior Director of Publications.

enter college have to take remedial courses. Now, if student under-prepared when they get there, it defies common sense to say they should be finishing in three years rather than four. In that context, I said we would do very well to set an achievable national goal to help students graduate in four years. Fewer than half actually do. In public institutions, only 28 percent actually graduate in four years.

So, there is a kind of fantasy quality to the whole debate about moving to the three-year degree. Some students actually can finish in three years, of course. Some already do. But they are the exception, not the norm.

**IE: How do you think the whole three-year debate perhaps has been influenced by the Bologna process?**

**SCHNEIDER:** Only a little bit. I think what actually happened was that some institutions from the United States, especially some private institutions, thoughtfully and carefully designed a three-year accelerated degree program, figuring out how the student can complete four years worth of work in three years. Four academic years became three calendar years. I think, for example, of Hartwick College. Hartwick faculty did not eliminate one quarter of the degree; rather they compressed four years of study into three calendar years as an option for very well qualified students.

Hartwick never intended this to be a model for all the students; it assumed that maybe 10 to 15 percent of its students would actually be

qualified to do it. These students would have had the right preparation for college, would have the right skill level, and would have the right motivation that they could, in fact, finish in three calendar years.

But Hartwick and other institutions offering three year accelerated programs got a lot of publicity. Especially in the economic downturn, the press jumped on the story. They thought the three-year degree option was something new. The press has ended up confusing two different things: an accelerated version of the four-year degree and the three-year B.A. offered in much of Europe. The European model presupposes, of course, a much tougher and more rigorous type of pre-collegiate learning.

But we were really confusing apples and a loaf of bread when we talked about these two different things, but people weren't asking the quality question: What kind of learning we're talking about? It just became a matter of looking at all the money you save by studying in three years instead of four.

**IE: The Lumina Foundation embarked a Tuning project in 2009 called Tuning USA. Can you explain what "tuning" is, how the Bologna Process may have influenced the formation of this initiative, its goals, and what your involvement is?**

**SCHNEIDER:** I've been involved as an observer in the Tuning project in the United States. AAC&U is keenly interested in the whole issue of learning outcomes. As we've been saying earlier, our focus in the LEAP initiative is on learning outcomes that students need. In that context, we're obviously very interested in how this is being approached in Europe. Lumina, to its credit, decided that it was time to connect the dialogue in Europe and other parts of the world, the so-called Bologna dialogue with Americans' discussions of learning outcomes, and the Tuning project picks up on this particular aspect of the Bologna work on learning outcomes.

As I said, nations that have been involved in Bologna have each put together national degree qualifications and indicated any degree it's supposed to include, and then spelling that out field by field. Tuning is the part in which the field defines what the general outcomes should mean in specific fields. The national degree frameworks, for example, stress the importance of applied learning. Tuning asks what applied learning means in English or economics, or business.

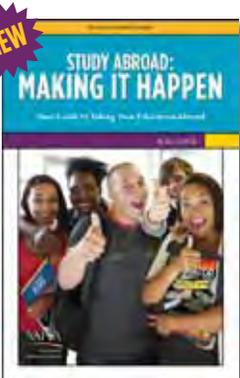
So, Lumina decided to bring that part of the Bologna process to the United States with setting two or three goals in mind. One big goal was to involve faculty more deeply with the whole question of learning outcomes. Lumina leaders wanted to start by asking fields to think about their own discipline, the work of the major, and also what's the difference between a history major or history studies in the two-year institution than four-year institution than master's degree. How do the several cycles of two-year study; four-year study and post-graduate study build on one another?

So, the first phase of the Tuning project has been to involve three states and disciplinary teams in those three states. They've addressed history, physics, chemistry, education, biology, and graphic arts. The teams of faculty came from two-year institutions, from four-year institutions, public and private, and from master's pro-

# NAFSA Publication

## STUDY ABROAD: MAKING IT HAPPEN YOUR GUIDE TO TAKING YOUR EDUCATION ABROAD

By David Wick



(ITEM 301) Plus Shipping+Handling  
Pack of 40

An excellent tool for any education abroad office, *Study Abroad: Making It Happen, Your Guide to Taking Your Education Abroad* helps students explore the exciting possibilities of education abroad, along with giving advice and links to needed resources for planning. It covers such topics as: what is study abroad, why study abroad, deciding which type of program to choose, applying for programs, paying for education abroad, beyond "studying" abroad, and more. 20 pp.

**MEMBERS \$35.99**  
NONMEMBERS \$47.99



**ORDER ONLINE AT**  
[WWW.NAFSA.ORG/PUBLICATIONS](http://WWW.NAFSA.ORG/PUBLICATIONS)  
**OR CALL TOLL FREE 1.866.538.1927**

Association of International Educators

grams to explore together the expectations for this degree as you proceed up the ladder for student learning from secondary learning to postgraduate learning.

Another part of the pilot Tuning project was to ask each team to take a hard look at where the graduates were actually going. What happens to physics majors? What happens to chemistry majors? Where do history majors end up? What are their career paths? A very small fraction of graduates in most fields actually go to graduate schools in their major field. If your graduate is not going to be a historian or a physicist but is going to work, how does the major field prepare the student for that? The Tuning process has invited a dialogue between educators and employers about the kinds of learning that a degree should reflect in different disciplines.

**IE: Do you have any final thoughts you'd like to share about higher education's role in preparing global citizens?**

**SCHNEIDER:** Why does someone choose to become a faculty member? Why do you become a scholar? It's because you love learning. It's because you love discovering things that you did not previously know and you love seeing the connection between things that initially you didn't know were connected or could be. The move out of the American century to the global century is the trigger for a broad and deep new learning for everybody in higher education and that makes it a very exciting and fulfilling goal. This new global focus is a catalyst for higher education to renew its most profound commitments, which are to knowledge, to deep understanding, and to using knowledge to make a better world.

At the same time, in the global knowledge economy, higher learning has become suddenly a national policy priority. It's now widely recognized in policy centers that we do need more students with degrees and more students to go to higher education. And all too often, that sense of urgency ends up in an empty conversation. You're trying to figure out how to get more people through faster, quicker, not worrying too much about the things student need to learn while they're in college. That is deeply frustrating to faculty and educational leaders who see that, as we said before, students need to learn more today not less because the global moment has simply added to the layers and levels of learning that you need to be competent in work, life, and citizenship. If the public conversation isn't talking about what students need to learn but only asking how many people have credentials, then you begin to threaten that very sense of vitality that the global century has brought us. It's as though we have two different roads to the future. One of them is renewed with new learning and one is an empty speed wagon. Obviously, NAFSA and AAC&U both believe that we ought to seize the moment to foster new learning for our students, for our society, for our world. Our shared work is to try to bring everybody else in this direction. **IE**

**ELAINA LOVELAND** is managing editor of *IE*.

To read more of this interview, and to learn more about AAC&U's Shared Futures: Global Learning and Social Responsibility initiative, visit [www.nafsa.org/webextra](http://www.nafsa.org/webextra).



**Wondering about the right health plan for your international students?  
Let us guide you.**

**Contact Sharif Ossayran  
sharif@renstudent.com  
(310) 394-0440**

**Or visit us online: [www.renstudent.com](http://www.renstudent.com)**

INTERNATIONAL • STUDY ABROAD • TRAVEL ASSISTANCE • REPATRIATION & MEDICAL EVAC.




**Winter Institute**

*Where experienced international admissions professionals will learn how to award credit from overseas study.*

**24 - 26 January 2011 in Washington, DC  
Registration ends 14 January 2011**

Call 202-355-1052 for more information