



## Network for Academic Renewal

### GLOBAL ENGAGEMENT AND SOCIAL RESPONSIBILITY: Higher Education's Role in Addressing Global Crises

October 12-14, 2017  
New Orleans, Louisiana

#### CONFERENCE PLANNING COMMITTEE

AAC&U extends its sincere appreciation to and recognition of the individuals listed below for their many contributions in conceptualizing, developing, and presenting this conference program.

**Baylor University**

*Jeffrey Hamilton*

Vice Provost for Global Engagement

**Jackson State University**

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Dean, College of Liberal Arts

**Franciscan Missionaries of Our Lady University**

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Program Coordinator,  
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*Cheryl Peters*

Executive Director  
Honors and Weekend College

## SCHEDULE AT A GLANCE

### Thursday, October 12, 2017

10:00 am – 7:00 pm	Conference Registration and Membership Information
2:00 pm – 5:00 pm	Pre-Conference Workshops (separate registration and fee required)
7:00 pm – 8:15 pm	Keynote Address <i>Wajahat Ali, Creative Director, Affinis Labs, Host, Writer, Journalist, Playwright, and Attorney</i>
8:15 pm – 9:00 pm	Welcome Reception

### Friday, October 13, 2017

8:00 am – 5:00 pm	Conference Registration and Membership Information
8:00 am – 9:30 am	Continental Breakfast and Poster Sessions
8:45 am – 9:30 am	Newcomers Welcome
9:45 am – 10:45 am	Plenary <i>Richard Kiely, Director, Engaged Learning and Research, Cornell University</i>
11:00 am – 12:00 pm	Concurrent Sessions
12:00 pm – 2:00 pm	Lunch on your own
2:15 pm – 3:30 pm	Concurrent Workshops
3:30 pm – 4:00 pm	Refreshment Break
4:00 pm – 5:00 pm	Concurrent Sessions
5:00 pm – 6:00 pm	Happy Hour

### Saturday, October 14, 2017

8:00 am – 8:30 am	Continental Breakfast
8:30 am – 9:30 am	Facilitated Discussions
9:45 am – 10:45 am	Concurrent Sessions
11:00 am – 12:00 pm	Plenary <i>Kassie Freeman, Founder and CEO, African Diaspora Consortium; David Ware, Attorney at Law, Ware   Immigration; and Yolanda Moses, Associate Vice Chancellor for Diversity, Excellence, and Equity, University of California Riverside</i>

## OPPORTUNITIES TO CONNECT

In an effort to provide more networking opportunities for conference participants, we are offering a few ways for you to connect with colleagues both within and outside of conference sessions. Badge ribbons indicating particular areas of interest will be available at the conference registration desk. Please select a ribbon(s) that best matches our primary area(s) of interest and reason for attending the conferences. These ribbons provide a way to help you meet and interact with those of mutual interests. Sign-up sheets for lunch and dinner groups, organized by areas of interest will be available in the registration area. Join the conversation on Twitter at #aacuglobal17.

## LIBERAL EDUCATION AND AMERICA'S PROMISE (LEAP FEATURED SESSIONS)

Throughout the conference program, sessions noted with the (LEAP) designation highlight the innovative work of colleges and universities that are members of AAC&U's LEAP Campus Action Network. The LEAP Campus Action Network brings together campuses and organizations that are committed to liberal education and helps them to improve their efforts to ensure that all students achieve essential liberal education outcomes. Participants in these sessions will learn how members of the Network are using the LEAP framework and resources to advance their educational and improvement efforts. For information about LEAP visit [www.aacu.org/LEAP](http://www.aacu.org/LEAP).

## FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

*November 2-4, 2017 ♦ San Francisco, California; The Westin St. Francis*

**Transforming STEM Higher Education: Discovery, Innovation, and the Value of Evidence**

*February 15-17, 2018 ♦ Philadelphia, Pennsylvania; Marriott Downtown*

**General Education and Assessment: Foundations for Democracy**

*March 22-24, 2018 ♦ San Diego, California; The Westin Gaslamp Quarter*

**Diversity, Equity, and Inclusive Democracy: The Inconvenient Truths**

*October, 11-13, 2018 ♦ Seattle, Washington; The Westin Seattle*

**Global Engagement and Social Responsibility**

## PROGRAM OF EVENTS

THURSDAY, OCTOBER 12, 2017

**10:00 A.M. – 7:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION**

**2:00 P.M. – 5:00 P.M. PRE-CONFERENCE WORKSHOPS**

Separate registration and fee required. (\$125 members; \$195 non-members)

BALCONY J, FOURTH FLOOR

### **WK 1: Advancing Global Learning through Signature Work**

This workshop will help participants provide students with integrative pathways toward global learning outcomes, with an emphasis on high-impact practices and signature work both on campus and around the globe. Co-facilitators will lead with an exercise to identify global learning outcomes of interest to participants. Case studies from two institutions with very different missions and student populations will illustrate a range of strategies for advancing global learning, touching on implications for curricular design, faculty development, and campus culture. *Participants will* then engage in a backward-design process to generate and test ideas. Together, facilitators and participants will explore what forms evidence of global learning can take, and connect those to activities and programs likely to generate that evidence. After considering challenges and support mechanisms, participants will identify next steps to advance global learning on their campuses.

*Richard Vaz, Director, Center for Project-Based Learning—Worcester Polytechnic Institute; and Kristina Watkins Mormino, Coordinator, Global Studies Certification Program, Associate Professor of French—Georgia Gwinnett College*

BALCONY K, FOURTH FLOOR

### **WK 2: Making Global Learning Universal through Effective Professional Development**

Institutions interested in providing global learning to all students, must arrange and deliver professional development to all global learning educators. This involves establishing a common language for faculty and staff to talk about universal global learning and opportunities to reflect upon their own global awareness, perspective, and engagement. Global learning leaders must also help educators connect the dots between self-reflection and instruction, and empowering them to determine differentiated ways they can facilitate global learning for others. Workshop facilitators will address how to get campus practitioners to engage global learning professional development, what professional development should entail, how to get participants to apply lessons learned, and how to improve program effectiveness on a continuing basis. Through case studies, demonstrations, and dialogue, *participants will* take away a range of ideas to prepare and support faculty, student affairs educators, and other staff in their multiple roles—including teacher, facilitator of difficult dialogues, and mentor—to lead students in high impact global learning.

*Hilary Landorf, Director, Office of Global Learning Initiatives and Executive Director, Comparative and International Education Society and Stephanie Doscher, Associate Director, Office of Global Learning Initiatives—both of Florida International University*

BALCONY L, FOURTH FLOOR

### **WK 3: Engaging Globally in an Unscripted World**

Higher education has an ever-evolving role to play in a world of increasingly complex challenges. Providing students with global education is no longer the responsibility of a few isolated departments or programs. Predicated upon the widespread use of technology and social media, institutions are broadening students' opportunities for global engagement, such that deep learning grows through

integrating and extrapolating from both local and global contexts. Participants in this workshop will examine ways to engage students in global thinking and active learning without necessarily needing to get on a plane. Educating to combat apathy and infuse global competencies is attainable through a myriad of curricular and co-curricular opportunities, on and off campus. In this highly interactive session, *participants will* discuss and workshop existing institutional/programmatic/curricular structures that work well and identify other entities that are ripe for adaptation. Participants are encouraged to bring an artifact of global learning or engagement (syllabus, course assignment, text, project result, activity, etc.) or an idea to develop. Together we will foster interdisciplinary thinking while developing a foundation for globally oriented content to benefit student learning.

**Bridget G. Trogden**, Associate Professor of Chemistry in the College of Liberal Arts, Director of Research that Reaches Out (QEP) for Mercer University—Mercer University

BALCONY M, FOURTH FLOOR

#### **WK 4: AAC&U Global Learning Rubric: Springboard to Innovative Thinking**

This workshop will use the AAC&U Global Learning VALUE Rubric as a base from which to foster innovating thinking and develop course content within the curriculum. Workshop facilitators and participants will discuss ideas and concepts established in practice and shown to have successful and measured results. For example, facilitators will examine their experiences using the VALUE Rubric for assignment development and assessment of issue-centered workshops, student papers based on research and reading, and as a means of assessing global learning as part of study abroad experiences. Participants will use these findings to create or improve their own global learning outcomes as a foundation for meaningful assessment. Participants may bring their own example of global learning to share and serve as a point of departure for developing their own creative ideas within the context of this interactive workshop. Examples include a successful outcome or other aspect of a global learning course or program, an idea to develop together with the group or, perhaps a challenging issue /situation related to global learning or even a place where people or the institution seems to be “stuck”.

**David Blair**, Director of Institutional Assessment—St. Edwards University; and **Debora Ortloff**, Assistant Professor, Social Sciences and Coordinator of Academic Assessment—Finger Lakes Community College

MARDI GRAS BALLROOM, THIRD FLOOR

**7:00 P.M. – 8:15 P.M.**

**WELCOME REMARKS AND KEYNOTE ADDRESS**

**Dawn Michele Whitehead**, Senior Director, Global Learning and Curricular Change—AAC&U

#### **Millennial Swagger Promoting Social Entrepreneurship through Storytelling and Social Media**

**Wajahat Ali**, Creative Director—Affinis Labs, journalist, writer, lawyer, award-winning playwright, and TV host

Wajahat Ali’s global leadership program “Generation Change” taught storytelling and social media skills to young change agents and social entrepreneurs in eight countries. Ali will share lessons learned and how colleges and universities can use these ideas to advance student engagement with and social responsibility for the compelling issues of our global society. How can those interested in making the world a better place use storytelling to find their mission, purpose, and passion? How can they communicate their vision to a global audience? He will discuss the ways in which social media can help students bypass traditional gatekeepers and achieve their goals and their visions.

RIVERVIEW, FORTY-FIRST FLOOR

**8:15 P.M. – 9:00 P.M.**

**WELCOME RECEPTION**

## FRIDAY, OCTOBER 13, 2017

**8:00 A.M. – 5:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION**

GALERIE 4-6 FOYER, SECOND FLOOR

**8:00 A.M. – 9:30 A.M. POSTERS AND PASTRIES**

Please join in this opportunity to learn about some of the latest innovations and promising approaches to developing, implementing and assessing global engagement activities, on campus and in communities both proximate and distant.

### THEME I: DEVELOPING COURSES, CURRICULA, AND PROGRAMS GUIDED BY CONTEMPORARY GLOBAL ISSUES

#### **POSTER 1: A Proposed Roadmap to Global Engagement and Social Responsibility in a Large Urban University**

Qatar University is thriving to be a major university in the region with global engagement and social responsibility as one of its main pillars. The College of Arts and Sciences offers a unique and pioneering curriculum that reflects current and future research needs including academic courses, community engagement opportunities, and cutting edge research centers. To achieve the global engagement and social responsibility pillar, the college formed small, efficient, and outcomes-oriented "Curricular Innovation Teams" for the dissemination of this theme across the college. The work of the team involved the expertise of the faculty to process and contextualize the theme for specific academic areas which could result in development of new academic programs and courses. The interactive session can result in a customizable road-map to achieve global engagement and social responsibility and it will be developed and shared by all participants. *Participants will* learn about a road-map for implementing strategies to advance global engagement and social responsibility, how to develop best practices for these theme elements, and consider how these practices might adapt to their work and campus.

