

**GLOBAL LEARNING IN COLLEGE:
Defining, Developing, and Assessing Institutional Roadmaps**

October 8-10, 2015
Ft. Lauderdale, Florida

PROGRAM OF EVENTS

THURSDAY, OCTOBER 8, 2015

10:00 a.m. – 7:00 p.m. Conference Registration and Membership Information

Please stop by the conference registration desk for your conference materials and membership information.

2:00 – 5:00 p.m. Pre-conference Workshops

These workshops are ticketed events. For details and availability, please visit the conference registration desk.

WORKSHOP 1: “From Doorstep to Planet”—Global is Everywhere

The dominant paradigm of global learning in higher education has privileged study abroad. Yet contemporary realities—global interdependence, international migrations, and the growing wealth-poverty divide—render categories such as “study-at-home” vs. “study abroad” increasingly obsolete. This workshop will engage various global learning domains—knowledge, challenges, systems, civic engagement, and identities—to re-imagine locations of and for learning that include nations and neighborhoods that are next door, across town, or anywhere in the US. Participants will consider models of domestic off-campus programs that successfully advance global learning goals and will explore how such programs can increase access and participation for today’s changing cohort of students, broaden faculty participation, and build stronger campus constituencies for global learning.

Patty Lamson, Director of International Programs—Earlham College; Scott Manning, Dean of Global Programs—Susquehanna University; Sarah Pradt, Director of Programs—HECUA; Shuang Frances Wu, Assistant Professor of Higher Education, and Richard Slimbach, Professor of Global Studies—both of Azusa Pacific University; Neal Sobania, Professor of History—Pacific Lutheran University; and Eric Hartman, Assistant Professor in Leadership Studies—Kansas State University

WORKSHOP 2: Catalyzing Global Learning: Strategies and Tools for Institutional and Community Transformation

This workshop will engage participants in designing curriculum/assessment tools and developing partnership strategies that advance an intentional approach to global learning throughout the undergraduate experience. Participants will examine two comprehensive frameworks for global learning and practical lessons learned about each; develop strategies that build coalitions for change; explore how to ground global learning initiatives in the values of their institutions; and help faculties create ownership across cocurricular, academic, and administrative divisions. Participants will also use AAC&U’s Global Learning Inventory Framework to examine the potential for growth in global learning on their own campuses and identify the structures necessary to support and catalyze integrative studies across classrooms and communities.

Dona Cady, Dean of Global Education and Carina Self, Assistant Dean of Social Sciences and Service Learning—both of Middlesex Community College; and Blase Scarnati, Former Director of First Year and Global Learning—Northern Arizona University

WORKSHOP 3: Global Narratives: Reflective Practice as an Approach to Transformational Learning

Reflective practices and storytelling can reveal and clarify global learning as students make meaning from their experiences. How do we help students tell their stories, make connections across their experiences, and develop awareness of their capacities? These practices can lead to transformational knowledge of who they are in the world and a greater sense of purpose and sensitivity to global perspectives. Workshop facilitators will illustrate models of reflective practice. Participants will examine how these approaches help students learn, and will leave the workshop with action plan designs.

Rebecca Hovey, Dean for International Study, Jennifer Walters, Dean of Religious Life, and Stacie Hagenbaugh, Director, Lazarus Center for Career Development—all of Smith College

WORKSHOP 4: E-Portfolios: Designing Reflective Ownership of Global Learning

E-portfolios can promote reflection, integrative learning, and self-assessment—accommodating student learning across places and time. They can showcase curricular and co-curricular learning and community involvement, and can incorporate career development elements to advance students’ preparation for life, work, and engagement in a global society. Participants will learn the benefits and challenges of different e-portfolio platforms, identify strategies to support faculty and student work with e-portfolios, and apply e-portfolio design to global learning goals.

Paloma Rodriguez, *Coordinator of International Education, Professor of Humanities—Santa Fe College*; and **Susan B. Scott**, *Assistant Director for Institutional Effectiveness, and Coordinator for ePortfolios—Indiana University—Purdue University Indianapolis*

WORKSHOP 5: The Three C’s of Global Learning Assessment: Coherence, Consistency, and Continuous Improvement

Successful assessment plans are distinguished by three features: coherence, consistency, and continuous improvement. This workshop will examine a unified global learning assessment plan that incorporates diverse faculty and staff perspectives and addresses the dynamic needs of students. Participants will acquire practical tools to develop, lead, and refine global learning assessment across the curriculum, from general education and study abroad courses to cocurricular programs and capstones. Facilitators will help participants translate their learning into campus action plans.

Hilary Landorf, *Director of Global Learning Initiatives and Stephanie Doscher*, *Associate Director of Global Learning Initiatives—both of Florida International University*; and **Jennifer Robertson**, *Director, Study Abroad and Global Experiences—Valencia College*

7:00 – 8:00 p.m. Welcome and Keynote Address

Welcome and Opening Remarks

Dawn Whitehead, *Senior Director, Global Learning and Curricular Change, Office of Integrative Learning and the Global Commons—AAC&U*

Keynote Address

Seas of Many Islands: Navigating a New Framework for Global Learning

Hilary Kahn, *Director, Center for the Study of Global Change and Assistant Dean for Strategic Collaborations, School of Global and International Studies—Indiana University—Bloomington*

How does the concept of a *sea of islands* allow us to explore the complexity of global learning and the institutional contexts and pedagogies that support it in our classrooms and on our campuses? Dr. Kahn will use the example of Pacific Studies to demonstrate how this metaphor offers a framework for global learning that challenges the categories, identities, and dichotomies that too often guide our thinking about the world. By borrowing from Epeli Hau’ofa’s “Our Sea of Islands,” she will outline how global learning must strive to balance micro and macro dimensions of understanding, the general and the particular, and broad and anchored knowledge. She will also use this concept to show how global learning requires students and educators to think relationally, integrate a multiplicity of viewpoints, and learn and implement change through collective knowledge production.

8:00 – 9:00 p.m. Reception

FRIDAY, OCTOBER, 9, 2015

7:15 a.m. – 4:30 p.m. Conference Registration and Membership Information

7:30 – 9:15 a.m. Poster Sessions and Continental Breakfast

Breakfast will be available 7:30 – 9:00 a.m. If you are attending the AAC&U Newcomers’ Welcome and Introduction to LEAP session at 8:00 a.m., please plan to have breakfast beforehand.

Theme 1: Framing Global Learning

POSTER 1: Beyond Study Abroad: Academic, Extracurricular, and Social Pathways to Global Competence Development

While study abroad has been a major vehicle to promote college students’ global competence, only a minority of students take advantage of this opportunity. This poster will present research that examines additional ways to enhance college students’ global competence. A study of 95 college women revealed multiple pathways to global competence: travel, coursework, and friendships. Notably, the number of friends students’ reported having from different countries was tied to

global competence scores. Moreover, the quality of these relationships mattered. Opportunities and implications for developing global competence within higher education will be shared.

