**TASK FORCE ON GLOBAL ENGAGEMENT REPORT**

**December 2014**

**Charge:** The Global Engagement Council will serve as the Task Force on Global Engagement. We are moving rapidly to expand our international population, our ESL program, and our study abroad opportunities for students. The Task Force will continue to provide advice on our work in these areas while also recommending strategies for increasing both the prevalence of and our ability to measure the presence of global content in our classes and the engagement of our faculty in global scholarship. The Task Force will recommend a standard minimum dataset to track our practice and progress.

**Introduction:** The Global Engagement Program Council worked throughout Fall Semester 2014 to evaluate the signature experience of “Global Engagement.” The charge asked us to recommend strategies to *increase* the prevalence of global activities and to recommend key indicators to *measure* such efforts. Therefore, this report has two parts: our key recommendations for increasing and improving global engagement efforts and a list of datasets we believe will be helpful in our long-term goals. The language of the charge aligns well with the Center for Global Engagement Strategic Plan, which was developed in 2014. CGE will focus on five main strategic goals, which we aligned with the language of the of Task Force Charge (highlighted in yellow):

**CGE Strategic Goals and Strategies for Global Engagement Growth**

1. Education Abroad (To expand study abroad opportunities for students)
2. Enrollment Management/International Student Services (To expand our international population, our ESL program)
3. Internationalization of the Curriculum (The presence of global content in our classes)
4. International Activities of Faculty (The engagement of our faculty in global scholarship)
5. Internationalization of Campus

**Key Recommendations:**

**Role of the Center for Global Engagement** In the past five years, the Center for Global Engagement—under new leadership, a broadened mission, and a new name—has made tremendous strides in internationalizing the campus and curriculum. More students than ever are studying abroad and participating in TCNJ-faculty-led global courses. There has been a concerted effort to recruit international students. The CGE has sponsored numerous on-campus programs to engage the community on global issues. Adequate resources are fundamental to sustain and increase these achievements.

We envision that the mission of the CGE will continue to expand, and we recommend that the Center be recognized as the hub for all global efforts at TCNJ. The Task Force is concerned about the lack of a centralized place for global opportunities and events. Many peer and aspirant institutions have inviting, spacious facilities where members of the college community can engage on global issues, host global events, watch global television feeds, read international newspapers eat international cuisine, and gather with international students. A lack of such space impedes progress toward meaningful global engagement. Furthermore, sufficient staffing, such as a dedicated administrative professional, is essential to meet the needs of this increasing population of international and study-abroad students, who greatly enrich the culture at TCNJ.

**Curriculum:** The fact that TCNJ has long had a “global” requirement in its liberal learning curriculum demonstrates the recognized importance of this signature experience for all TCNJ students. Since liberal learning is to be reassessed in the coming academic years, we believe that this is a good time to ask what we mean to designate a course as global. We recommend a campus discussion of the “global” liberal learning goal. The current description of this domain is: “Understand the divergent points of view in the global community, the development of cross-cultural differences, understand how experiences across cultural and social boundaries challenge cultural-centric preconceptions and recognize and respect a culture or society that is different from their own.” By reviewing these learning outcomes, the campus community can come to better understand how courses may meet these goals and whether the goals should be revised. We recommend considering that global courses use the fourth hour to require students to participate in the manifold global-themed opportunities on our campus (lectures, films, cultural events, etc.).

**Campus Activities:** The Task Force has been impressed with the number of globally oriented activities that happen on campus on a regular basis. However, currently there is not adequate information available regarding the opportunities that exist. We strongly suggest that TCNJ invest in calendar software that can designate “global” events (as well as other categories). Global events need to be aggregated, easy to find, and to engage with. This recommendation dovetails with those on the CGE and Curriculum, above. If CGE can acquire the resources to be the hub of information on global opportunities, this information will be more broadly disseminated across schools and constituencies, enabling departments, programs, and faculty to more easily recommend or require participation in co-curricular events.

**Measuring Global Engagement:** The following two pages use the language from the Task Force Charge and the CGE Strategic Plan to make recommendations on what areas we believe TCNJ should focus on to track progress in Global Engagement. Chart One describes the “external indicators,” the exchange of students abroad and to TCNJ from other countries. Chart Two lists “internal indicators,” the activities on campus or of our faculty that make TCNJ a globally engaged institution.

**Task Force Categories aligned with CGE Strategic Plan: “External Indicators”\***

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| Priority | **CGE GOAL #1: EDUCATION ABROAD** | **CGE GOAL #2: ENROLLMENT MANAGEMENT/ INTERNATIONAL STUDENT SERVICES** |
| 1 | * Track number of students participating in long-term international programs that are at least a semester (including study abroad, internship, and student teaching formats) * Sort by program type, major, school, class, region/country attended | * Track number and diversity (nationality, gender, course of study) of matriculated international students |
| 2 | * Track number of students participating in short-term Faculty-led programs; * Track number/type of programs offered each year * Sort by major, school, class, region/country attended | * Track number and diversity (nationality, gender, course of study) of CALC students |
| 3 | * Inventory international partnerships * Track activities taking place within those partnerships |  |

\* Please see separate Excel File for preliminary data for Goal 1, Priority 1. The data is sorted by student major (Tab 1) and host country (Tab 2).**Task Force Categories aligned with CGE Strategic Plan: “Internal Indicators”**

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| Priority | **CGE GOAL #3: INTERNATIONALIZATION OF THE CURRICULUM** | **CGE GOAL #4: INTERNATIONAL ACTIVITIES OF THE FACULTY (non-teaching)** | **CGE GOAL #5: INTERNATIONALIZATION OF CAMPUS** |
| 1 | **ON-CAMPUS COURSES**   * Track classes with global designations. Sort by school and department as well as other LL domains (e.g. SCHP, WWWK, Gender) * Track interdisciplinary and honors courses with global designation * Track courses that require activities with global content (e.g. lectures, cultural events, films, fourth-hour activities, use of technology to connect internationally) | **INTERNATIONAL RESEARCH**   * Track faculty conducting international research. Sort by school and department * Track faculty presenting at international conferences. Sort by school and department * Track faculty presenting at national and regional conferences that address global topics. Sort by school and department * Track MUSE projects with global emphasis | **CAMPUS EVENTS**   * Track campus events with global focus (e.g. Lectures, speakers on global topics, Foreign speakers, “Current Event” Activities (rapidly organized events on hot issues), Cultural Events, Skype events with global partners) * Track sponsorship of such programs |
| 2 | **OFF-CAMPUS COURSES**   * Track faculty-led study abroad courses * Sort by departments and schools offering such programs | **INTERNATIONAL FELLOWSHIPS AND GRANTS**   * Track funding sources for international faculty research, teaching, and conference travel | **CAMPUS SPACE**   * Inventory dedicated spaces for global activities (e.g. study abroad resource room, classrooms equipped with Skype, spaces for international students) * Inventory aesthetic indicators of globalized campus (e.g. flags, art) |
| 3 | **MAJORS/MINORS**   * Track academic programs with global focus * Track academic programs that have a global requirement | **STUDENT FACULTY COLLABORATION**   * Track student-faculty research or internships with global focus or international travel component | **STUDENT ORGANIZATIONS**   * Inventory organizations with global focus and/or activities |