**Rashid Al-Kuwari**, Dean, **Hassan Aziz**, Associate Dean for Academic Affairs, **Hala Al Easa**, Associate Dean for Research and Graduate Studies, and **Yasser Hussein**, Assistant Dean for Student Affairs—all of Qatar University

#### **POSTER 2: Fostering Civic Engagement with Global Issues in Team-Taught Special Topics**

Statewide requirements for undergraduate transfer degrees coupled with community college's heavy teaching load can discourage curricular innovation. One campus was able to move beyond these challenges to create and offer team-taught humanities special topics courses to encourage civic engagement with emerging global issues such as climate change, income inequality, immigration reform, and most recently, internationally propagated fake news. This poster will diagram matrixes that align special topics to traditional learning outcomes. *Participants will* learn about successful multimodal student projects and view syllabi, assignments, and assessment tools that integrate global themes with outcomes in civic engagement, digital literacy, information literacy, critical and creative thinking, writing, speech, and collaborative learning. Participants will review the challenges and special advantages of team teaching in courses that encourage civic engagement with complex issues; learn strategies to streamline preparation for non-recurring course assignments with emergent topics ; and view effective social media policy to support student learning.

**Nancy Cook**, English Faculty and **Deac Guidi**, Speech Communications Faculty—both of Clatsop Community College

### **POSTER 3: Facilitating Cross Country Communication, Collaboration, and Connection to Real World Issues**

One of the most effective ways to teach about globalization is to meaningfully interact globally. In the past 7 years, a team of faculty from various countries (Canada, Italy, Portugal, Russia, UK, and U.S.A) has been co-teaching a course titled Globalization, Social Justice, and Human Rights. A core, shared curriculum guides the main framework of the course, yet allows for the necessary flexibility to meet individual program and institutional needs. For example, a course with a focus on global health might take place simultaneously with a course focusing on global cultural sensitivity alongside other courses serving as general introductions to globalization. Students from different countries communicate through blog posts and work on joint projects. This poster will provide information regarding course objectives, structure, how students and professors interact within and between their groups, and the learning outcomes. *Participants will* learn about the structure of a global, virtual classroom (course goals, structure, technology, and framework of the content); the structures and factors that facilitate cross-country communication and collaboration for students; the challenges students as well as faculty face in such collaborative efforts; and possible solutions to these challenges.

**Sarah Hernandez**, Associate Professor—New College of Florida; **Enzo Colombo**, Full Professor—University of Milan; and **António Dores**, Professor—University Institute of Lisbon

### **POSTER 4: Beyond Travel**

The Service Oriented Field Experience (SOFE), a uniquely blended experiential learning graduate course, is an unusual program because it targets adult learners in an accelerated graduate program. The SOFE blends aspects of social justice and nonprofit leadership into an eight-week course that focuses on the mission driven nature of the social sector throughout the world. While appropriating theories of experiential learning, the course builds on Jesuit pedagogical principles of experience, reflection, and action, and it includes deliberate exposure of Nonprofit/Nongovernmental (NP/NGO) leaders into contexts other than their own as a model for leadership development and growth. Leaders learn from this process about the complexity of social and other global needs and the innovative approaches for solving them. These global connections support long-term engagement with these issues beyond the travel experience. This poster will demonstrate how to build courses that explore global issues as well as analyze how to embed deeper reflection into learning especially in cross-cultural contexts. *Participants will* learn how participation in intercultural service learning increases students' intercultural competence, language skills, appreciation of cultural difference, tolerance for ambiguity, and experiential understanding of complex global problems. Participants will explore methods to encourage students to test concepts and theories in their lived experience and discuss how to embed global sustainable development goals into experiential-based teaching.

**M. Kinoti**, Associate Professor—Regis University

### **POSTER 5: Pair Up: Fostering Deeper Connections; Facilitating Interaction among Domestic and International Students**

The United States remains the leading destination for international students pursuing higher education, but lack of meaningful interaction with domestic students continues to plague integration efforts. The University of Massachusetts Lowell decided to operationalize the facilitation of the efforts by creating the Pair Up Program, which matches international and domestic students based on common interests, hobbies, and programs of study indicated in their applications. Now in its second year, the program has successfully encouraged students to get out of their comfort zones, network with people they may not otherwise meet, and make meaningful friendships that will take them past their college years.

*Participants will* learn about best practices for building a facilitated program; how to leverage technology to recruit, retain, and check in on participants throughout the duration of the program; and

ways to market a similar program on campus.

**Allyson Lynch**, *Coordinator of International Programs—University of Massachusetts Lowell*

**POSTER 6: Remixed: Students Leading Change for Innovative Civic Engagement Course**

In 2016, the Office of International Programs led an international service learning experience to Croix-des-Bouquet, Haiti. The focus of this program was for students to learn how communities drive the agenda for development. Students participated in English as a Foreign Language (EFL) class alongside English Language Learners and over time, wanted to learn more about Haiti, community development, and the ethics of service learning. This led to the transition of a non-credit experience into a faculty-led study abroad course, integrating not only the EFL service learning project, but also course readings and meetings with a variety of Haitian community organizations. This poster will demonstrate how this transition evolved and how it impacted the student experience. *Participants will* learn tools for developing a faculty-led study abroad course with embedded service and civic engagement experiences and learn how to adapt a service learning experience into a for-credit course. Participants will also learn how Drexel responded to the needs of students to rethink global service learning into an academic course and be able to develop their own course syllabus for a global service learning course.

**Adam Zahn**, *Associate Director of Global Engagement—Drexel University*

**Theme II: Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning**

**POSTER 7: Science Diplomacy through International Undergraduate Research**

International research experiences for undergraduates combine study abroad with undergraduate research and can create synergistic learning that contributes to the fund of new knowledge. With increasing globalization it is important that students develop a world view that helps them appreciate how people in other countries can unite to develop a means of addressing problems that confront human kind--including problems associated with climate change, infectious disease and food security. This poster will present the Prozkoumat! ("explore" in Czech) Program that provides students with a ten week research experience in parasitology coupled with cultural learning and science outreach to Roma children. Ideas for developing similar programs for students and ideas for maximizing students' disciplinary and cultural learning will be shared. *Participants will* understand the value added of combining undergraduate research with study abroad and will see how it is possible for them to construct research abroad experiences for their undergraduate students. Participants will also develop ideas for how best to prepare students to achieve the greatest gains from international undergraduate research and plan for evaluating students disciplinary and cultural gains from doing research abroad.

**Carol Bender**, *University Distinguished Outreach Professor—The University of Arizona*

**POSTER 8: Learning Abroad, Applying at Home: Addressing Human Trafficking Globally and Locally**

This poster will highlight the use of a project-based service learning course to increase student awareness and inspire action to address human trafficking globally and locally. In this course, students worked in small groups to provide English-language instruction; engaged in various recreational activities; and built a therapeutic playhouse for Development and Education Programme for Daughters and Communities (DEPDC), a non-governmental organization located in Northern Thailand which serves previously trafficked and vulnerable people. Students also met with DEPDC's founder, two-time Nobel Prize nominee, Sompop Jantraka, and his staff to learn about the nature and process of human trafficking as well as the inter-workings of the organization's approach and the critical role various community members could play in identifying and combating trafficking. Students shared their experiences with various media outlets and at an academic conference. They also applied their knowledge of DEPDC's model as part of a formative evaluation of the local human trafficking task force.



*Participants will explore how project-based service learning courses can lead to greater awareness and activism among students related to a pressing global and local issue; and secure ideas on how to design a globally-focused, project-based learning experience which emphasizes service, teamwork, and integrative thinking. They will identify opportunities to include various local voices into globally-focused project-based service learning courses in a meaningful way; and discover ways in which they can apply globally-focused project-based learning experiences and outcomes to their local community.*

***Diane Bessel**, Assistant Professor and Masters of Social Work Program Director and **Maggie Dreyer**, Director of Field Education—both of Daemen College*

#### **POSTER 9: The UN Agenda for Sustainable Development: Inspiring Innovative Undergraduate Programs**

Today's global challenges cut across various academic disciplines and are best addressed through a transdisciplinary approach that is integrative, collaborative and applied. This poster aims to inspire education professionals seeking concrete examples of Bachelor programs that put global engagement and social responsibility at the center of the educational experience by introducing an innovative undergraduate program that uses the 2030 UN Agenda for Sustainable Development as a basis for globally engaging students. The program offers an inspiring and rigorous program for students who desire to take a measure of responsibility for the world's complex challenges and to impact positive, sustainable social change as leaders. *Participants will be able to describe an example of an innovative undergraduate global learning and engagement program; reflect on the role of sustainable development goals in higher education and student engagement; and analyze the importance of inter- and transdisciplinarity when engaging students in examining complex global challenges. Participants will also be able to compile and implement educational activities that aim to globally engage students, connect students to community partners in transdisciplinary projects, challenge students to (co-)create innovative and sustainable solutions that benefit people and the planet, globally and locally, and advance integrative thinking, teamwork, community-based research, intercultural communication, self-reflection, social responsibility and leadership.*

***Pietermel de Bie**, Director of Education—University of Groningen/Fryslân Campus*

#### **POSTER 10: Developing Global and Ethical Awareness of STEM Students Through Undergraduate Research**

This poster will describe how the Chemistry, Physics, and Engineering Department at Biola University, a predominately undergraduate institution, is using research experiences to develop the global and ethical awareness of its students. It will outline several of the globally focused research projects aimed at addressing real world issues that were undertaken by undergraduate students, as well as efforts to allow all students at Biola to engage with this work. The presenters will share lessons learned, as well as their perspectives as a professor supervising several research projects, and as an undergraduate student currently working on one of these research projects. *Participants will gain a greater understanding of the value of hands on research for developing undergraduate students' global and ethical awareness. They will further learn about strategies for implementing research programs at predominately undergraduate institutions with limited resources to devote to funding research. Finally, participants will examine various successful research projects and events that stemmed from this effort.*

***Nathan Decker**, Undergraduate Student and **Albert Yee**, Associate Professor—both of Biola University*

#### **Poster 11: A World Beyond Cornfields: Encouraging Global Citizenship through the Arts in Rural Indiana**

This poster will feature effective strategies for and unique challenges of encouraging global engagement and social responsibility in community colleges, particularly those located in rural, low-income, predominately white communities of first generation college students. It will describe various

techniques effective in facilitating appreciation and acceptance of multiculturalism and global learning, and for transforming learners through local immersion activities, community engagement, and the creative arts. The achievements of the Global Creative Arts Association (GCAA), the student organization will be discussed with useful suggestions for starting other such student organizations. The GCAA aids students in developing a global outlook by exploring social justice issues and global power inequalities while encouraging a forum for self-reflection and dialogue within a unifying foundation of the creative arts. A useful set of workable educational tools to transform learners into engaged, active contributors to a globalized world will be provided. *Participants will* learn how to encourage and facilitate global engagement and social responsibility for a particular demographic; demonstrate knowledge of critical pedagogy and its usefulness for global engagement; understand the relationship between the creative arts and global learning and social justice; and determine if student life resources to support global learning are available on their campus.

**Rena Dossett**, *Assistant Professor of English, Communications, and Languages—Ivy Tech Community College*

#### **POSTER 12: A Socialised Personal Learning Approach to Student Learning and Success**

This poster will illustrate the process of design, development and trial implementation of SPEL - Socialised Personal Environment for Learning. SPEL integrates three main elements: personalization of learning; authentic knowledge partnerships between academics and students, and between students across year levels and disciplines; and whole-person education which supports emotional and social well-being, as well as intellectual and skill-based competencies. SPEL is a shared environment, which aims to support community building, self-directed learning, reflection and personal development, as students participate in interdisciplinary, multi-level research teams investigating wicked problems in authentic contexts. Assessment for and of learning employs digital storytelling and e-portfolio techniques. *Participants will* be able to access information on SPEL including its theoretical underpinning and design rationale; assess the relevance and value of SPEL for their own teaching contexts; and identify resources they can employ to support curriculum transformations in the direction of SPEL. They will review data on the trial implementation, as well as materials developed for the project.