Janelle S. Peifer, Assistant Professor of Psychology—Agnes Scott College

Theme 1: Framing Global Learning

POSTER 2: Capstone Learning Design: Process and Implementation at Hostos Community College

Capstone learning, a high-impact practice, brings together skills and content to help students think more deeply and more critically about theory and practice. This poster will raise awareness of the administrative role in creating a successful capstone initiative. It will examine how to design a capstone initiative that transforms 200-level courses across the disciplines to ensure that more students are exposed to complex assignments—assignments that include intention to promote deep critical thinking and reflection about theory, content, and practice.

Sarah Brennan, Executive Associate to Provost and Vice President for Academic Affairs and Silvia Reyes, Project Director for Title V—both of Hostos Community College

Theme 1: Framing Global Learning

POSTER 3: Globalizing Professional Education: Experiential Lessons from Philadelphia University's Global Portfolio Program

Internationalization of college curricula has become a top priority for colleges and universities across the country and abroad. Different models exist to undertake this task. This poster will present a unique model based on experience with designing and running a recently-launched Global Portfolio at Philadelphia University. The Global Portfolio requires students to use electronic portfolio software to demonstrate their global learning in a “systems-thinking” environment. This poster will showcase the motivations, experiences, and initial outcomes from the Global Portfolio program. Participants will learn about the successes and challenges encountered in achieving the program's main goals by examining evidence from student surveys, interviews, and assessment of student work.

Raju Parakkal, Assistant Professor of International Relations and Meriel Tulante, Chair of World Languages Program—both of Philadelphia University

Theme 1: Framing Global Learning

POSTER 4: General Education as a Roadmap to Global Citizenry

After a thorough review and redesign, SUNY Buffalo State's Intellectual Foundations program provides students with a framework from which to view the larger world and their roles in it by offering targeted experiences designed to bring students to self-identification as global citizens. This poster session will articulate strategies used to scaffold general education programming to support student self-identification as global citizens.

Michele Ninacs, Director of the College Writing Program and Amitra Wall, Assistant Dean of University College—both of SUNY Buffalo State

Theme 2: Best Practices

POSTER 5: Ethnomathematics: Walking the Walk in a Mathematics Education Course

Participants visiting this poster will have the opportunity to view examples of successful student project-based learning within their Problem Posing Expeditions [PPE] and the assessment rubric for the assignment. Additional evidence of student understanding is offered in the artifacts students have chosen from this course. These artifacts illuminate students' proficiency in several of the Wheelock College Education Social Justice Standards applied during the Elementary Education Capstone course. The session will include opportunities to experience hands-on activities from the course, and participants will be given access to a resource packet.

Judith Johnson Richards, Instructor—Wheelock College

Theme 2: Best Practices

POSTER 6: Global Studies II: A Course in Global and Multidisciplinary Learning

Global Studies II is a global and multi-disciplinary course for Principia College's Global Perspectives program. The student learning outcomes for this course connect to two Global Perspectives program outcomes that require students to: 1) demonstrate understanding of the interplay among local, national, regional, and global forces; and 2) identify solution-oriented approaches to complex and multidisciplinary global issues. Participants will see how the structure of this course, in which students are asked to draw connections between various disciplines, helps them understand how various disciplines analyze and find solutions for a complex global issue.

Sally A. Steindorf, Global Studies Program Director and Associate Professor of Cultural Anthropology and Julie Blase, Professor of Political Science—both of Principia College

Theme 2: Best Practices

POSTER 7: Creating a Global Learning “Compass” for STEM Students via Outcomes-based Reflection and Feedback

This poster illustrates a STEM-specific intercultural learning intervention which attempts to 1) “calibrate” the individual student's compass towards realizable intercultural effectiveness skills; and 2) support the student in goal attainment via individualized coaching and formative assessment. Grounded in the Purdue adaptation of the VALUE rubric for intercultural competence, it also addresses such intellectual and practical scientific skills as teamwork, communicative flexibility, observational acuity, hypothesis formation, analysis, and synthesis. Participants will see how the learning intervention is currently offered as a credit-bearing course for engineering students and as an option in an academically-recognized certificate program for science students—with plans for 'scaling up' well underway.

Katherine N. Yngve, *Intercultural Learning Specialist* and **Laura Starr**, *Director for Experiential Learning and Student Success in the College of Science—both of Purdue University*

Theme 3: Assessing Global Learning

POSTER 8: Refinement via Research: Measuring and Improving Language and Intercultural Learning during Study Abroad

This poster will compare two approaches to assessing learning outcomes associated with study abroad. It will highlight a survey of 100+ University of Washington students that demonstrated gains in intercultural competence after studying abroad. By conducting follow-up qualitative assessment, UW will refine its learning goals and assessment approach. The poster will also highlight the Council on International Educational Exchange's (CIEE) plan to use pre/post testing and LinguaFolio, an online portfolio, to measure language learning across its 150+ programs abroad. The presenters will provide illustrative handouts about assessment, discuss the benefits of mixed-methods research, and answer questions about the challenges associated with these strategies.

Alexandra L. Wood, *Manager, Teaching and Learning—Council on International Educational Exchange*; and **Karleigh Koster**, *Project Manager—University of Washington*

Theme 3: Assessing Global Learning

POSTER 9: The Evolution of a Global Awareness Curriculum: From Design to Assessment to Revision

This poster will present the evolution and assessment of Salem College's Global Awareness (GA) curriculum within its First-Year Seminar sequence, with improvement in student learning demonstrated throughout the seminar during the past five years. In an attempt to ensure that similar gains are made throughout students' careers at Salem, the College is currently planning to transform its GA requirement in 2015-2016. Participants visiting the poster will explore an evidence-based history of the GA curriculum, including learning competencies, assessment rubrics and results, guidelines, and revisions.

Daniel O. Prosterman, *Associate Professor of History and Director of General Education—Salem College*

Theme 4: Organizational Leadership and Curricular Change

POSTER 10: Supporting International First-Generation Students: From Theory to Research to Practice

This poster will describe a theory-based approach in informing university leaders, professors, and academic advisors of how environmental influences may affect the inclusion and success of international first-generation college students. It will illuminate environmental signals that international first-generation college students may receive; how signals can affect development and success in the academy; and how leaders, faculty, and staff can use this knowledge to support this group. Participants will see an analysis of international first-generation student characteristics; discuss theories of developmental ecology; and learn how to connect scholarly research to implementable practices and intervention designs.

Thomas J. Eveland, *Associate Professor and Chair—DeVry University*

8:00 – 9:00 a.m.

AAC&U Newcomers' Welcome and Introduction to LEAP

Participants will learn the who, what, why, and where of AAC&U, the Liberal Education and America's Promise (LEAP) initiative, and the Degree Qualifications Profile (DQP), exploring how the LEAP vision for learning serves as a useful overarching framework for undergraduate learning. The session will focus on AAC&U's centennial year themes of quality, equity, and inclusive excellence.

