Northwestern Global Strategic Plan  
White Paper Series

The Northwestern global strategic planning process builds upon important campus-wide planning conversations about Northwestern’s global direction over the last ten years. For the current process, over 200 Northwestern University stakeholders have been engaged in conversations that will form the basis of the strategic plan:

- **Global Mapping Project (Fall 2018)** – Northwestern Buffett staff conducted a thorough analysis of the University’s current global programming and collaborations, working with partners in each of the schools to understand Northwestern’s global footprint.

- **Northwestern Strategic Plan Contact Groups and White Paper Series (Spring 2019 – Ongoing)** – The planning process is structured around a set of priority areas, which are addressed by committees of faculty, administration, student and alumni leaders:
  - Impactful Global Research
  - Strategic Global Partnerships
  - Multilingualism
  - Global Learning
  - Role of Northwestern Buffett
  - Infrastructure and Logistics
  - International Faculty, Students and Scholars
  - Role of Information Technologies
  - Alumni Engagement
  - Data Analytics
  - Global Reputation

The findings of these groups are defined in white papers drafted by the groups’ co-conveners. Key ideas from these groups and the white papers they author will be further synthesized into the Northwestern Global Strategic Plan and its implementation.

The full strategic plan will be shared with the Board of Trustees at its March 2020 meeting.

Please direct comments about the Northwestern Global Strategic Plan and the preliminary findings as described in the White Paper Series to Meghan Ozaroski at m-ozaroski@northwestern.edu.
Northwestern Global Strategic Plan White Paper Series: Global Learning

Key Questions:
- In what ways does Northwestern support students’ internationally-oriented academic and career objectives, and how might we do better?
- What steps should Northwestern take to further globalize its curriculum?
- What would a shared vision of global learning outcomes/values for Northwestern students look like? What would this encompass?
- What is the role of study abroad, international internships, global student research and service-learning for students of all types at Northwestern?
- How can we best leverage Northwestern’s faculty, staff, programs, and offices/departments to strengthen global learning opportunities for all Northwestern Students?

Background
A generation ago, most Northwestern students hailed from the Midwest and looked forward to employment or graduate school in the US. Today, our students are drawn from around the world, and pursue global careers in corporate, government, or civil society organizations whose missions, clients, and challenges are transnational. Along with cutting-edge technical skills, our students now expect an education that prepares them for a global career, and that includes leadership skills for an interconnected world, such as critical analysis, empathy, knowledge of other societies, international politics and economy, and an ability to collaborate across differences.

This preparation requires many forms of global learning for undergraduate students, professional students, and graduate students. It requires a curriculum that brings international perspectives and voices into our classrooms. It requires opportunities for students to engage in research and experiential learning outside of the US and with global topics in their on-campus classrooms. It requires co-curricular and pre-professional experiences that bring people together across boundaries of all kinds to do work together. It requires partnerships with scholars and universities around the world to identify and develop excellent opportunities for international exchange and study abroad, with strong connections to Northwestern degree programs.

Schools and units across Northwestern University have long been working to meet this student demand. There are examples to be found in each of Northwestern’s schools, such as:
- curricular reforms from Weinberg College and the School of Education and Social Policy,
- Feinberg’s clinical rotations at international partner institutions and global health research training opportunities for pre- and post-doctoral candidates from the US and lower-middle-income countries,
- Medill’s global experiences, embedding students in news and media companies to learn about the international media landscape,
- Kellogg’s Executive MBA Global Network, with teaching and learning opportunities on seven global campuses,
- the School of Professional Studies’ online degree and certificate programs, supporting online learning for students around the world,
- Northwestern University in Qatar’s pre-professional learning and internship opportunities with partners in the middle east and beyond,
- the 150 undergraduate study abroad programs in 50 countries offered by Northwestern Buffett’s Global Learning Office,
- and countless other opportunities including dual and joint degrees, student research opportunities, and funding for global experiences offered by the University.

This sampling of programs demonstrates the University’s broad experience with creating and managing international programming. It shows a long-term commitment to internationalizing Northwestern’s curricula and student learning opportunities at all levels.
The Global Alliance as a driver of innovation in global learning

With the creation of a Global Alliance, a network of partnerships with international universities, Northwestern University will have a new driver of innovation in global learning. We will be able to work across the University and with partners abroad to co-create new initiatives, determine what reciprocal partnership should look like in global learning, and define the outcomes and benefits all stakeholders—including students, instructors, partners and communities—should receive through collaborative global learning. Together, we can define new metrics for measuring growth and success to ensure shared benefits.

We must also emphasize the important connections between Northwestern’s global learning and research agendas. Innovations in global learning are not just about pedagogies and program models, but also about the extent to which they draw on the cutting edge research that informs their content. As new impactful global research is produced through the alliance, we will be intentional about ensuring connections to course content on Northwestern’s campuses and through our global programming. We must also be intentional about building structures for students to be included in the research initiatives themselves, so that they are benefitting from the process as well as the outcomes of the research.

During a meeting of the Northwestern Global Strategic Plan Contact Group for Global Learning, a group of Northwestern faculty, staff, and students workedshopped ideas for how a Global Alliance can be leveraged to fuel innovations in teaching and learning and expand opportunities for students. The group was challenged to think beyond Northwestern’s existing programming and organizational structures, to focus on ideas that are innovative and based in equity and shared benefit across the developing alliance, and to consider the ideas’ anticipated outcomes in relation to the participants’ knowledge, skills, abilities, and behaviors.