**Jane Haggis**, *Associate Professor, Centre for Development Studies*, **Antonella Strambi**, *Senior Lecturer in Italian and Applied Linguistics*, and **Jessie Jovanovic**, *Senior Lecturer in Early Childhood—all of Flinders University*

#### **POSTER 13: Faculty/Student/Community Triad-Mentor PBL Model: Global Engagement, Ethics, Social Responsibility**

This poster will describe a faculty/student/community mentoring triad approach for integrating problem-based learning (PBL) into the curriculum. In this approach students study local and global community-driven problems with attention to engagement, ethics, and social responsibility. The poster will illustrate best practice exemplars and empirical evidence of the VALUE© AACU (2015) assessments used to evaluate the UWF Triad-Mentor PBL Model. Exemplars include local, national, and global community-driven problems. *Participants will:* 1) examine the hands-on UWF Triad Mentor PBL curriculum 3-D model display; 2) interpret global and local data findings for six Triad Mentor PBL exemplars; and 3) evaluate the merits, contributions, and impact of the Triad Mentor PBL Model based on the VALUE© AACU (2015) formative assessment data presented within the display.

**Carla Thompson**, *Professor of Research and Advanced Studies and Director of Community Outreach Research and Learning Center*, **Diane Bagwell**, *Research Associate*, and **John Woods**, *Graduate Assistant—all of the University of West Florida*

### THEME III: ASSESSMENT AND ACCREDITATION

#### **POSTER 14: Assessing and Promoting Global Citizenship in Higher Education: A Research Case Study**

This poster will describe a community-based participatory research study that offers an evaluation of global citizenship education. The mixed-methods study focuses on the core components of global citizenship—social responsibility, global competency, and global civic engagement—and assesses whether colleges and universities are effective at creating global citizens. In particular, this research focuses on the role of global citizenship within the field of community engagement and offers recommendations for developing and promoting a more globalized graduate program, which can be adapted to a variety of higher education institutions and campus academic programs. *Participants will* be introduced to a research study focused on student global learning outcomes within the Merrimack College Community Engagement graduate program. They will review a comparison of learned skills, behaviors, and attitudes of students exposed to global citizenship themes within one particular institution and best practices to promote global engagement within other academic programs. *Annie Wendel, M.Ed in Community Engagement candidate (anticipated May 2017 graduation)—Merrimack College*

### THEME IV: FACULTY, STAFF, AND INSTITUTIONAL SUPPORTS AND RESOURCES FOR GLOBAL LEARNING

#### **POSTER 15: Global Learning at Liberal Arts Colleges: Investing in Faculty Leaders of Study Abroad/Study Away**

This poster will report quantitative and qualitative findings from a two-year study of 220 faculty leaders of global programs at twenty-eight liberal arts colleges. In two online surveys, faculty responded to questions about institutional support, preparation, pedagogical approaches, assessment activities, attitudinal changes, and outcomes for teaching, research, and service. Although the majority of respondents agreed that “global learning is a priority for my institution,” less than 25% agreed that “supporting faculty members who lead global programs is a priority for my institution.” The poster will use statistical analyses of survey items and rigorous review of narrative responses to identify effective institutional policies and practices to enhance the impact of off-campus programs on faculty, students, and institutions. Given the strategic importance of global learning in higher education today, and the necessity of engaging students in global issues, it is essential to understand the characteristics and experiences of faculty who lead off-campus programs. *Participants will* learn about: 1) motivations and characteristics of faculty who lead off-campus global programs at liberal arts colleges; 2) faculty leaders’ experiences with and perceptions of the value of institutional support provided before, during, and after; 3) assignments and strategies that faculty use to enhance students’ global learning; and 4) factors that positively impact faculty’s teaching, research, and service.

*Joan Gillespie, Vice President and Director of Off-Campus Study Programs—Associated Colleges of the Midwest; and Dana Gross, Associate Dean for Interdisciplinary and General Studies and Professor of Psychology—St. Olaf College*

#### **POSTER 16: The Faculty Global Zone: Workshops and Support for Faculty Teaching and Mentoring International Students**

Faculty teaching and mentoring international students have the dual responsibilities of 1) promoting the academic success of international students (and their domestic peers); and 2) of ensuring that classrooms are inclusive spaces in which meaningful intercultural interactions and development take place. The Global Zone at Virginia Commonwealth University prepares and supports its faculty who teach the university’s 1800+ international students each term. *Participants will* learn strategies for: 1) building international students’ capacities in the U.S. classroom; 2) teaching academic integrity

standards and practices and preventing violations; 3) designing course content and assessments to include non-native English speakers; and 4) creating culturally inclusive classrooms. They will receive handouts of recommended print and digital resources and resources for campuses seeking to create faculty training programs of their own.

**Amber Hill**, *Director of International Student and Scholar Programs and English Language Program—Virginia Commonwealth University*

**POSTER 17: Stepping Stones: Creating a Global Honors Program at a Small Community College**

Just the two words GLOBAL LEARNING can create schisms in academia (or at least the sound of shrieking violins). This poster will review how a small community college can begin the creation of a model for a global honors program first, then use stepping stones to globalize the curriculum, the students, and the faculty. *Participants will* compare this approach to global education with their own respective institutions; reflect on and verbally critique this stepping stone approach; receive pattern and process information to apply the stepping stone approach to their respective institutions; and will reflect on the VALUE rubrics.

**Cynthia Marshall**, *Professor of Liberal Arts and Roger Davis*, *Provost—The Community College of Beaver County*

**POSTER 18: The Role of Race in the College Experience: What Makes Education Abroad a High-Impact Practice?**

Each year the Division of Campus Life sponsors leadership and service trips which focus on the intersections of race, class, and gender. In January 2017, twenty-two students, faculty and staff traveled to Ghana for a 10 day service and leadership trip. During the trip, students volunteered at schools, community centers in Accra and helped to build a library in a small village called Krofu. Throughout the experience, participants met with elders, engaged in traditional African drumming and dancing and visited slave castles and national parks. The Center for Intercultural Advancement, partnered with the Office of Co-Curricular Programs and the Dean of Campus Life to recruit, select and prepare students with pre-travel workshops to discuss issues of equity and justice, to gain a better understanding of privilege and power, and to introduce them to the rich history of the Republic of Ghana. Funding from the aforementioned offices and donors were used to subsidize some of the costs for participants and scholarships for students from socioeconomically disadvantaged backgrounds. *Participants will* learn how targeted outreach included students from communities who don't normally take advantage of education abroad or service learning experiences such as men of color, student athletes, graduate students and students from lower socioeconomic backgrounds. They will also learn how nightly reflections and photography allowed students to document the trip via a blog.

**Ellen Navarro**, *Director, Center for Intercultural Advancement—Wagner College*

GALERIE 4-6, SECOND FLOOR

8:45 A.M. – 9:30 A.M.    NEWCOMERS WELCOME

MARDI GRAS BALLROOM, THIRD FLOOR  
9:45 A.M. – 10:45 A.M. PLENARY

### **Transforming Global Engagement and Social Responsibility: The Theory to Practice Nexus**

*Richard Kiely, Senior Fellow, Office of Engagement Initiatives, Engaged Cornell—Cornell University*

Educators can support globally engaged learning experiences that foster students' acquisition of boundary spanning knowledge (i.e. culture-general and culture-specific information, cultural self-awareness); skills (i.e. critical reflection, active listening, language competency, adaptability); and dispositions (i.e. empathy, humility, open-mindedness) in local neighborhoods or in communities 5,000 miles away. Such globally engaged learning experiences can be transformative, leading students to see themselves as critically informed, socially responsible, and actively engaged global citizens. However, transformational learning may lead students to become "chameleons with a complex," struggling to translate their experience into meaningful action. Dr. Kiely will share practical insights gleaned from extensive experience facilitating community-engaged learning experiences for students from New Orleans to Nicaragua. He will present a transformative global service-learning model that emerged from longitudinal research that serves as a useful conceptual framework for educators to assist students in developing the knowledge, skills, and dispositions to navigate the complex social, environmental, cultural, political, and ethical dimensions of 21st century global problems.

### **11:00 A.M. – 12:00 P.M. CONCURRENT SESSIONS**

#### **GALERIE 4, SECOND FLOOR**

Facilitated Discussion | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 1: Global Learning: A Community College Model**

Session facilitators will examine how the vision of a global learning program at a two-year institution inspired the curriculum development with particular emphasis on the areas of the African Diaspora program, entrepreneurship, workforce development and other special projects. Skyline College's global learning program is informed and inspired by the geographical contexts of Silicon Valley's high-tech culture and San Francisco's financial district landscape. The 21st century is positioning community colleges to transform, retool, and redefine their scope and capacity. The advent of technology and the on-going development of new professions provides an opportunity for two-year institutions to identify and fulfill niches that did not exist five to ten years ago. *Participants will* learn how Skyline College is using global learning as a fundamental aspect of the two-year college experience and understand how curricula, campus, and district-wide programs work to prepare students for work and life in a globally connected and technologically advanced society.

*Tammy Robinson, Dean, Global Learning Programs and Services and Cheryl Ajirotutu, Coordinator African Diaspora Program—both of Skyline College*

#### **BALCONY J, FOURTH FLOOR**

Facilitated Discussion | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 2: Racial Identity Development Criticism: Reframing Racial Discourse in the Classroom**

Session facilitators will introduce Racial Identity Development Criticism (RIDC), a literary critique method developed to provide a way for educators, writers, and readers to engage in meaningful discourse about race. Analytical and reflective, RIDC provides educators with a practical, interventionist, pedagogical approach to reading and discussing race in the classroom. Drawing on William Cross's Nigrescence Racial Identity Theory (NRID) and literary analysis techniques, RIDC examines the development and depiction of African-American characters in fiction literature. When given proper consideration, literature is an optimal catalyst for social and cultural transformation. Using language in a textual medium, authors re-

present social circumstances consequently constructing a new relationship between the reader and the circumstance. This new relationship and new awareness may inspire action and/or transform current modes of being. In this way, literature can empower or disempower. A framework that is interventionist, transformative, and social justice-oriented, RIDC provides a concrete resource for improving practices in education. *Participants will* be introduced to the interventionist, transformative, and social justice-oriented framework. They will gain an understanding of its theoretical underpinnings and learn how and why to use such a pedagogical approach in the classroom. They will also experience RIDC tools in practice.

***Sha-shonda Porter***, Director of the Center for Integrative Learning and Teaching Innovation/English Faculty—Richland College

#### BALCONY L, FOURTH FLOOR

LEAP Featured Session | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

### **CS 3: Using Institutional Mission and Values to Link Global Learning Outcomes with High-Impact Practices**

Institutions of higher learning are mission driven to cultivate better citizens. Contemporary citizenship must be understood in a global context; ethics, values, and their practice are not constrained to national communities or contexts. College and university mission statements articulate visions of how we are to live in the world, and as such can orient educational practice for global learning. The Liberal Education and America's Promise (LEAP) initiative articulates high-impact practices and learning outcomes that mesh well with the principles of global citizenship. Session facilitators will address how institutional mission statements can foster the articulation of learning outcomes for global learning programs and activities. Through the sharing of experiences and discussion based on case studies, *participants will* practice identifying how mission statements align with the global learning, creating learning outcomes that align with such interpretations, and articulating institutional changes to better foster global citizenship. Participants will identify elements of the institutional mission statement, for a given university, focused on global citizenship which may align with the curriculum and high-impact practices. Participants will also identify the challenges and opportunities of translating an institution's mission into work with different global communities and building of local and transnational coalitions, and develop an action plan to implement global learning into the curriculum.