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization or intended career. In this session, participants will learn how AAC&U's four broad goals for student learning (1) *LEAP: Liberal Education as a Global Necessity*; (2) *Quality: 21st-Century Markers for the Quality of US Degrees*; (3) *Equity: Innovation, Inclusive Excellence, and Student Success*; and (4) *Social Responsibility: Integrative Liberal Learning and the Global Commons* and its LEAP initiative provide both context and framework for the

undergraduate experience.

Bethany Zucker Sutton, Chief of Staff and Coordinating Director for the LEAP Initiative—AAC&U

9:30 – 10:30 a.m.

Plenary

Infinite Possibilities in the Face of Intractable Problems: Living In the In-Between

L. Lee Kniefkamp, Professor Emerita—Teachers College, Columbia University and Senior Scholar—AAC&U

The great hope of intercultural communication is that we can resolve differences. The great reality of the world is that many differences defy resolution. So how can we live in the in-between? Dr. Kniefkamp will explore the kinds of knowledge and capacities that students need to navigate living in-between conflict and resolution and transcend historical legacies with understanding, insight, and agency for making the world a better place for all.

10:45 a.m. – 12:00 p.m.

Concurrent Sessions

These workshops are designed to deeply engage participants in examining theories, research, and scholarship of global learning and considering how to move from theory to evidence-based practices in their own work. Part 2 of the workshops will take place on Saturday from 9:45 – 11:00 a.m.

Theme 1: Framing Global Learning | Workshop Part 1

CS 1: Understanding Ethnic and Cultural Identity and Communication

Leeva Chung, Professor of Communication Studies—University of San Diego

Theme 1: Framing Global Learning | Workshop Part 1

CS 2: Embracing the Contrast Between the Expected and the Real: Seeking Authenticity in Global Contexts

Participants will: 1) understand the implications of seeking a singular authenticity in global contexts; 2) examine motivations and expectations for study abroad; and 3) develop a constructivist approach to facilitate thoughtful cross-cultural experiences.

What happens when you cannot bridge the gap between expectations and experience? Higher education strives to empower students to build relationships with communities to solve the most pressing problems of their time. However, when a service-learning or study abroad experience does not match expectations the results can reinforce negative stereotypes and be detrimental to communities. This workshop will build on a recent research project examining authenticity-seeking among students. Participants will explore how facilitating the recognition of multiple, and potentially contradicting, authenticities will foster more effective service-learning and study abroad.

Steve E. Grande, Executive Director, Spencer Center for Civic and Global Engagement and **Bethany Zaiman**, Class of 2015—both of Mary Baldwin College; and **Jennifer Coffman**, Associate Executive Director, International Programs, Associate Professor, ISAT and **A. Renee Staton**, Professor of Graduate Psychology—both of James Madison University

Theme 2: Best Practices | Workshop Part 1

CS 3: Religion, Identity, and Global Learning

Kathy Goodman, Assistant Professor, Student Affairs in Higher Education—Miami University of Ohio; **Jenny Small**, Associate Editor—*Journal of College and Character*; and **Todd Breyfogle**, Director of Seminars—The Aspen Institute
Todd Olson, Vice President for Student Affairs, Georgetown University

Theme 2: Best Practices | Workshop Part 1

CS 4: Global Engagement: Designs for Cultivating Global Citizens

Participants will: 1) become more aware of expanding civic-enriched frames for global learning through collective action with diverse others; 2) be introduced to emerging and varied new program designs for global engagement that foster global citizenship; 3) be provided with assessment data on the impact of these programs on student learning and development, and on community empowerment; and 4) be more attuned to how they can integrate global, civic, and diversity learning in their own international programming.

The power of service learning, which is the most effective high-impact practice and often the proxy for civic learning, turns out to also be associated with global perspective-taking; and engagement with diversity to be associated with democratic

dispositions. What happens, then, when service and community-based learning take place outside of the United States and the triad high-impact practices of global, diversity, and civic learning are combined? Participants in this workshop will reflect on what practitioners are discovering about which designs for international service and community-based learning produce what kinds of effects, both for students and the communities with which they interact.

Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives—AAC&U; **Eric Mlyn**, Peter Lange Executive Director of DukeEngage and Assistant Vice Provost for Civic Engagement—Duke University; **Amanda Moore McBride**, Associate Dean for Social Work and Director, Richard A. Gephardt Institute for Public Service—Washington University; and **Eric Popkin**, Dean of Summer Programs, Director of Campus Community Partnerships for Civic Engagement, and Associate Professor in Sociology—Colorado College

Theme 2: Best Practices | Workshop Part 1

CS 5: "I hated the course but now I see global connections everywhere": Overcoming Resistance to and Learning from Study Away

Participants will learn about: 1) reflection courses based on student learning outcomes derived from best practices in service and experiential learning; and 2) embodied reflection using applied theater practices.

When Arcadia University revised its undergraduate curriculum, one of the key components was a reflection course taken in conjunction with study away. Participants in this workshop will focus on the student resistance that arose to examining global interconnection, interdependencies, and inequity in reflecting upon their experiences studying away. The first half of the workshop will examine this reflection course at Arcadia University, the nature of student resistance, and some of the ways the course has been changed to overcome the resistance. The second half will present strategies for minimizing resistance and engaging students in reflection on their experiences.

Jeff Shultz, Professor of Education and Director of Educational Studies and Innovative Graduate Programs, **Ellen Skilton-Sylvester**, Rosemary and Walter Blankley Endowed Chair in Education and Chair, Department of Curriculum, Cultures and Child/Youth Studies, and **Kalenda Eaton**, Associate Professor of English—all of Arcadia University; and **Norah Shultz**, Senior Associate Dean for Academic Affairs—Penn State Abington

Theme 3: Assessing Global Learning | Workshop Part 1

CS 6: Assessing Global Learning: Incorporating and Evaluating Global Perspectives

Participants will be presented with information on theory, research, best-practices, program implementation, and assessment for increasing students' global competence—all of which may be adapted to a variety of programs.

Research has shown that faculty, staff, students, and the community agree: global competence is essential for student success. The first part of this workshop will focus on an outline of research and theory in relation to assessment and development of students' global competence. The second part will provide a glimpse into data and patterns gleaned from over 1600 incoming freshman and study abroad students in relation to a Quality Enhancement Plan. Participants will be provided with a detailed view into theory, research, best-practices, program implementation, and assessment of students' global competence and consider how they might adapt it to their own global learning programs.