Developing a methodology for innovation in global learning

One of the primary ideas to come from the discussion of the contact group was the need to create a framework and methodology for innovations in global learning through the alliance. The goal would be to deepen methodological innovation and exchange with a frame of equitability, reciprocity, and co-creation across institutions in a cyclical process. In this process, collaborators from Northwestern and partner universities abroad would first learn about one another’s cultures of how people learn and study, and gain an appreciation for diverse ways of knowing and learning. We would then share and integrate new practices in mutually informed ways, including data-driven assessments of learning outcomes. This would shift thinking and behaviors away from seeing the benefits of a program for our own students, towards an equitable and reciprocal way of approaching research and learning within the global context.

Examples of potential innovations in global learning through the Global Alliance

Meeting participants were asked to explore ideas for global learning opportunities that would be made possible through the Global Alliance, either as a new or an enhanced initiative. Recognizing that this was an exercise based at Northwestern University, we would plan for similar activities to take place across the network of alliance universities, and for future discussions to include representation from throughout the alliance.

Sample programs focusing on equitable partnerships and reciprocity:

- Global Gateway Experiences for faculty, students and staff
  - Create opportunities for early exposure to the Global Alliance for university stakeholders
  - Lower barriers of intimidation and unfamiliarity by providing early experience with the cultures and institutions of alliance partners, focusing on relationship building

- Global Research Assistantships
  - Advertise research assistantships for students across the alliance, so that students can work remotely or in-person with researchers from different alliance member institutions
  - Democratize the opportunity to be a competitive graduate school applicant

- Global Curricular Connections
  - Modeled after Erasmus Mundus, offer flexible coursework and credits across alliance institutions
  - Globalize degree and certificate programs through increased student mobility and distance learning and development of jointly-offered academic programs
• Summer-Based Exchanges
  o Overcome calendar differences with summer term exchanges across hemispheres
  o Minimize disruption to standing commitments during the academic year by structuring signature programs during each alliance member’s summer term, whenever that may be in the calendar year

• Global Pre-Professional Experiences/Internships
  o Create ongoing relationships between universities and host organizations and structure reciprocity into the model so that students, hosts and communities all benefit
  o Re-evaluate internship model so that capacity building on both sides is central to the effort, and address the ethics of paid versus unpaid work at organizations and companies

Next Steps
Northwestern Buffett and the Office of the Provost will create a Northwestern Task Force on Global Learning that will meet regularly starting in fall 2020. The Task Force will work with partners from initial Global Alliance member institutions to develop the foundational methodology for innovation in global learning. Sub-committees will investigate opportunities for alliance work that will be further refined with partners, including:
  • globalizing Northwestern’s curriculum
  • student exchanges and study abroad
  • joint/dual/sequential degrees
  • undergraduate research
  • undergraduate/professional student/graduate student internships and pre-professional experiences
  • distance/collaborative teaching and learning
  • connecting with local communities, including alliance alumni

Conclusions
Through the creation of a Global Alliance, Northwestern University and our partners have the opportunity to co-create innovative global learning opportunities through a shared methodology, focusing on equity and reciprocity. Through faculty-driven initiatives, we will increase opportunities for global collaboration in student learning, broadly defined. We will build on our own strengths and the strengths of our partners to build joint programming that has strong curricular alignment and will redefine global learning as an essential part of every Northwestern student’s preparation for life after graduation.

Global Learning Contact Group Information:
• Convener:
  o Annelise Riles – Exec Dir, Buffett Institute for Global Affairs & Associate Provost for Global Affairs
• Facilitators:
  o Denise Drane – Director of Research and Evaluation, Searle Center for Advancing Learning and Teaching
  o Bennett Goldberg – Assistant Provost for Teaching and Learning
  o Sara Tully – Director of the Global Learning Office and Interim Chief of Staff for Northwestern Buffett
• Contact Group Participants:
  o Diego Arispe-Bazan – Northwestern Buffett Post-Doctoral Fellow
  o Doug Bakker – Director of Graduate Programs, School of Professional Studies
  o Elijah Beal, class of 2020 – Social Policy major with a certificate in Civic Engagement
  o Beth Bennett – Associate Dean of Journalism, Medill
  o Ann Bradlow – Associate Dean for Academic Initiatives, Weinberg College
  o Wes Burghardt – Associate Dean of Undergraduate Engineering, McCormick
  o Peter Civetta – Director, Office of Undergraduate Research
  o Jorge Coronado – Director of the Latin American and Caribbean Studies Program, Weinberg College
  o Mary Finn – Associate Dean for Undergraduate Affairs, Weinberg College
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  o Matthew Grayson – Professor of Electrical and Computer Engineering, McCormick
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- Craig Langman – Professor of Pediatrics, Feinberg
- Candy Lee – Professor, Medill
- Emilio Lehoucq – PhD Candidate, Weinberg College, Sociology
- Erin Libby – Manager, Qatar Support Office in Evanston
- Peggy McCready – AVP of IT Services and Support
- Seth Meisel – Associate Dean of Academics, School of Professional Studies
- Beth Pardoe – Director, Office for Fellowships
- Julie Petrie – Director of Global Collaboration at Northwestern Buffett
- Ceci Rodgers – Director of Global Journalism Learning, Medill
- Kim Suseeiya – Assistant Professor of Political Science, Weinberg College
- Mark Witte – Director of Undergraduate Studies, Department of Economics, Weinberg College
- Gayle Woloschack, Associate Dean for Graduate Student and Postdoctoral Affairs, The Graduate School
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- **Staff Lead:**
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