***Tony Abbott***, Professor of Environmental Science, ***Rachel Core***, Assistant Professor of Sociology, ***Paula Hentz***, Director of International Learning, and ***Jelena Petrovic***, Assistant Professor of Communication and Media Studies—all Stetson University

#### BALCONY I, FOURTH FLOOR

### **CS 4: Practical and Intellectual Perspectives for Community-Based Work: The Tuskegee Study**

The United States Public Health Service (USPHS) Tuskegee Syphilis Study now serves as a case study of what not to do for scholars and students as they prepare to engage in community-based research, learning, and work with human subjects. Institutional Review Boards across the nation require familiarity with this study and a thorough understanding of the harmful implications of unethical, non-transparent, and inhumane treatment of human subjects. *Participants will* gain practical and intellectual perspectives for community-based work in communities with differing histories of engagement with researchers and perspectives from the descendants of the Tuskegee Study. In this transdisciplinary-interactive-dialog, a critique of the ethical problematic of women in Western Kenya, diagnosed with HIV, and daughters, granddaughters and great granddaughters of the 623 African American male descendants of slaves, unethically experimented on, in the 40-year United States Public Health Service (USPHS) Syphilis Study at Tuskegee will be closely examined.

***Betty Crutcher***, Presidential Spouse and Cross-Cultural Mentoring Consultant—University of Richmond;

*Joan R. Harrell, Visiting Scholar, Associate Director of the Community Engagement Core, National Center for Bioethics in Research and Health Care, and Wylin D. Wilson, Associate Director of Education, National Center for Bioethics in Research and Health Care, Associate Professor of Agribusiness—both of Tuskegee University; and Dawn Michele Whitehead, Senior Director for Global Learning and Curricular Change—AAC&U*

**GALERIE 5, SECOND FLOOR**

Facilitated Discussion | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

**CS 5: Are Higher Education's Efforts to Advance Global Engagement and Global Citizenship, Un-American?**

Threads of current perspectives regarding globalization, and the needs and challenges of global engagement, may weave together to strengthen or to diminish the civic purpose and responsibilities of higher education. They may reflect deep appreciation of current social, political, and cultural realities, or intentional suspension of the relevance of their immediacy. Any weaving of civic and global connections requires thoughtful consideration of what those threads are, what they mean separately, and what connecting them means, makes possible, or makes obligatory for higher education. Two provocative brief presentations will frame the session. Following the provocations, *participants will* explore in robust table considerations—their thoughts and responses to related topics and questions.

*Lynn Pasquerella, President—AAC&U and Donald W. Harward, Director, Bringing Theory to Practice—AAC&U*

**BALCONY N, FOURTH FLOOR**

Facilitated Discussion | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

**CS 6: Religious Pluralism in a Global Society: Exploring Students' Engagement with and Orientation to Other Worldviews**

As technology and the capacity for travel shrink our world, students increasingly encounter individuals of diverse nationalities in distinct and myriad ways. In order to contribute to—and learn from—these encounters, students must develop the knowledge, attitudes, and skill sets necessary to engage effectively with those who hold different worldviews. In 2015, a team of researchers launched the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) to explore how to achieve this goal. IDEALS tracks a national cohort of college students over the course of four years to understand how the collegiate environment and high-impact practices shape their attitudes toward and engagement with worldview diversity. *Participants will* learn from recent IDEALS findings that illuminate how students are growing and learning through their interfaith interactions in college. They will specifically attend to the ways in which students perceive people of other nationalities and exhibit global citizenship.

*Benjamin P. Correia-Harker, Director of Assessment and Research, Interfaith Youth Core; and Shauna M. Morin, Postdoctoral Researcher, Interfaith Diversity Experiences and Attitudes Longitudinal Survey—North Carolina State University*

**BALCONY K, FOURTH FLOOR**

Facilitated Discussion | Assessment and Accreditation

**CS 7: Addressing the Challenges in Assessing Students' Global Service Learning Experiences**

International or global service learning (I/GSL) programs seek to prepare college students to become competent responsible global citizens. Student learning outcomes for ISL programs often include outcomes articulated within the AAC&U Global Learning VALUE rubric. Yet assessing change in students, and attributing that change solely to ISL program participation, is challenging. Session facilitators will lead an open conversation among colleagues working with ISL and related programs in which all can share information and ideas for assessing students' global learning, with the goals of improving

assessment practice and enhancing program effectiveness in fostering students' global learning. *Participants will* gain information about how similar programs at other institutions are assessing students' global learning, including outcomes assessed and instruments used. They will strategize ways to address challenges in assessing students' global learning, and network with colleagues who can serve as resources to support the development and improvement of plans to assess students' global learning. **Tara Hudson**, Postdoctoral Research Associate and **Rachel Tomas Morgan**, Associate Director, International Engagement—both of the University of Notre Dame; **Patrick Eccles**, Senior Associate Director, Global Engagement Programs and **Paul Arntson**, Emeritus Professor, Communication Studies—both of Northwestern University

#### **BALCONY M, FOURTH FLOOR**

Facilitated Discussion | Faculty, Staff, and Institutional Supports and Resources for Global Learning

#### **CS 8: Facilitating Faculty Development in the Scholarship of Global Engagement**

High-quality educational initiatives supporting global learning include high-impact practices such as study abroad, service learning, and undergraduate research (Kuh & O'Donnell, 2013). Session facilitators will address academic institutional programming to support faculty development in the scholarship of global engagement and high-impact practices. They will review existing literature in the area of program efficacy and build upon those scholarly works to share evidence-based initiatives and research reports. *Participants will* think creatively and critically about what supports are feasible and effective across faculty ranks and institutional contexts, and share successes and challenges from their own institutions. They will consider and create initiatives for fostering high-quality faculty scholarship and development in global engagement across faculty ranks and institutional contexts, think critically about existing or anticipated programs on their own campuses, and participate in discussions designed to facilitate the consideration of individual, programmatic, and institutional actions. Participants will also share examples of outcomes and recommendations for stakeholder assessment to close the loop from implementation to assessment.

**Maureen Vandermaas-Peeler**, Director of the Center for Research on Global Engagement and Professor of Psychology, **Cynthia Fair**, Professor of Public Health and Human Service Studies, **Paula DiBiasio**, Associate Professor of Physical Therapy Education and Global Learning Opportunities DPTE Program Coordinator, and **Amy Allocco**, Associate Professor of Religious Studies and Director of the Multi-Faith Scholars Program—all of Elon University

#### **GALERIE 6, SECOND FLOOR**

LEAP Featured Session | Assessment and Accreditation

#### **CS 9: Why Mixed Methods Assessment Matters: Fostering Local to Global Engagement Through the VALUE Rubrics and BEVI**

At a time when it is ever more important to develop students' global and civic capacities, it also essential for colleges and universities to assess those capacities in increasingly sophisticated ways. Session facilitators will introduce a mixed methods approach to the assessment of global learning, civic engagement, and social responsibility through the conceptual and practical integration of the AAC&U VALUE Rubrics and the Beliefs, Events, and Values Inventory (BEVI). By featuring two case studies from the Summit Series – a multi-year multi-institutional initiative to promote transformative teaching and learning in research and practice ([www.jmu.edu/summitseries](http://www.jmu.edu/summitseries)) – facilitators will emphasize how mixed methods assessment may be used to connect student learning outcomes across curricular and programmatic efforts. *Participants will* engage in a guided “assets and deficits” brainstorming exercise to explore how mixed methods approaches might be applied to meet their own institutional goals for global learning and civic engagement. They will understand a way to conceptually integrate multiple measures to assess global learning, engagement, and social responsibility learning outcomes through



quantitative and qualitative means, demonstrate understanding and application of conceptually integrated mixed method assessment to case studies, and develop one or more ideas of embedding mixed methods global engagement assessment at their institution.

**Vesna Hart**, Assistant Professor of Graduate Psychology and Project Coordinator for International Network of Universities and **Craig Shealy**, Professor of Graduate Psychology, Executive Director, International Beliefs and Values Institute—both of James Madison University; and **Ashley Finley**, Associate Vice President of Academic Affairs and Dean of the Dominican Experience—Dominican University of California and Senior Fellow—AAC&U

## 2:15 P.M. – 3:30 P.M. CONCURRENT SESSIONS

### GALERIE 6, SECOND FLOOR

Workshop-Theory to Practice/Case Study|Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 10: Global Citizenship Education: Deepening Impact through Institutional Strategies and Cross-institutional Collaboration – Part I**

The Mellon Global Citizenship Program (M-GCP) and the Global Citizenship Alliance (GCA) work with distinct groups of higher education institutions to advance strategic, comprehensive approaches to global citizenship education aimed at developing educational models that prepare students for successful careers in the globalized world as well as a mindset of global citizenship for the 21st century. The M-GCP and the GCA intentionally target colleges and universities that primarily serve students outside the mainstream. The Mellon Global Citizenship Program, a program of Salzburg Global Seminar, includes 36 higher education institutions that are either Historically Black Colleges and Universities or members of the Appalachian College Association. The Global Citizenship Alliance, which originated from Salzburg Global but now operates as an independent 501c3, has a strong focus on community colleges. Some key programmatic features of the M-GCP and the GCA include cross-institutional collaborative programming ranging from study away, shared speaker and visiting expert series, annual global citizenship summits and seminars, student seminars, and undergraduate research projects. This first session of a two-part workshop will examine the key components of successful global citizenship education initiatives. *Participants will* enhance their understanding of global citizenship education (as opposed to global learning, for example) and its significance in higher education today. They will gain new ideas for embedding values and perspectives of global citizenship within and across their campuses and communities in a meaningful way. Participation in both workshops recommended but not required.

**Facilitator:** **Betty Overton-Adkins**, Director, National Forum on Higher Education for the Public Good—University of Michigan; former Provost and Vice President for Academic Affairs—Spring Arbor University

**Panelists:** **Keshia Abraham**, Dean of Arts and Sciences and Chair of Humanities—Florida Memorial University; and **Jochen Fried**, President and CEO—Global Citizenship Alliance

### BALCONY J, FOURTH FLOOR

Workshop-Theory to Practice/Case Study|Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 11: It Changed My Life: Developing Immersive, Challenging and Transformational Cross-Cultural Study**

Workshop facilitators will lead discussion on transformative learning theory in global, individual, and campus contexts. Using the example of the U.S.-Indonesia Partnership Program, they will talk about how to design an immersive study abroad program that addresses real-world issues while engaging students, faculty, and staff from across campus with international partners. They will share the process by which they developed, planned and facilitated the program. By sharing stories and lessons learned, the facilitators hope to encourage workshop participants to develop similar programming at their institution. Participants will examine how to recruit and support the “right” students and work with international partners; the impact on students, faculty and staff involved; and professional development

that supports staff ownership of an academic program. *Participants will* learn ways to engage their campuses and international partners in developing dual-country, cross-cultural study trips that are immersive, challenging, and transformational. They will learn how to develop a theme tailored to their campus' community or culture, engage faculty and staff across campus, work with existing international partners to encourage participation, source funding opportunities, plan logistics, and anticipate possible challenges, and evaluate outcomes.