Shonda Ann Gibson, Executive Director of Global Learning and Quality Enhancement, **Tabetha Adkins**, Assistant Professor of Literature and Languages and Director of First-Year Writing, and **Christi Hunter**, Global Competence Consulting President, and Global Leadership Excellence Chief Executive Officer—all of Texas A&M University-Commerce

Theme 3: Assessing Global Learning | Workshop Part 1

CS 7: Global Civic Engagement and Social Responsibility: Conceptual Framework and Findings from a Multi-Institutional Project

Participants will: 1) understand the link between theoretical concepts associated with global learning and methods of assessment; and 2) gain knowledge in how high-impact educational practices affect students' behavioral change such as pro-social development and civic engagement along with critical thinking and intercultural learning skills.

Drawing on several established surveys as well as intercultural learning and civic engagement literature, researchers created a tool to examine how high-impact practices such as diversity/global learning, global service-learning, and community engagement lead to growth in civic engagement, intercultural learning, and critical thinking. It also uniquely adds opportunities for open-ended responses that demonstrate behavioral choices and mechanisms. The project includes broad institutional participation: land-grant institutions, community colleges, minority-serving institutions, ivy league, faith based, and private liberal arts colleges. With more than 1,000 students participating in the first two years, the study

explores relationships among program factors, populations, and specified learning outcomes. Participants will examine the overall findings and discuss how theoretical and conceptual models of global learning affect student-learning outcomes.

Cynthia Toms, Director of Global Education, Assistant Professor—Westmont College; and **Eric Hartman**, Assistant Professor, Staley School of Leadership Studies—Kansas State University

Theme 4: Organizational Leadership and Curricular Change | Workshop Part 1

CS 8: Mind the Gap: Redesigning Programs Using Organizational Leadership Theory to Engage the Real-World

Participants will: 1) use Bolman and Deal’s four frames to identify leadership strategies to address organizational challenges regarding developing coherent and systemic global learning efforts; 2) use AAC&U Global Learning VALUE Rubric to examine and discuss changes made to curricula, assessment, partnerships, and infrastructure to develop students’ global learning within an academic program; and 3) use high-impact practices strategically to embed real-world issues at key points within an academic program to promote student success and global learning.

In spring of 2015, Middlesex Community College redesigned several related Associates Degree programs to form the new “History, Politics, and Global Studies” Liberal Arts Associate degree. This program will serve as a model for placing real-world issues at the heart of global learning, engaging students throughout their undergraduate experience. In addition, the program redesign includes developing sustainable support structures through collaboration with key stakeholders across the institution. Participants will learn how to use Bolman and Deal’s organizational leadership theory to create shared ownership for achieving and assessing global learning outcomes.

Dona M. Cady, Dean of Global Education, **Carina Self**, Assistant Dean of Social Sciences and Service Learning, and **Matthew W. Olson**, Dean of Humanities and Social Sciences—all of Middlesex Community College

2:00 – 3:00 p.m.

Concurrent Sessions

Theme 1: Framing Global Learning | Seeded Discussion

CS 9: From First Semester to a Life of Global Engagement: Reflective Practice as Roadmap

Participants will examine challenges and strategies in designing, preparing, and evaluating students’ global study experiences. Reflective practice will be used as a guiding framework for deepening student learning.

Whether deeply embedded in general education or available as an elective or discipline-specific experience, global learning outcomes matter in every higher education context. Goshen College’s distinctive Study Service Term has been at the center of its general education for nearly 50 years. The new Goshen Core integrates global learning in the curriculum before and after the Study Service Term or alternate program, with particular use of reflective practice to make meaning of the experience. Stories and examples from students’ learning encounters will lead into small and large group exploration of new roadmaps for framing global study in the curriculum.

Beverly K. Lapp, Core Curriculum Director and Professor of Music and **Thomas J. Meyers**, Director of International Education and Associate Academic Dean—both of Goshen College

Theme 1: Framing Global Learning | Seeded Discussion

CS 10: Department to Department Partnerships: Focusing University Efforts; Building a Collegial International Network

Participants will evaluate department-level programs, initiatives, and relationships to help institutions identify low-cost and innovative opportunities to: 1) increase student and faculty global engagement; 2) leverage resources; and 3) meet internationalization goals.

In 2013, the University of Wisconsin-Eau Claire established a faculty-led Council on Internationalization and Global Engagement (CIGE) to develop an integrated, coherent and purposeful approach to internationalization and global engagement. CIGE’s task is to center global engagement on teaching/learning and identify meaningful opportunities for increased student engagement, enhanced program synergies, and purposeful institutional learning. Recognizing the need to bring global engagement to the department and faculty level, CIGE developed the Department to Department (D2D) program to cultivate formal and informal relationships between UW-Eau Claire and sister departments around the world. In this way, global learning is transformed from a more general, university-level program to discipline-specific and purposeful activities aligned with teaching, learning, and advising. This discussion will consider how strengthening faculty and departmental connections and understanding co-department strengths and curricula, increases faculty advocacy and student participation. Participants will examine case studies from three of UW-Eau Claire’s growing number of D2D programs: South Africa, Scotland, Peru.

Paul J. Kaldjian, Associate Professor and Chair, Department of Geography and Anthropology, Eric Torres, Assistant Professor, Education Studies, and Alan Rieck, Professor and Chair, Department of Music and Theatre Arts—all of University of Wisconsin—Eau Claire

Theme 1: Framing Global Learning | Seeded Discussion

CS 11: What's Feminist about Global Learning?

Participants will become familiar with key feminist concepts and pedagogies that are applicable to developing global programs, including living learning communities and leadership programs.

Although “global learning” has become a higher education buzz word, little attention has been paid to the specific ways that women’s colleges are developing global programs. Drawing on our experiences directing highly successful global programs at Douglass Residential College, the women’s college at Rutgers, The State University of New Jersey, this discussion will draw on key concepts in feminist theory and practice, demonstrating the ways in which attention to these concepts can add nuance and depth to global programming efforts.

Gwendolyn Beetham, Director, Global Village and Margot Baruch, Director, Global Engagement—both of Douglass Residential College, Rutgers, The State University of New Jersey

Theme 2: Best Practices | Engaged Digital Learning

CS 12: Integrative Global Learning in a Core Curriculum: The “Global Connections” Learning Commons

Participants will explore new ways of combining global and integrative learning outcomes in general education through the use of web-based interactive technologies mixed with classroom teaching.

This panel will showcase an approach to global studies that also generates new opportunities for integrative learning. The “Global Connections” WordPress website was developed for Champlain College’s third-year area studies course offerings, which feature a variety of regions and topics built around shared learning outcomes. The site allows students to share the findings of their research from their final projects with all other third-year students. In a structured exercise, students must then respond directly to the work of their peers, making connections across geographical and historical contexts. Faculty from Champlain College’s Core Division will share the rationale and design of the site, examples of student work and how it was assessed, and facilitate a discussion on the synergies between global and integrative learning.

Adam R. Rosenblatt, Assistant Dean for Global Engagement and Kerry Noonan, Assistant Professor—both of Core Division, Champlain College

Theme 2: Best Practices | Engaged Digital Learning

CS 13: Preparing Students for a Global Workplace: Fusing Content, Culture, Community, and Technology

Participants will learn the strategies used to integrate global awareness, cultural insights, world language skills, and technology into disciplines that traditionally do not include these perspectives.

Working collaboratively, the Schools of Arts and Humanities, Education, Health Sciences, and the Office of E-Learning, developed a pilot program to provide language and cultural learning resources to prepare Physical Therapy students for a global workplace. The objective of this pilot was to promote and sustain a real life communicative approach via social interaction, multidisciplinary, cross curricular, endeavors with contributions by students, staff, administrators, faculty, and community. Future plans include expansion of these efforts to other academic programs. Participants will learn how this pilot program was developed and consider how to infuse this type of global awareness throughout the institution.

Jiangyuan Zhou, Internationalization Specialist, Linda Feeney, Director of E-Learning, Elaine Bukowski, Professor of Physical Therapy, and Arnaldo Cordero-Román, Associate Professor of Spanish—all of Stockton University

Theme 3: Assessing Global Learning | Seeded Discussion

CS 14: Assessing Global Learning: Exploring the Development and Utility of a NSSE Module

Participants will: 1) become acquainted with a measure to assess global learning; 2) give input on the development of the instrument; and 3) generate ideas for how the instrument and findings could help inform global experiences.

The need for individuals to be equipped to succeed in the global workforce is growing. In response, institutions have articulated a vision of the global learner and are designing educational experiences that foster global learning outcomes. They must also assess the extent to which students are exposed to global experiences, the quality of these efforts, what they contribute to global learning gains, and how efforts can be improved. This session will explore assessment needs,

provide participants an opportunity to give feedback on a new NSSE module to assess global learning, and discuss how it can be utilized to address current demands.

Jillian Kinzie, Associate Director, Center for Postsecondary Research—Indiana University Bloomington

Theme 3: Assessing Global Learning | Seeded Discussion

CS 15: Antecedents and Outcomes of Global Citizenship Identification in Academic Settings

Participants will learn about the theoretical underpinnings, measurement, predictors, and outcomes of viewing the self as a global citizen.

This discussion will feature six studies examining the antecedents and outcomes of global citizenship identification in a university setting. In these cases, global citizenship is defined as awareness of, caring for, and embracing cultural diversity, while promoting social justice and sustainability (regardless of borders), coupled with a sense of responsibility to act. The results show that how instructors reference a global citizenship identity, the degree to which the university promotes this identity, and the degree to which classes promote global awareness influence students' degree of identification with global citizenship and endorsement of prosocial values and behaviors.

Sanchali Ray, Graduate Research Assistant, Shonda Ann Gibson, Executive Director of Global Learning and Quality Enhancement, and Stephen Reysen, Assistant Professor, Department of Psychology—all of Texas A&M University-Commerce

Theme 4: Organizational Leadership and Curricular Change | Seeded Discussion

CS 16: Developing a Global Strategy: An Organic Approach to Engaging University Stakeholders

Participants will discuss the University of South Florida approach to global learning through comparisons with their own campus experiences and have the opportunity to join in a distributed support network of cultural change agents.

Constructing a global campus requires an intentional plan to engage and empower all campus stakeholders. The facilitators will summarize their emergent and organic model for global campus development across faculty, students, and staff. The facilitators will analyze critical issues in campus globalization. Participants will share knowledge about best-practices in fostering organic and inclusive engagement with campus stakeholders. Participants also will share their situated experiences while facilitators summarize the lessons learned and invite an ongoing collaborative network to continue the dynamic process of globalizing the university campus.

Roger Brindley, Vice Provost and Associate Vice President, USF World, Karla Davis-Salazar, Director of Global Citizens Project and Associate Dean, Office of Undergraduate Studies, and Eric Eisenberg, Dean, College of Arts and Sciences—all of University of South Florida

3:15 – 4:15 p.m.

Concurrent Sessions

Theme 1: Framing Global Learning | Seeded Discussion

CS 17: Framing, Integrating, and Sustaining Global Engagements in a Common Core Experience

Participants will: 1) learn about one institution's implementation of a global core curriculum; 2) share experiences of engaging the global; and 3) strategize about how globally engaged programming can thrive across disciplines and institutions.

Having implemented a Global Engagements Core Curriculum component at their university, the facilitators are now growing and sustaining this cross-campus component. This requires constant attention to "process and product." Recognizing it is not enough to implement a program composed of individual courses, the facilitators have found that success means sharing iteratively faculty definitions and engagement, and reflecting upon global phenomena (e.g., connectivity, complexity, citizenship, responsibility). Facilitators and participants will share challenges and evidence of successful program implementation, growth, assessment, and campus-wide investment. They will also share insights into the meanings and challenges of global engagement and learning objectives.

Jessica K. Graybill, Associate Professor of Geography and Russian and Eurasian Studies, Ken Valente, Professor of Mathematics, and Susan Thomson, Assistant Professor of Peace and Conflict Studies—all of Colgate University

Theme 1: Framing Global Learning | Seeded Discussion

CS 18: Models of Global Learning: A Study of 32 Institutions

Participants will be introduced to and discuss: 1) the process of analyzing results from semi-structured interviews on incorporating global learning; and 2) preliminary results on implementing, aligning, and integrating global learning.

This session will begin by describing a study of global learning models and then engage participants in discussion about the study method and results. The study extracts the learning accumulated by the 32 institutions in the AAC&U project, “General Education for a Global Century”. The overall aim of this discussion will be to derive generalizable and useful insights about implementing global learning successfully, including attributes that are central to successful implementation. The discussion will focus on the methods, analysis, and preliminary results of the study. And it will include opportunity for participants to explore and share aspects of global learning from their institutions.

Margaret Henning, Associate Professor, Keene State College; and **Indira Nair**, Professor and Vice Provost Emeritus, Carnegie Mellon University

Theme 2: Best Practices | Engaged Digital Learning

CS 19: Technology-based International Education: Maximizing Student Access

Participants will explore how technology-based international education can both maximize student access and help students develop the necessary skills to thrive in today's global, multicultural society.

Approximately 2% of US students take the opportunity to study abroad. What about the other 98%? Over the past 10 years, East Carolina University's office of Global Academic Initiatives has been using innovative technology-based learning strategies to maximize student access to international education. Facilitators will present a variety of technology-based models employed at ECU to offer real-time international interaction and course collaboration. Participants will then have the opportunity to share how they are using technology for international education on their campuses and discuss and develop new, implementable ideas that they can take back to their campuses.