**Stacy Burger**, Director Global Partnerships and Strategic Initiatives and **Jennifer Topp**, Program Director Global Engagement—both of Lehigh University

#### **GALERIE 5, SECOND FLOOR**

Workshop-Theory to Practice/Case Study|Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 12: Immigration: Face to Face with Global Learning**

Although the US Constitution's preamble speaks of "We the People," history reveals that who is considered part of that sacred circle—as opposed to foreign, unworthy, or dangerous—has varied over time. In the midst of today's toxic political atmosphere in the US where immigration and immigrants are hotly contested issues, how can the topic be used in classes, curricular design, and public engagement to produce deeper understandings of global systems, racial/ethnic/religious stratifications, and the fragility of a democracy that aims for inclusion, equity, and justice? This session will draw upon a wide range of campus practices by presenters and participants alike that seek to use immigration to raise important questions about individual, institutional, and national responsibility. Session facilitators will also illuminate how a humanities lens in particular can be used to put a human face on abstract theories through imagination, story-telling, performance, historical comparisons, and moral and ethical questions. *Participants will* develop greater confidence about how to frame in classes, on campus, and in public life contentious issues about US immigration and immigrants and enhance ways to deploy a humanities lens where story-telling, empathy, and face to face engagement with "strangers" can offer windows into people's lives, dreams, and anguish and therefore disrupt fixed positions. They will gain understanding of how to amplify the range of curricular and co-curricular practices that encourage listening and perspective taking about immigration and deepen awareness of how immigration as an issue can foster an understanding of global systems including political and economic dimensions driving immigration. Participants will also examine racial/ethnic/religious stratifications locally, and powerful anti-democratic and pro-democratic values, and be challenged to raise questions for students, their institution, and their communities about what their responsibility might be in the face of this ongoing local and global crisis over immigration and immigrants.

**Caryn McTighe Musil**, Senior Scholar and Director of Civic Learning and Democracy Initiatives—Association of American Colleges and Universities; **David Kalivas**, World History and Director Commonwealth Honors Program—Middlesex Community College; and **Helen-Margaret Nasser**, Associate Director of the Honors Program—CUNY Kingsborough Community College

#### **BALCONY K, FOURTH FLOOR**

Innovation/Ideation Session|Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 13: Connecting Global Learning to Wider Contexts Outside of the Classroom**

This session consists of two distinct campus presentations and includes time for questions.

#### **War, Sustainability, Health, Inequality: Facing Global Challenges through InFocus Centers**

InFocus at Moravian College is comprised of four Centers of Investigation, which promote in-depth examination, analysis, and activism regarding complex local/global challenges through multidisciplinary methods in diverse contexts across the college community. The four-year rotation includes: Poverty and Inequality; Sustainability; Health and Healthcare; and War, Peace, and the Just Society. Session facilitators will highlight the following elements: global learning in a resource-challenged small-college

environment; linking the college identity to the study of urgent and compelling local/global realities; spurring student thinking beyond the local environment/context to investigate global issues, with emphasis on student research and activism; and marshalling institutional resources. *Participants will* develop concrete ideas regarding how to develop a college initiative that builds connections inside and outside of the classroom with global engagement and opportunities for action; examine models of global education that are lasting and that encourage study and response to pressing immediate concerns and issues; learn practical methods for encouraging collaboration between diverse faculty and staff; and imagine possible obstacles to building global education initiatives, and practical strategies regarding how to overcome them.

**Sabrina Terrizzi**, *Business and Health Economics*, **Kelly Denton-Borhaug**, *Religion and Peace and Justice Studies*, and **Daniel Jasper**, *Sociology and Peace and Justice Studies*—all of Moravian College

### **Advancing Strategic Peacebuilding Education and Health Diplomacy in US Minority Serving Institutions**

Rethinking global learning through the social contract that exists within many minority serving institutions (MSIs) to support human rights education and global learning is a necessity for effective social and civic learning. Moreover, human dignity as a civil and human right ought to support inquiry into criteria and content of structural violence under ‘epistemic apartheid.’ Addressing violence as a critical public health problem requires examination of the correlation between education and health. The session facilitator will examine the population health concept of syndemics (two or more disease conditions) and their relation to human rights. This knowledge construct recognizes the social, political, and ecological factors that affect the health of individuals, families, and communities; and how these vulnerabilities are addressed via adherence to both Millennial and Sustainable Development Goals. Transnational dialogues for strategic peacebuilding education are therefore, major components of several areas slated for systems change through education of future health diplomats. Theory and practice in education for democratic egalitarianism and undoing oppressive structural violence requires a bonafide set of shared values. *Participants will* interpret the social mission of their institutions and reconstruct an institutional system change process for praxis in global learning. Bringing together academics and student affairs educators to frame cultural diversity and their institutional commitment or mission as a social equalizer ought to promote a most significant change in American postsecondary leadership for global engagement and social responsibility

**Jamal Martín**, *Faculty-Africana Studies/Family and Community Medicine and Director – Peace and Global Justice Studies Program*—The University of New Mexico

#### **BALCONY I, FOURTH FLOOR**

Workshop-Theory to Practice/Case Study| Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

### **CS 14: Humanitarian Engineering: Past and Present. Uniting the Local and Global**

Workshop facilitators invite participants to experience the power of integrative learning of humanities and engineering content. The facilitators will address co-teaching and team-teaching across multiple disciplines using a variety of creative pedagogical techniques such as role-playing in town hall debates, empathy activities, improv exercises, live negotiations, lab activities, field experiences, and reflective imaginative experiences, to name a few. These active-learning activities, integrated with other laboratory and field experiences, serve as a vehicle for immersive learning that sticks. The goal is to help educators enable students to have a global experience locally, or an enhanced study abroad experience that may be better informed by interactive and immersive activities. *Participants will* engage in discussion and preliminary design of both local (individual) and global (team and entire class) learning outcome measures that are transdisciplinary and useful toward understanding course sustainability in a variety of institutional contexts. They will learn what works and what doesn’t in challenging

conventional instructional paradigms within unique learning contexts and leave with knowledge about the complexities of interdisciplinary course design and implementation with a large and diverse teaching team. This includes defining global/societal learning outcomes for students from diverse backgrounds and majors, and techniques for implementing significant project-based experiences within traditional course formats. Attendees will leave with knowledge about a variety of assessments designed to document novel student learning outcomes. They will also understand the ease and difficulties of adapting this approach, tools, and assessments to their own institutional contexts.

**Leslie Dodson**, Faculty Teaching Fellow, **Kristin Boudreau**, Head, Department of Humanities and Arts, **David DiBiasio**, Associate Professor of Chemical Engineering, and **Curtis Abel**, Professor of Practice—all of Worcester Polytechnic Institute

#### **BALCONY M, FOURTH FLOOR**

Workshop-Theory to Practice/Case Study|Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

#### **CS 15: Ethical Design for Global Learning: Is Collective Transformation Possible?**

Social responsibility is within ourselves, as educators first, before we engage our students. Workshop facilitators will draw from knowledge and experience gained through trial and error in four global learning programs: a university-wide initiative; a service-learning and community-based research project on global citizenship and sustainability; a global scholar internship program with wraparound pre- and post-courses; and a short-term faculty-led program. They will share how to use theory and interactive processes to inform, prepare, and challenge faculty, staff, students, and community partners.

Underlying this work is the belief that partnership and collaboration are critical in ensuring the mutual reciprocal learning outcomes and collective effort in addressing complex social issues. *Participants will* choose one or more models/frameworks to use as planning tools and guides for personal and program intercultural learning and development; use a visual tool to organize their thinking about community-engaged learning; discuss what kind of relationship they want to establish between university, student, and community partners; and begin a plan to assess a program. They will discuss how theory informs practice and how practice informs and changes theory.

**Melina Draper**, Teaching Support Specialist for Internationalizing the Curriculum, **Amy Somchanhmvong**, Associate Director of Community Service-Learning and Partnership, **Cindy Tarter**, Associate Director of Academic Exchange and International Engagement, and **Jackie Sayegh**, Program Manager, Institute of African Development—all of Cornell University

#### **BALCONY L, FOURTH FLOOR**

Workshop-Theory to Practice/Case Study|Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

#### **CS 16: Thinking Big, Looking Local: Pedagogical Approaches to Ground Global Concerns**

When considering ways to bring students into conversations about global concerns, it's essential to consider where students are located, both intellectually and geographically. Student centered pedagogy requires thinking about students' placement in the learning process, and addressing their interests, knowledge, and concerns. Participants will examine courses offered through Portland State University's interdisciplinary general education program that engage students with local community partners to address an important global issue. The courses incorporate elements of sustainability pedagogy (Burns 2011), critical pedagogy of place (Greenwood 2003) and design thinking (Kelley & Kelley 2013.) These theoretical frameworks emphasize the interconnectedness between various elements of the issues—including connections between the global and the local—and encourage students to work simultaneously toward personal and systemic change. *Participants will* learn basic design principles for courses that focus on global issues with a local community. They will consider concrete strategies for identifying and cultivating local community partners; see examples of teaching and learning approaches

to bridging the local and global dimensions of a pressing issue; and learn strategies that empower students to meaningfully engage in courses through a “co-learner” approach.

**Annie Knepler**, Senior Instructor I/University Studies Writing Coordinator, **Celine Fitzmaurice**, Senior Instructor II/Faculty Support Facilitator, and **Michelle Swinehart**, Instructor—all of Portland State University

#### **BALCONY N, FOURTH FLOOR**

Facilitated Discussion | Assessment and Accreditation

### **CS 17: The Quality Enhancement Plan: Managing an Institution-Wide Conversation about Global Learning**

The Quality Enhancement Plan (QEP) is a major accreditation compliance component for many institutions. These plans require institution-wide contributions from all relevant stakeholders and are supported by a significant institutional financial commitment. A QEP with a focus on internationalization presents a unique opportunity to identify areas of need, to include a variety of stakeholders in strategic planning for internationalization, and to create spaces for institution-wide conversations about global learning. What are institutions learning about themselves when they embark on this process? What solutions are they finding to common challenges such as gaining institution-wide support for internationalization, managing adequate reporting, or adapting and modifying initial plans based on current data? Based on the lessons learned from the implementation of the University of Florida’s Learning without Borders: Internationalizing the Gator Nation, presenters will facilitate a discussion about barriers, challenges, and solutions for the design, implementation, and management of the Quality Enhancement Plan for Internationalization. *Participants will* examine an institution’s process for modifying the QEP while it is being implemented, discuss and critique the process of data analysis and plan modification on their campuses, identify common implementation barriers, and discuss solutions and share pertinent resources.

**Paloma Rodriguez**, Associate Director of Undergraduate Academic Programs, **Tim Brophy**, Director, Institutional Assessment and Professor, Music Education, and **Matthew Jacobs**, Director of Undergraduate Academic Programs and Professor of History—all of the University of Florida

#### **GALERIE 4, SECOND FLOOR**

Workshop-Theory to Practice/Case Study | Faculty, Staff, and Institutional Supports and Resources for Global Learning

### **CS 18: Supporting Faculty, Staff, and Students through Global Engagement Programming**

Faculty and staff play essential roles in motivating students to engage meaningfully with global issues and challenges. It is therefore important to support faculty and staff by providing opportunities for global development as well as collaborate in their efforts to expand student global engagement. Drawing from expertise establishing and leading global engagement programming for faculty, student affairs educators, staff, and students, the facilitators of this session will address ways to engage and support various audiences across college campuses. Small-group activities will lead participants through the process of developing low-cost, high-impact global programming aimed at engaging a variety of campus audiences. Ways to adapt these strategies to different institutional contexts will also be considered. *Participants will* discuss ways of engaging and collaborating with various campus audiences in the development and implementation of global programming initiatives.