Jami Leibowitz, Interim Director of Global Academic Initiatives, Director of Global Understanding, **Biwu Yang**, Coordinator of Global Technologies, and **Elmer Poe**, Founding Director of Global Academic Initiatives—all of East Carolina University

Theme 2: Best Practices | Seeded Discussion

CS 20: International Service Learning and First Generation College Students

Participants will: 1) understand the role of international service learning in improving first generation students' intercultural competency, civic engagement, and critical thinking; and 2) build an institutionally appropriate international service learning program

This discussion will focus on a study examining how international service learning programs affect first generation students' educational experience and performance. While the educational outcomes of domestic service learning are well documented, the impacts of international service learning is relatively little researched. For first generation students, participating in a service learning project in a culturally similar community is an empowering experience with robust educational outcomes. The facilitator and participants will explore how service learning in an international context delivers similar experiences and educational outcomes for first generation college students, although first generation students seldom travel overseas and participate in study abroad programs.

Sunghee Nam, Lecturer of Sociology Program—California State University Channel Islands

Theme 3: Assessing Global Learning | Engaged Digital Learning

CS 21: Examining a Competency Based Education Approach to Global Learning

Participants will: 1) explore global learning within global business/marketing/social sciences competencies; 2) analyze associated pedagogies; 3) discuss assessment criteria through hand-on activities; and 4) formulate efforts needed to establish a CBE program.

Presenters will provide a curriculum overview of a competency based approach to teaching and learning in global business, marketing, and social systems studies. The theories underlying the development of the CBE program, course content, pedagogy, and delivery methods will be shared and discussed by the presenters. Reflective discussion and interactive introspective insight will serve as a source of dialogue for participant activities. Participants will be given tools to help assess the elements of competency based education program development efforts that may be needed when establishing a CBE program at their respective institutions.

Jalin A. B. Johnson, Assistant Professor, Business and Organizational Leadership, **Monica Shukla**, Associate Dean, Curriculum, Assurance of Learning and Tutorial Faculty Affairs, and **Sheila Lakshmi Steinberg**, Professor, Social Sciences—all of Brandman University

Theme 3: Assessing Global Learning | Seeded Discussion

CS 22: Big Pictures from the Beginning: Framing Global Learning Research with a Multi-institutional Perspective

Participants will participate in seeded discussions according to institution type about campus models of global learning and will generate questions about how those models may affect the impact of that learning.

Following a brief review of research into student learning in study abroad and off-campus, domestic study, round table groups will discuss the models of global education at their institutions and their relationship to learning. Topics will include structural factors, student preparation, curricular factors, and staffing factors of global experiences.

Amanda Sturgill, Associate Professor of Communications and **Nina Namaste**, Associate Professor of Spanish—both of Elon University

Theme 4: Organizational Leadership and Curricular Change | Seeded Discussion

CS 23: The Implementation of Global Certificate Programs: Challenges, Resources, and Shared Solutions

Participants will explore together challenges and best practices in the planning of global certificate programs, including requirements, curriculum internationalization strategies, and implementation steps. Participants will leave with an itemized checklist.

International Studies/ Global Scholar Certificate are distinction programs embedded in the general education curriculum that provide valuable impetus for the infusion of global learning campus-wide. They also create numerous opportunities for integrative and experiential learning. This session will allow attendees to become familiar with different program models and to discuss topics related to curriculum internationalization, implementation strategies, capstone projects, and student engagement. Participants will learn about a recent national survey of programs, will network with colleagues, and will find out about resources and opportunities to continue this conversation in the future.

Paloma Rodriguez, Coordinator of International Education—Santa Fe College; **Naomi Boyer**, Associate Vice President for Strategic Initiatives—Polk State College; and **Suzanne LaVenture**, Director of International Education—Davidson County Community College

Theme 4: Organizational Leadership and Curricular Change | Seeded Discussion

CS 24: Expanding Access to Global Learning Through Short-term Study Abroad: Trials, Transformations, and Triumphs

Participants will develop effective strategies for implementing and sustaining successful short term study abroad programs, informed by the experiences of faculty at King's College.

Short-term faculty-led study abroad programs offer unique opportunities for realizing global learning outcomes. They are particularly promising in terms of expanding study abroad opportunities to less privileged students. However, these programs also pose myriad challenges—sustaining institutional support, integrating programs into the curriculum, cultivating the requisite faculty expertise—and may not always adequately reduce barriers to student participation. Facilitators will describe the experiences of faculty study abroad leaders at a small resource-constrained college, and invites participants to identify and discuss strategies for addressing these challenges across a variety of institutional contexts.

Bridget Costello, Associate Professor of Sociology, **Daniel Clasby**, Assistant Professor of History, and **Noreen O'Connor**, Associate Professor of English—all of King's College

4:30–6:30 p.m.

LEAP Challenge Forum

Creating Solutions for Our Future through Students' Signature Work

Lance Askildson, Chief International Officer and Vice President for Global Affairs and **Teresa Raczek**, Assistant Professor of Anthropology—both of Kennesaw State University; **Jim Zaffiro**, Political Science-Global Sustainability, **Jordan Langer**, Political Science, class of 2015, and **Andrew Harvey**, Political Science and Economics, class of 2015—all of Central College

As part of marking its Centennial Year, AAC&U launched the LEAP Challenge—the next stage in AAC&U's Liberal Education and America's Promise initiative designed to prepare students to do Signature Work—integrating and applying their

learning to the unscripted challenges of our fast-changing global society. How can we ensure that liberal education works at peak for all college students, whatever their background, educational goals, and intended careers? This forum will showcase students' stories about the kinds of learning in college that matters to them and examine how institutions can foster programmatic, integrative, and scaffolded approaches to problem-based learning for all students.

AAC&U gratefully acknowledges the foundations that have provided support for our Centennial Year dialogues about Liberal Education, Global Flourishing, and the Equity Imperative, and about The LEAP Challenge—Carnegie Corporation of New York, The Charles Engelhard Foundation, The Bill & Melinda Gates Foundation, The Kresge Foundation, Lumina Foundation, Alfred P. Sloan Foundation, and The Teagle Foundation.

SATURDAY, OCTOBER 10, 2015

8:00 – 11:00 a.m. Conference Registration and Membership Information

8:00 – 8:30 a.m. Continental Breakfast

8:30 – 9:30 a.m. Concurrent Sessions

Theme 1: Framing Global Learning | Seeded Discussion

CS 25: Meaningful Global Learning: A Roadmap to “Intercultureality”

Participants will: 1) understand the relevance of interdisciplinary approaches to achieving meaningful global learning; and 2) recognize the relevance of intentional visibility of curricular and extracurricular activities in effective global learning.

This session will take participants on a visual journey along different paths for developing intercultural competence. It will include an introduction to five pillars that serve as the foundation for a comprehensive view of internationalization and show how they can be applied to achieve international learning outcomes. Purposefully defined international learning outcomes give shape to overarching internationalization goals. Exploring different choices to be made on the journey towards those goals, participants will reflect on features they collect for their own version of “intercultureality”; the formal and informal curriculum, pedagogy, and student experience, supported by a solid organizational framework that blends these areas into a cohesive entirety.

Eveke E. De Louw, *European Studies-3 Programme Co-ordinator* and **Claudia Bulnes Sanchez**, *Co-ordinator of Internationalization—both of The Hague University of Applied Sciences, the Netherlands*

Theme 1: Framing Global Learning | Seeded Discussion

CS 26: Embedded Study Abroad Programs: Overseas Laboratories for US-Based Courses

Participants will gain familiarity with the concept of faculty-led, embedded study abroad and will consider, based on collegial conversations, ways to implement these kinds of experiences at their institutions.

Through the presentation of research on practices at a large public institution, this discussion will challenge traditional perceptions of study abroad as mainly independent endeavors that are often pursued outside the disciplinary curriculum. Faculty-led, embedded study abroad programs are instead offered as overseas laboratories for the intense scrutiny of a subject positioned at home. They provide new perspectives on topics and opportunities for faculty to expand the academic reach of their areas. Participants will share ideas and examine potential challenges for designing, developing, and evaluating such approaches at their institutions.

Opal Leeman Bartzis, *Director of Custom and Collaborative Programs, Institute for Study Abroad—Butler University; and* **Thalia Mulvihill**, *Professor of Social Foundations of Education and Higher Education—Ball State University*

CS 27: Developing Global Competencies: Strategic Partnerships and Anti-deficit Approaches

This session will share two distinct approaches to advancing global and intercultural competencies.

Theme 1: Framing Global Learning | Innovation-Ideation

Global Gateway: The Role of Strategic Partnerships and Leadership in P-20 Global Learning

Participants will: 1) understand the potential impact of global learning on P-20 education; 2) acknowledge the importance of long-term investments in internationalization; and 3) recognize the role of strategic partnerships in education.

Global competency is entering the curriculum of educational systems across the United States and in other parts of the world, quickly becoming a core value of P-20 Education. A successful program in global learning requires a P-20 approach, supported by a long-term vision of internationalization. Global Gateway is an example of how to develop such a strategy with existing resources. Higher education institutions can have a leading role in the process through strategic partnerships with K-12 education. This requires an alignment of their global education strategies. Participants will learn of a P-20 global competence learning strategy and how it can become a best practice in international education.

Paulo Zagalo-Melo, Associate Provost for Global Education—University of Montana; and **Heather Davis Schmidt**, Executive Regional Director—Missoula County Public Schools

Theme 2: Best Practices | Innovation-Ideation

Cultural Difference as Potential Rather than Problem: An Expanded View of Intercultural Competence

Participants will learn about and discuss an anti-deficit framework for designing and conceptualizing collaborative intercultural learning programs. Participants will consider and share implications for their own campuses and programs.

Intercultural competence is central to discussions about global learning in college. Typically, intercultural competence is seen as the ability to interact effectively with people who are culturally different. Cultural differences have traditionally been conceptualized as problematic and something to be overcome through skills development. We offer an anti-deficit view of intercultural competence where cultural differences are treated as a source of potential, rather than problems. In this view, effective intercultural work involves intentionally identifying cultural differences in order to appreciate how these differences might enhance, rather than inhibit, collaborative work.

Dawn Simpson Branham, Doctoral Candidate, Higher, Adult, and Lifelong Education and **E. David Wong**, Associate Professor, Educational Psychology Educational Technology—both of Michigan State University

CS 28: International Students: Engaging Students; Preparing Faculty

This session will share two distinct approaches to fully engaging international students in college learning.

Theme 3: Assessing Global Learning | Innovation-Ideation

Internationalization of Global Women in Higher Education: Shifting to a "Two-Way" Approach of Engagement

Participants will learn about and discuss how international students' indigenous knowledge is utilized in the US classroom as well as discuss the gaps and barriers to curriculum internationalization.

Based on the findings from a study conducted at a US university, a paradigm shift from a unidirectional approach to learning, to a "two-way" model of engagement is necessary to promote a collegial community of collaborative scholars. To develop global women as leaders, it is not enough to recruit, retain, and graduate international female students—it is critical to observe and collaboratively learn from each one of them. Participants will learn how to truly capitalize on the influx of international data, using a "two-way" method of creating, collaborating, editing, and sharing user generated curriculum content.

Leslie Gail Scamacca, Assistant Professor—City University of New York, LaGuardia Community College; and **Aileen G. Zaballero**, Dual Title PhD Candidate—The Pennsylvania State University

Theme 2: Best Practices | Innovation-Ideation

VCU's Global Zone: Building International Students' Skills and Retention Through Faculty Training and Support

Participants will learn about the design, implementation, and assessment of integrated and intentional training for faculty working with international students and consider its application in other higher education settings.

Many international students studying in the U.S. today feel like they are doing everything that domestic students are doing, only in a second language and an unfamiliar culture. University faculty are central in supporting international students in adapting to new environments and new expectations. Faculty, more than any other single source, influence international students' smooth transition into and continued progress through their studies in the U.S. Participants will learn how VCU's Global Zone provides training programs and resources to prepare and support faculty in meeting the linguistic, academic, and cultural needs of international students and assesses its efforts quantitatively and qualitatively.

Amber Bennett Hill, Director of International Student and Scholar Programs, Global Education Office, **Guofang Wan**, Professor and Director of Graduate Studies, School of Education, and **Shajuana Isom Payne**, Executive Director of General Advising, Division of Strategic Enrollment Management—all of Virginia Commonwealth University

CS 29: Examining the Intersections of Global Service Learning and Intercultural Communications

Participants will analyze into the challenges of identifying and developing service learning experiences that provide students opportunities to cultivate their intercultural sensitivities.

This discussion will examine the extent to which a structured curriculum delivered through an international service learning experience had an impact upon undergraduate students' self-reported empathy indices. Further, it will address the challenges of identifying and developing service learning experiences that provide students opportunities to cultivate their intercultural sensitivities. Participants will discuss the challenges that social identities pose in creating meaningful global service learning experiences. They will explore the implications for intercultural communications.

Sandra E. Riegle, Associate Professor of Education and **Sara J. Lindsey**, Associate Professor of Education—both of Morehead State University

CS 30: Developing an Immersive Intercultural Learning Environment on Campus

Participants will explore a specific immersive, interdisciplinary intercultural learning environment and will understand how to integrate effective global learning activities and instructional design methods at their own institutions.

VCU Globe is an innovative and interdisciplinary global education living-learning program at Virginia Commonwealth University that opens windows to the complexity of globalization and fosters intercultural learning through sustained and structured interactions between program participants, international students, and community members. The immersive intercultural environment of this program provides a model for global learning that can be adapted at other institutions. Key components, including curriculum, global engagement/community outreach, and study abroad opportunities, will be discussed. Facilitated and engaging discussion will allow participants to develop ideas and to share ways in which effective learning activities could be used at other institutions.