**Sommer Mitchell**, Professional Development Specialist and **Kara Fulton**, Professional Development Specialist—both of University of South Florida

## 4:00 P.M. – 5:00 P.M. CONCURRENT SESSIONS

### GALERIE 6, SECOND FLOOR

Facilitated Discussion | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 19: Global Citizenship Education: Deepening Impact through Institutional Strategies and Cross-institutional Collaboration – Part II**

The second of this two-part workshop will provide an opportunity to do a deeper dive into the various institutional case studies from M-GCP and GCA partner institutions highlighting the successes and impacts of their global citizenship education initiatives. After a brief overview of the GCA and the M-GCP's recent cross-institutional programs, participants will break into small groups to talk with M-GCP and GCA staff and institutional representatives about any of the topics or projects discussed in the first session. Breakout groups may address overall institutional strategies for global citizenship education at community colleges, the power of cross-institutional collaboration, or the specific components, opportunities, and challenges of the collaborative projects undertaken as part of the M-GCP. Participants will leave with ideas and examples for how to develop cost-effective, high-impact global citizenship education opportunities. They will have a better understanding of the opportunities and challenges of designing various types of projects through cross-institutional collaboration as well as the ways that such collaborations can provide deeper learning experiences for students and faculty. Participants will also gain insights into how strategic and intentional efforts can lead to comprehensive and sustainable institutional approaches to global citizenship education.

**Facilitator:** *Betty Overton-Adkins, Director, National Forum on Higher Education for the Public Good—University of Michigan; former Provost and Vice President for Academic Affairs—Spring Arbor University*

**Panelists:** *Keshia Abraham, Dean of Arts and Sciences and Chair of Humanities—Florida Memorial University; and Jochen Fried, President and CEO—Global Citizenship Alliance*

### BALCONY J, FOURTH FLOOR

Facilitated Discussion | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 20: When Was America Great?: Using Counterstorytelling to Challenge Narratives of American Nationalism**

This session will serve as the beginning of cross-institutional alliances to support efforts at developing transformative practices at home institutions. Facilitators will guide the discussion and serve as scribes to create affinity maps. Specifically, facilitators seek to engage community college faculty, staff and administration in using counterstorytelling to examine and challenge the narratives of American nationalism. *Participants will* discuss the current socio-political climate and how their campus(es) are being affected. They will receive and offer feedback on inclusive practices and global engagement on the community college campus and distinguish between American patriotism and American nationalism. Session facilitators and participants will define counterstorytelling as a method of inquiry and analysis informed by critical race theory, use counterstorytelling as a tool to critically examine campus climate and programming, and develop strategies to engage counterstorytelling at their institution.

**Leesha Thrower, Faculty/Chair - Department of Communication, Chantae Recasner, Director of Center for Teaching and Learning, Bryan Wright, Director of International Student Affairs Office, and Derrick Jenkins, Academic Advisor—all of Cincinnati State Technical and Community College**

### BALCONY I, FOURTH FLOOR

Facilitated Discussion | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 21: Religious Literacy and Global Citizenship: Innovative Program Development**

Recognizing religious studies as an unmet academic need, faculty at Bridgewater State University initiated a working group and established an interdisciplinary minor, Global Religious Studies. Using a “frequently asked questions” format, session facilitators will provide a comprehensive overview of the

program. In this manner, the discussion will provide an opportunity to share ideas and best practices to enable all, participants and panelists, to enhance their programming and perspective relative to a formal religious studies program. The panel will specifically address: 1) How to create a new program within a university that has no dedicated religious studies faculty; 2) How to establish a new program with no secured budget (and decreasing public funding); 3) How to foster institutional buy-in (from students to provosts); 4) What pedagogical elements ensure an integrated, comprehensive, and intellectually rigorous minor; and 5) How to ensure an on-going culture of innovation and learning. *Participants will understand how to develop a religious literacy-focused academic program with existing resources, design a learning outcomes based program with embedded assessment, and implement alignment of courses across disciplines. They will learn approaches to integrating continuous improvement within a minor program and to generating funds and institutional buy-in.*

**Margaret Lowe**, Coordinator, Global Religious Studies and Professor of History, **Madhavi Venkatesan**, Assistant Professor, Economics Consultant, Center for Economic Education Faculty Fellow, External Affairs, **Ruth Slotnick**, Director of Assessment, Office of Assessment, and **Curtiss Hoffman**, Professor of Anthropology—all of Bridgewater State University

#### **BALCONY L, FOURTH FLOOR**

Facilitated Discussion | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

#### **CS 22: Service Learning in Public Health: Frameworks, Results, and Sustainable Community Partnerships**

The case study presented during this session will share the main components of the conceptual framework for service learning in public health which was developed and tested by a team of researchers at the Faculty of Health Sciences (FHS) of the American University of Beirut. Session facilitators will discuss the challenges to its implementation and the evaluation results at the level of faculty members, students, and community partners. This case study will highlight how the service learning initiative can lead to a better learning experience for students as well as more effective achievement of student outcomes in terms of personal development including interpersonal skills, civic engagement, and increased understanding of diversity. Facilitators will also lead discussion on how collaborations that began from the SL experience can pave the way into the development of sustainable university-community partnerships to improve the health of the populations served. *Participants will be able to describe how service learning advances integrative thinking, teamwork, and community-based service, analyze the facilitators and barriers to the implementation of service learning in public health, and demonstrate the effectiveness of the framework for service learning in public health.*

**Aline Germani**, Director of the Center for Public Health Practice, **Rima Afifi**, Professor and Associate Dean-Department of Health Promotion and Community Health, and **Lara Al Sayegh**, Research Assistant—all of American University of Beirut

#### **BALCONY M, FOURTH FLOOR**

Innovation/Ideation Session | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

#### **CS 23: Centering Engagement with the Refugee Crisis: Every Campus A Refugee Minor**

Every Campus A Refugee (ECAR) mobilizes campus resources to provide housing and assistance to locally resettling refugees. Guilford College (the initiative's home) has thus far hosted on its campus four refugee families and assisted them in resettlement. The ECAR minor (16 credits) formalizes the educational components of the initiative. Guided by the global refugee crisis, the minor is a high-impact learning community that engages students in thematically focused disciplinary, interdisciplinary and place-based learning and experiences. The session will show how the minor engages students in one of the biggest questions of our current political climate, allowing them to integrate the knowledge and skills they gain in traditional courses and to apply those to work with community partners in addressing a complex problem. The experiential components of the minor anchor student knowledge and

engagement in active involvement with the refugees Guilford hosts as well as discipline-driven problem-solving projects and advocacy. *Participants will* learn about the Every Campus A Refuge minor, a thought-provoking framework of undergraduate global learning, specifically with regards to refugeeism and resettlement. As a framework, the minor should empower and embolden academic and student affairs educators to think differently about how students and academic institutions can and should engage one of the biggest human catastrophes of our time. The ECAR minor offers a creative, innovative, transformative way of bridging theory with practice, meaningfully enhancing global learning, engagement and social responsibility. Attendees will see how the minor can be adapted to their own institution, whatever type it may be.

**Diya Abdo**, Associate Professor of English, Founder and Director of Every Campus A Refuge—Guilford College

#### **GALERIE 4, SECOND FLOOR**

Innovation/Ideation Session | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

### **CS 24: Service Learning and Sustainable International Partnerships: Fostering Cultural Understanding and Communication Skills**

This session is comprised of two distinct campus presentations and includes time for discussion

#### **Designing Service-Learning Experiences to Promote Global Citizenship**

Service-learning has long been gaining prominence as an effective pedagogy within American higher education. This pedagogy is derived from the educational philosophy of John Dewey (1916), who believed that education should develop character, improve intellectual habits, and promote actions that will cultivate a humane and democratic society. Saltmarsh (1996) encourages service-learning projects to go beyond Dewey's pragmatic communitarianism with designs that further social justice. This presentation integrates theory and practice through a service project implemented with Burmese refugees in Indianapolis. The presenter will articulate how it fulfills Dewey's vision for American education while also advancing the cause of social justice and promoting life-long learning, global awareness, and intercultural understanding. Several service projects will be discussed, with particular emphasis on how and why this project emerged as the one that most completely fulfills a global social justice embodiment of Dewey's educational vision. *Participants will* be able to articulate seven principles for designing meaningful service-learning projects for their students that cultivate global awareness, intercultural understanding, personal responsibility, and global citizenship. Participants will also learn various ways of assessing the impact of their service projects on the students and some of the challenges, dangers, and obstacles to effective service-learning design.

**Nancy Goldfarb**, Senior Lecturer in English and University College—Indiana University-Purdue University Indianapolis

#### **Creating Unique Student Engagement Opportunities through Various Cross-Cultural Partnerships**

The session presenter will discuss how to create sustainable international partnerships and use these partnerships, as well as study abroad, to enhance the classroom experience all year. She will address how inter-institutional, community, and faculty-to-faculty international relationships can be used to infuse global learning across a variety of disciplines, specifically signed languages. Currently, Sign Languages and Deaf Cultures are under-served in global partnerships. However, this is a growing topic among foreign languages. Examples will be shared showing how face-to-face online interaction with other countries can be used to create thoughtful student projects, promote international awareness among the campus community, as well as an explanation of how these projects began. Specific projects include an inter-institutional relationship with Sweden that is enhanced by a study abroad trip each year; a project with Palestine that led to the development of an American/Arabic Sign Language



Dictionary and Teletandum; and in-person meetings with Sao Paulo University in Brazil that has given students the opportunity to learn about the Deaf Culture in Brazil. *Participants will* learn how teleconferencing can enhance classroom learning, study abroad programs, create lasting person-to-person relationships, and promote global awareness. Participants will also learn how to use Teletandum to enhance student learning and how Santa Fe College was able to become actively engaged in an international student project in Qalqilya, Palestine.

**Michelle Freas**, Assistant Professor, American Sign Language/Deaf Culture—Santa Fe College

#### **GALERIE 5, SECOND FLOOR**

Facilitated Discussion | Assessment and Accreditation

#### **CS 25: Exploring Disciplinary Differences in Global Engagement and Learning**

*Participants will* learn about disciplinary differences in global engagement and learning (GEL) by learning about results from NSSE's Global Learning module. Through active exchange—including anticipating results, engaging with presented results, and discussion with others in the session—participants will learn about 1) students' exposure to global and international topics; 2) students' engagement with global issues in and outside of the classroom; and 3) students' perceptions of how much their institution facilitated their development along several dimensions of global and intercultural competence. Participants will also discuss their reactions to the findings and share what they are doing on their campuses to assess GEL and how findings from their assessment efforts inform accreditation activities. Presenters will end the session by sharing information and resources NSSE staff have compiled to aid in the assessment of global engagement and intercultural competence.

**Jillian Kinzie**, Associate Director, NSSE Institute, and NILOA Senior Scholar, **Thomas Nelson Laird**, Associate Professor and Director of the Center for Postsecondary Research, and **Alexander McCormick**, Associate Professor and Director of the National Survey of Student Engagement—all of Indiana University

#### **BALCONY K, FOURTH FLOOR**

Innovation/Ideation Session | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

#### **CS 26: Collaborative Designs for Dialogic and Active Learning for Student Engagement with Global Issues**

This session consists of two distinct campus presentations and includes time for questions.

#### **Preparing Graduate Students to be Global Practitioners: From Research Fellow to Project Manager**

In the fall of 2016, Texas Christian University launched GlobalEX— a co-curricular, local-global learning initiative on campus. GlobalEX is a collaborative initiative, managed by faculty, staff, graduate students, and undergraduate students, that brings international and domestic students together to engage in global learning activities on and off campus. In this program, students, who were strategically placed on teams to blend international and domestic points of view, carry out collaborative and reciprocal learning in an intercultural context. In three distinct phases, teams explored global topics, conducted research on a single global topic, and then shared their learning and research with the TCU community, using traditional and multimedia platforms. The presenter will describe the launch year of GlobalEX through the lens of the project's manager, with an emphasis on showing how program-building training for graduate students can radically re-shape civil engagement in the classroom in future generations of professors. *Participants will* learn how to structure and sustain commitment to a collaborative, local-global learning initiative in higher education. They will gain a better understanding of why colleges and universities should include graduate students in exploratory program building initiatives.

**Meagan Gacke**, Graduate Instructor and Research Fellow—Texas Christina University

### **Fostering Global Focus via Local Project-Based Learning: the TEDxLSU Experiential Learning Case Study**

In 2014, Louisiana State University (LSU) piloted the TEDxLSU Creative Communication Team, a collection of undergraduates from multiple majors and classifications, to develop promotional and event materials for its annual TED talks. TEDxLSU, founded in 2012, operates as a local and independently organized event under the licensing and auspices of the international TED Talk network. LSU CxC, seeking to create a collaborative project-based learning experience for students, partnered with community members and applied AAC&U high-impact practices to foster students' communication skills, global engagement, and understanding of how local identities play a role in the international community. Since 2014, LSU CxC has identified multiple positive competency outcomes for students involved on the Creative Team, including awareness of international scientific and cultural considerations, and enhanced communication skills, critical inquiry, and information literacy. *Participants will* leave with new understanding of how one organization opted to leverage high-impact practices for global engagement via experiential learning that connects their local community with a global audience and suggestions for how to adapt these approaches to their own campus situations.

**Annemarie Galeucia**, *Student and Faculty Development Coordinator, Communication across the Curriculum—Louisiana State University*

#### **BALCONY N, FOURTH FLOOR**

Facilitated Discussion | Faculty, Staff, and Institutional Supports and Resources for Global Learning

### **CS 27: Developing Faculty and Staff Leaders for Internationalization and Global Engagement**

Session facilitators will present a set of key questions that invite participants to share international and global learning initiatives that are proving effective at their institutions. Facilitators and participants will explore common challenges to, and identify workable solutions and strategies for advancing global learning and engagement. Emphasis will be on faculty development, academic affairs/student affairs collaboration, leadership preparation, fundraising, and the role of centers. *Participants will* learn about the range of global engagement and learning programs and tactics being employed across institution types, explore challenges confronted in doing this work, and collectively generate strategies and approaches to advance and assess global learning. Participants may also develop networks of like-minded individuals with whom they can consult on an ongoing basis in relation to global engagement work on their home campuses and learn about sources and strategies for fundraising to build capacity and engagement at their institutions.

**David Sapp**, *Special Assistant to the Provost for Undergraduate Education and Professor of Educational Leadership* and **Robbin Crabtree**, *Dean, Bellarmine College of Liberal Arts and Professor of Women's and Gender Studies—both of Loyola Marymount University; and Gretchen Young, *Dean, Center for Global Education—Wheaton College**

GALERIE 4-6 FOYER, SECOND FLOOR

**5:00 P.M. – 6:00 P.M.    HAPPY HOUR**

**SATURDAY, OCTOBER 14, 2017**

**8:00 A.M. – 11:00 A.M.    CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION**

GALERIE 4-6 FOYER, SECOND FLOOR

**8:00 A.M. – 8:30 A.M.    CONTINENTAL BREAKFAST**

**8:30 A.M. – 9:30 A.M. FACILITATED DISCUSSIONS**

**BALCONY M, FOURTH FLOOR**

**CS 28: Developing Integrative, Place-Based Approaches to Global Learning and Student Agency**

*Richard Vaz, Director, Center for Project-Based Learning—Worcester Polytechnic Institute*

**BALCONY K, FOURTH FLOOR**

**CS 29: Designing International Service Learning Experiences**

*Susan Sutton, Senior Advisor for Internationalization—Bryn Mawr*

**BALCONY J, FOURTH FLOOR**

**CS 30: Assessing Global Learning, Engagement, and Social Responsibility**

*Lee Knefelkamp, Professor Emerita—Teacher's College, Columbia University, and Senior Scholar—Bringing Theory to Practice and AAC&U*

**GALERIE 5, SECOND FLOOR**

**CS 31: Supporting Faculty Engagement, Innovation, and Leadership in Global Engagement**

*Hilary Landorf, Director, Office of Global Learning Initiatives and Executive Director, Comparative and International Education Society and Stephanie Doscher, Associate Director, Office of Global Learning Initiatives—both of Florida International University*

**GALERIE 6, SECOND FLOOR**

**CS 32: Examining Contemporary Issues in Global Learning**

*Eve Stoddard, Professor of Global Studies—St. Lawrence University and Dawn Michele Whitehead, Senior Director, Global Learning and Curricular Change—AAC&U*

**BALCONY N, FOURTH FLOOR**

**CS 33: Connecting Curricular and Co-Curricular Goals with Social Responsibility and the Skills Employers Value**

*Paloma Rodriguez, Associate Director, Undergraduate Academic Program—University of Florida and Nicole M. West, Assistant Director, Global Citizens Project and Adjunct Instructor, Leadership, Counseling, Adult, Career, and Higher Education—University of South Florida*

**BALCONY I, FOURTH FLOOR**

**CS 34: Interfaith Cooperation, Global Engagement, and Social Responsibility: Opportunities and Challenges**

Questions of religious identity and worldview diversity are becoming increasingly important both nationally and globally. While interfaith cooperation remains underdeveloped as an institutional priority on many campuses, some colleges and universities have taken significant steps to infuse considerations of religious identity into curricular and co-curricular experiences. For many of these campuses, the approach includes an intentional alignment of interfaith cooperation with concern for global engagement and social responsibility. A panel of faculty, staff, and administrators from a range of campus types will explore strategic configuration of interfaith cooperation, global engagement, and social responsibility. They will address questions such as:

- What do we hope students will learn and how will their attitudes shift with increased understanding of religious diversity?
- How does campus climate and culture facilitate or prevent the type of engagement proven to develop religious understanding and social responsibility?
- What types of experiences and programs lead to these desired outcomes?

Through conversation among panelists, as well as group discussion, *participants will* leave the session with a clearer understanding of the possibilities and challenges that arise when adding considerations of religious diversity to global learning.

**Katie Bringman Baxter**, Vice President of Program Strategy—Interfaith Youth Core; **Ann Duncan**, Associate Professor of Religion and **Cynthia Terry**, College Chaplain—both of Goucher College; **Christopher Jones**, Director of Student Multicultural and Diversity Programs—University of Alabama at Birmingham; and **Ami V. Shah**, Assistant Professor of Global Studies and Anthropology—Pacific Lutheran University

#### **GALERIE 4, SECOND FLOOR**

Facilitated Discussion | Faculty, Staff, and Institutional Supports and Resources for Global Learning

#### **CS 35: Using Faculty Voices to Support Practice: Improving Global Learning at Liberal Arts Colleges**

Researchers will share several significant quantitative and qualitative findings from a recent survey conducted of more than 220 faculty members who have led study away and study abroad (SA/SA) programs at 28 private liberal arts colleges across the country. The survey explored how leading a global program shaped professors' professional identities and teaching, research, service, and overall wellbeing. Survey findings will seed small group discussions about the implications for campus policies and support as well as broader big questions about institutional practice and student learning. The session is structured to inform the development of university policies, assessment practices, and professional development approaches to leverage best practices across peer institutions. In addition to these policies, the session will invite participants to consider how the survey findings challenge them to rethink their beliefs and assumptions about faculty who lead study abroad. *Participants will* identify the forms of support that faculty at liberal arts colleges most value before, during, and after leading a SA/SA program. They will consider what additional supports would be of most value to their teaching and learning; understand how faculty shifts in attitudes, behaviors, and knowledge, after returning from abroad, impact their teaching, research, and service; and develop initial recommendations for their campus programs, policies, and faculty development. Participants will be encouraged to share promising practices from their own campuses that support faculty development, learning, and growth related to leading SA/SA programs.

**Lisa Jasinski**, Special Assistant to the Vice President for Academic Affairs—Trinity University; **Sarah Glasco**, Associate Professor of French and **Prudence Layne**, Associate Professor of English—both of Elon University; and **Dana Gross**, Associate Dean for Interdisciplinary and General Studies and Professor of Psychology—St. Olaf College

#### **9:45 A.M. – 10:45 A.M. CONCURRENT SESSIONS**

#### **BALCONY I, FOURTH FLOOR**

LEAP Featured Session | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

#### **CS 36: Meeting Global Challenges through a Gender Lens: Internationalizing Women's College Programs and Curricula**

Global education is becoming ever more critical for our students, in and beyond the classroom. However, little attention has been paid to the ways that global engagement at women's colleges can uniquely prepare students to meet contemporary global challenges. Drawing on lessons learned from directing highly successful global programs at Douglass Residential College, the women's college at Rutgers, session facilitators will demonstrate the ways that attention to gender and social justice concepts can add nuance and depth to global programming efforts. *Participants will* gain new perspectives on the internationalization process and ways to effectively incorporate the AAC&U VALUE rubric system. *Participants will* become familiar with key gender and social justice concepts and pedagogies that are applicable to developing and monitoring global engagement programs, including

living learning communities and leadership programs.

**Margot Baruch**, Associate Director of Leadership, BOLD Center, Douglass Residential College—Rutgers University

#### BALCONY L, FOURTH FLOOR

Facilitated Discussion | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

##### **CS 37: STEM-Humanities Partnerships to Foster Responsible and Global Thinking**

Montgomery College's Global Humanities Institute explores compelling global issues such as hunger, sustainable energy, and climate change through integrated STEM-Humanities curricula. Session facilitators will describe three flexible curricular models that integrate STEM-Humanities frameworks and content in global learning. *Participants will* receive tools and handouts for planning and assessing global STEM-Humanities partnerships at their schools. They will learn of three curricular models of STEM-Humanities integration that develop global competence in students and faculty and articulate an original idea for a STEM-Humanities collaboration that explores a global issue.

**Marcia Bronstein**, Professor of English/English as a Second Language and Coordinator of Learning Communities Program, **Carol Moore**, Instructional Designer, Office of E-Learning, Innovation, and Teaching Excellence (ELITE), **Nevart Tahmazian**, Professor of Chemistry, and **Craig Benson**, Associate Professor of Chemistry—all of Montgomery College

#### BALCONY K, FOURTH FLOOR

LEAP Featured Session | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

##### **CS 38: Connecting the Dots: Enhancing Global Learning and Engagement in Curricular/Co-Curricular Programs**

Enhancing global learning and engagement in curricular and co-curricular activities need involvements and collaborations of various programs on campus, especially those involved with academic affairs, student affairs, and global engagement. Session facilitators will talk about joint efforts of the Psychology Program, Office of Service-Learning, and Office of Global Engagement in designing and reshaping activities to facilitate the idea of “Finding the global in the local”. Students at Stockton University have been able to engage in cross cultural dialogues learning about themselves and others through campus conversations in/out of class with students from diverse cultural or linguistic backgrounds or from around the world through service learning and civic engagement programs. Multiple ways to apply the AAC&U Global Learning Rubric and Cultures and Languages Across the Curriculum (CLAC) in curricular and co-curricular activities will also be discussed. *Participants will* learn how to define and connect global learning with civic ethos; identify and collaborate with various programs on /outside of campus to enhance global learning and engagement; and promote intercultural communication skills and intercultural interaction through service-learning. Participants will also learn how to apply the AAC&U Global Learning Rubric and Cultures and Languages Across Curriculum (CLAC) in curricular and co-curricular activities and find the global in the local communities.