Jill E. Blondin, Director of VCU Globe—Virginia Virginia Commonwealth University

CS 31: Acknowledging Instructor Personal Identities when Teaching and Assessing Global Leadership and Learning

Participants will understand the value and impact of creating intellectual and physical space for instructor's personal narratives, leveraging them to expose students to different perspectives and experiences beyond textbook material.

Participants will understand the value and impact of creating intellectual and physical space for instructor's personal narratives, leveraging them to expose students to different perspectives and experiences beyond textbook material. Drawing on literature that uses identity theory and the use of biographies and narratives of teachers, this session will address the question: "How does an instructor's personal narrative influence content selection and instruction methods in a global leadership course?" Recognizing that our different worldviews encapsulate the implicit and explicit ways in which we as instructors influence how concepts are understood, interrogated, and applied in our classrooms, the discussion will help participants understand the influence of personal narratives in course design. Additionally participants will learn about the origins of this work, the implications, and the lessons learned in their process.

Linda M. Lyons, Director of Strategic Initiatives, Assistant Professor of Education, **Nyasha M. Guramatunhu-Cooper**, Assistant Professor of Leadership Studies, and **Sam Allman**, Lecturer of Leadership Studies—all of Kennesaw State University

CS 32: A Minor in Latino American Studies: Marrying Campus Diversity Initiatives with General Education Outcomes

Participants will learn about the Inclusive Excellence Framework and Latino American Studies Minor at VT and discuss ways to marry the academic curriculum with institutional goals for diversity and inclusion.

The 'seed' portion of this roundtable discussion will be framed around the development of interdisciplinary general education minors at Virginia Tech. Facilitators will use the development of the Latino American Studies Minor as an example of ongoing efforts to embed institutional goals for diversity and inclusion into the undergraduate curriculum. In addition, participants will share collaborations on their own campus in addition to addressing challenges met and lessons learned. Attendees will leave with ways to foster further collaborations around institutional goals for global learning grounded in academic practice.

Juan Espinoza, Director of Diversity and Access Initiatives, *Zac Zimmer*, Assistant Professor of Foreign Languages and Literatures, and *Stephen Biscotte*, Coordinator for General Education—all of Virginia Tech

9:45 – 11:00 a.m.

Concurrent Sessions

These workshops are a continuation of those started on Friday at 10:45 a.m. and will engage participants in further connecting theories, research, evidence, and practices in ways that will be useful and practical upon return to campus. Please refer to pages 5 and 6 for a full description of the workshops.

Theme 1: Framing Global Learning | Workshop Part 2

CS 33: Understanding Ethnic and Cultural Identity and Communication

Leeva Chung, Professor of Communication Studies—University of San Diego

Theme 1: Framing Global Learning | Workshop Part 2

CS 34: Embracing the Contrast Between the Expected and the Real: Seeking Authenticity in Global Contexts

Steve E. Grande, Executive Director, Spencer Center for Civic and Global Engagement and *Bethany Zaiman*, Class of 2015—both of Mary Baldwin College; and *Jennifer Coffman*, Associate Executive Director, International Programs, Associate Professor, ISAT and *A. Renee Staton*, Professor of Graduate Psychology—both of James Madison University

Theme 2: Best Practices | Workshop Part 2

CS 35: Religion, Identity, and Global Learning

Kathy Goodman, Assistant Professor, Student Affairs in Higher Education—Miami University of Ohio; *Jenny Small*, Associate Editor—*Journal of College and Character*; and *Todd Breyfogle*, Director of Seminars—The Aspen Institute

Theme 2: Best Practices | Workshop Part 2

CS 36: Global Engagement: Designs for Cultivating Global Citizens

Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives—AAC&U; *Eric Mlyn*, Peter Lange Executive Director of DukeEngage and Assistant Vice Provost for Civic Engagement—Duke University; *Amanda Moore McBride*, Associate Dean for Social Work and Director, Richard A. Gephardt Institute for Public Service—Washington University; and *Eric Popkin*, Dean of Summer Programs, Director of Campus Community Partnerships for Civic Engagement, and Associate Professor in Sociology—Colorado College

Theme 2: Best Practices | Workshop Part 2

CS 37: "I hated the course but now I see global connections everywhere": Overcoming Resistance to and Learning from Study Away

Jeff Shultz, Professor of Education and Director of Educational Studies and Innovative Graduate Programs, *Ellen Skilton-Sylvester*, Rosemary and Walter Blankley Endowed Chair in Education and Chair, Department of Curriculum, Cultures and Child/Youth Studies, and *Kalenda Eaton*, Associate Professor of English—all of Arcadia University; and *Norah Shultz*, Senior Associate Dean for Academic Affairs—Penn State Abington

Theme 3: Assessing Global Learning | Workshop Part 2

CS 38: Assessing Global Learning: Incorporating and Evaluating Global Perspectives

Shonda Ann Gibson, Executive Director of Global Learning and Quality Enhancement, *Tabetha Adkins*, Assistant Professor of Literature and Languages and Director of First-Year Writing, and *Christi Hunter*, Global Competence Consulting President, and Global Leadership Excellence Chief Executive Officer—all of Texas A&M University-Commerce

Theme 3: Assessing Global Learning | Workshop Part 2

CS 39: Global Civic Engagement and Social Responsibility: Conceptual Framework and Findings from a Multi-Institutional Project

Cynthia Toms, Director of Global Education, Assistant Professor—Westmont College; and *Eric Hartman*, Assistant Professor, Staley School of Leadership Studies—Kansas State University

Theme 4: Organizational Leadership and Curricular Change | Workshop Part 2

CS 40: Mind the Gap: Redesigning Programs Using Organizational Leadership Theory to Engage the Real-World

Dona M. Cady, Dean of Global Education, *Carina Self*, Assistant Dean of Social Sciences and Service Learning, and *Matthew W. Olson*, Dean of Humanities and Social Sciences—all of Middlesex Community College

11:15 a.m. – 12:15 p.m.

Plenary

“Glocalizing” Your Campus: From Aspiration to Implementation

Karla L. Davis-Salazar, *Director, Global Citizens Project and Associate Dean, Office of Undergraduate Studies—University of South Florida*

How does a college or university community come together to successfully advance institutional global learning aspirations? Dr. Davis-Salazar will provide a big picture view of the process for infusing global learning into the undergraduate experience as well as practical steps for defining a shared set of learning outcomes, developing collective strategies that cross disconnected units, and integrating the curriculum and cocurriculum for meaningful and sustained impact. She will highlight the importance of understanding institutional contexts and working within existing structures and systems, while simultaneously forging new pathways that connect sites of global learning across and beyond campus. Having recently transitioned from an AAC&U-supported pilot project on global citizenship to a university-wide initiative, Dr. Davis-Salazar will share her perspective on the challenges, opportunities, and rewards of “campus glocalization.”