**Jiangyuan (JY) Zhou**, Internationalization Specialist, **Kaite Yang**, Assistant Professor of Psychology, and **Daniel Tome**, Director of Service Learning—all of Stockton University

#### GALERIE 4, SECOND FLOOR

Facilitated Discussion | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

##### **CS 39: Social Engagement and the Refugee Crisis: Building an Ethical Classroom**

Higher education institutions are—by definition—socially engaged entities, tasked with shaping the minds and future careers of its students. Nevertheless, classic models of pedagogy entail that classrooms are often quite cut off from the very social issues they portend to address. This is certainly the case with regard to sociology and issues of international security, where ‘hands-on’ access is decidedly difficult and often insulates the classroom from outside engagement. Session facilitators will

address this issue directly by building on the collaborative, interdisciplinary socially-engaged model of pedagogy, as employed by Vassar College, the Council for European Studies (Columbia University) and Dublin City University (Ireland). This purpose of this session is not merely to describe this pedagogical model, but to encourage collective participation among audience members towards its application to a range of classrooms across disciplinary and geographical boundaries. *Participants will* be exposed to a unique pedagogical model that infuses research, community outreach, and teaching including the digital humanities; become familiar with a blended-learning approach, which combines in-class and online components; gain an appreciation of how an international teaching/research network is effectively developed and managed; and how storytelling can contribute to a unique engagement with global crises in an interdisciplinary setting. Facilitators hope to inspire an appreciation of social justice engagement learning through praxis and application of theory.

**Nicole Shea**, Director of the Council for European Studies—Columbia University; **Maria Höhn**, Chair of History on the Marion Musser Lloyd '32 Chair—Vassar College; **James Fitzgerald**, Lecturer in Terrorism Studies—Dublin City University, Ireland; and **Danielle Riou**, Associate Director of the Human Rights Project—Bard College

#### BALCONY M, FOURTH FLOOR

Innovation/Ideation Session | Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues

### **CS 40: Connecting Social Responsibility and Global Learning Experiences: More than the Sum of their Parts**

This session includes two distinct campus presentations and includes time for questions.

### **Lessons Learned: Integrating Social Justice, Service Learning, and Global Learning in the First Year Experience**

Freshman Symposium at the University of St. Thomas (UST) is a one-semester, required course, built on the UST mission statement, which emphasizes the values of goodness, discipline, knowledge. With the mission statement serving as the foundation, the faculty has the opportunity to recreate the course so that social responsibility, in the form of service to community, conceptualized both locally and globally, serves as the framework for the course. Session facilitators will present a case study featuring the revised course, with an overview of the newly framed social justice theme, the Common Read selected to reflect that theme, the campus events organized around the issue, and students' and mentors' mid-semester assessment of the program. The facilitators will provide an overview of an assessment plan to determine whether the revised curriculum serves to heighten students' awareness of real-world issues and the need to serve communities. By the end of the session, *participants will* be able to 1) identify several high-impact practices designed to weave social responsibility into the first year experience; and 2) critically evaluate whether creating a thematic approach of local and global social responsibility, by combining high-impact practices early in an undergraduate's academic career is effective in creating a more socially responsible citizen.

**Jo Meier**, Director, First Year Experience and Professor of Psychology, **Catherine Barber**, Associate Professor of Education, **Juventino Balderas**, Director, Study Abroad and Professor of International Studies/Economics, and **Lindsey McPherson**, Assistant Vice President for Student Success Dean of Students—all of the University of St. Thomas

LEAP Featured Session

### **Heresy: Transitioning from “Great Books” to Culturally-Responsive Integrative Studies**

Kentucky State University has historically served as an iconic beacon to challenging and addressing issues of exclusion, injustice, racism, diversity, equity, fairness, inequity and social justice through its mission and precepts of inclusion. The university is presently transitioning from a “great books” paradigm to a Culturally-Responsive Model of university integrative studies and intellectual inquiry. The

model utilizes AAC&U's Intercultural Knowledge and Competence Value Rubric as an assessment framework and, more important, emphasizes culture as the fundamental building block of all identity. It is aligned with AAC&U's LEAP Essential Learning Outcomes, and purposefully designed to facilitate intercultural and global competence. Finally, the model employs Cultural Deconstruction as a model of intellectual inquiry and intercultural understanding, and Testification Theory as a framework for exploring exclusion, injustice, racism, diversity, equity, fairness, and social justice. *Participants will* broaden their awareness and understanding of designing and implementing culturally responsive curricular and co-curricular learning opportunities through 1) acquaintance with the benefits of culturally responsive curricular and co-curricular learning opportunities to the process of intellectual inquiry and the establishment of identity; (2) acquaintance with the conceptual framework of Cultural Deconstruction as a model of intellectual inquiry and intercultural understanding, with specific means of assessing proficiencies; 3) engaging Testification Theory as a framework for exploring exclusion; injustice, racism, diversity, equity, fairness, inequity and social justice; and 4) exploring the implications of culturally responsive curricular and co-curricular learning opportunities to the strategic planning efforts of their personal institution.

**Roosevelt Shelton**, *Distinguished Professor and Chairperson, Division of Fine Arts* and **Cynthia Shelton**, *Associate Professor—both of Kentucky State University*

#### **GALERIE 5, SECOND FLOOR**

Innovation/Ideation Session | Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning

#### **CS 41: Public Sphere Pedagogy: Infusing Global Issues and Perspective Taking into General Education**

Shenandoah University is piloting a general education (GE) curriculum that infuses perspective taking on global issues into its classes and creates a public forum for informed discussions on difficult topics. Students in classes that range from dance to English literature to statistics spend a semester researching issues such as immigration, human trafficking, and climate change from the perspective of their GE class. Local activists facilitate discussions with students at a culminating GE Town Hall. In addition to offering students a socially relevant option for GE classes, this innovative model has enabled SU students to connect with how their local University community is addressing global problems. Using the SU model, participants will discuss how this interdisciplinary approach could transfer to their institutions – discussions related to perspective taking in existing GE classes, developing common signature assignments that can be adapted across diverse disciplines, and strategies for community involvement. *Participants will* learn how to 1) identify methods for infusing global issues into existing, basic general education classes; 2) design signature assignments to adapt across disciplines and encourage informed perspective taking on global issues; and 3) relate general education to community programs.

**Amy Sarch**, *Associate Vice President for Academic Affairs*, **Michelle Brown**, *Associate Professor of English*, and **Eric Leonard**, *Professor of Political Science*—all of Shenandoah University

#### **GALERIE 6, SECOND FLOOR**

Workshop-Theory to Practice | Assessment and Accreditation

#### **CS 42: Global Engagement Survey: Assessing Intercultural Competence, Civic Engagement, and Critical Reflection**

The Global Engagement Survey (GES) is a multi-institutional assessment tool that employs quantitative and qualitative methods to better understand relationships among program variables and student learning, specifically in respect to global learning goals identified by the Association of American Colleges and Universities (AAC&U, 2014). The GES is composed of seven scales to assess: intercultural competence, civic engagement, and critical reflection. Because it is a multi-institutional assessment effort, the GES enables partners to look across programs and consider possible differences stemming from variations in student population, institutional cultures, and specific programming choices and opportunities. In this session, partners will share how they are utilizing the GES to assess global learning

in: different institutional contexts; study abroad and domestic learning programs; and short-term, summer, and semester-long programs. Session facilitators will provide information for how you might utilize the Global Engagement Survey on your campus. *Participants will* be able to: define global learning as conceptualized in the Global Engagement Survey (GES); describe the GES methods, scales, and results; and describe applications of the GES in different institutional contexts and types of programs. They will connect with colleagues who share similar roles on campus or institutional contexts, identify ways that the GES could be utilized in their specific institutional context, and identify specific action steps (if interested) beyond the conference gathering to participate in a community of practice.

**Eric Hartman**, Executive Director, Center for Peace and Global Citizenship—Haverford College; **Cynthia Toms**, Associate Professor, Global Studies and Kinesiology—Westmont College; **Juan-Jose Gutierrez**, Professor, School of Social, Behavioral and Global Studies—California State University Monterey Bay; **Maureen Vandermaas-Peeler**, Director of the Center for Research on Global Engagement and Professor of Psychology—Elon University; **Angie Edwards**, Director, Myrta Pulliam Center for International Education—Queens University of Charlotte; and **Jess Evert**, Executive Director—Child Family Health International

#### **BALCONY J, FOURTH FLOOR**

Workshop-Theory to Practice/Case Study|Assessment and Accreditation

#### **CS 43: Making the Case for Global Learning: Using Accreditation to Overcome "We Can't Do That"**

Despite the difficult politics of curricular reform and co-curricular integration to promote global learning, campus leaders can use a design-thinking strategy along with the built-in external pressure from accreditors to create curricular change points. After reviewing the global learning curricular reform processes at a large public university and a small liberal arts college, *participants will* engage in micro-cases that highlight opportunities to overcome obstacles to promoting new initiatives to increase students' global learning. Participants will come away with concrete ideas about how to approach strategic planning processes and accreditation reviews to promote global learning for all students.

**Kerry Pannell**, Vice President for Academic Affairs and Dean of the College—Agnes Scott College and **Michael Krenn**, Director of General Education and Professor of History—Appalachian State University

#### **BALCONY N, FOURTH FLOOR**

Facilitated Discussion|Faculty, Staff, and Institutional Supports and Resources for Global Learning

#### **CS 44: Engaging Religious Difference in the Work of Global Engagement**

Historically, religion has been both a source of conflict as well as a source of positive change when addressing global crises. Session facilitators will discuss reasons why preparing students (and all campus sectors) for constructive global engagement requires learning to constructively navigate religious diversity on campus and beyond. *Participants will* be introduced to the growing body of research on this topic and have the opportunity to discuss strategies for effective engagement of religious diversity, in both curricular and extracurricular settings. Several resources will be provided, including a bibliography of relevant work on this topic and a list of practical and proven ideas for implementing this work on campus. *Participants will* understand the benefit of engaging religious diversity as an aspect of global engagement, develop concrete evidence-based strategies for preparing students to constructively navigate religious diversity and recognize obstacles that can occur when addressing religious diversity and learn how to address and avoid them

**Sara Shady**, Professor of Philosophy and **Marion Larson**, Professor of English—both of Bethel University



**11:00 A.M. – 12:00 P.M. PLENARY**

**MARDI GRAS BALLROOM, THIRD FLOOR**

**Politics, Policies and Global Learning: Implications for Students, Educators, Research, and Innovation**

**Kassie Freeman**, *Chief Executive Officer—African Diaspora Consortium*; **David Ware**, *Attorney at Law—Ware | Immigration*; and **Yolanda Moses**, *Associate Vice Chancellor for Diversity, Excellence, and Equity—University of California Riverside*

Today's new political climate threatens many of the essential elements of preparing students for success in our global and culturally diverse society—supporting international students; encouraging mobility of scholars and students; advancing research and innovation; and creating an inclusive environment where everyone is welcome to participate. Panelists will describe the existing and evolving policies and executive orders and discuss their legal implications for educators and students throughout the country and beyond. They will analyze how these policies and conditions are influencing the movement of individuals, impacting communities, discoveries, and knowledge; and disrupting educational and economic opportunities across the African Diaspora and other parts of the world.