



NETWORK FOR ACADEMIC RENEWAL CONFERENCE

GLOBAL LEARNING IN COLLEGE

CROSS-CUTTING CAPACITIES FOR 21ST CENTURY COLLEGE STUDENTS

Hilton Minneapolis | Minneapolis, MN

October 16–18, 2014

Dear Colleagues,

Welcome to AAC&U's second national conference on global learning in college. This Network for Academic Renewal Conference offers an opportunity to join with colleagues to articulate a vision of global learners and the cross-cutting capacities students will need to thrive in the world as we understand it today and anticipate it in the future. We invite you to explore efforts to design educational experiences—across the curriculum and in the community—to interrogate the kinds of knowledge and skills that global learners need to demonstrate in practice. Do our efforts to develop educational structures and designs under the banner of global learning align with our visions? What kinds of evidence do we have, and what kinds of evidence do we need, to allocate resources in ways that effectively help all students become global learners?

The conference program is designed to connect you with colleagues who share similar interests throughout the conference via topical discussions facilitated by campus practitioners. Those who selected areas of interest when you registered for the conference will receive a designated ribbon along with your conference badge and program. Those who have not yet selected a topic are asked to join in the discussion of their choice on Friday morning. These discussions intend to provide a framework for navigating the conference program and a way to map and organize the lessons of the conference. And these discussions will encourage reflection and networking that we hope will extend beyond your time in Minneapolis.

We stand at an important juncture where long term commitments to addressing the global context of higher education meet sophisticated and concerted efforts to define and assess the outcomes, competencies, proficiencies, literacies, and attributes associated with high-value college degrees. Let's take advantage of this moment to develop profiles of students who have integrated their educational experiences successfully and become long-term global learners. With these students in mind, we can make the case for the imperative of global learning outcomes within emerging maps and models for liberal education.

We are looking forward to our time together in Minneapolis and to continuing this important work with you.

Susan Albertine

Vice President, Diversity, Equity
and Student Success

David Paris

Vice President, Integrative Liberal
Learning and the Global Commons

Karen Kalla

Director, Network for Academic
Renewal

CONTRIBUTORS

AAC&U extends a special note of appreciation to the individuals and campuses listed below for their many contributions to the conference program.

Alverno College

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Augsburg College

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Concordia College

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Lee Knepfelkamp
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FEATURED SESSIONS

Liberal Education and America's Promise

Throughout the conference program, sessions noted with the **Liberal Education and America's Promise** (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 committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential liberal education outcomes; and shines a spotlight on educational practices that work. Participants in these sessions will learn how members of the network are using the LEAP framework and resources to advance their educational improvement efforts. For information about LEAP visit www.aacu.org/LEAP.

FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

November 6-8, 2014 ♦ Atlanta, Georgia

Transforming STEM Education

February 19-21, 2015 ♦ Kansas City, Missouri

From Mission to Action to Evidence: Empowering and Inclusive General Education Programs

March 26-28, 2015 ♦ San Diego, California

Diversity, Learning, and Student Success: Assessing and Advancing Inclusive Excellence

October 8-10, 2015 ♦ Fort Lauderdale, Florida

Global Learning in College

For information about Network for Academic Renewal conferences, please see www.aacu.org/meetings/network or contact Karen Kalla or Siah Annand at 202.387.3760

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.

This conference features two-part facilitated discussions that will begin on Friday morning and reconvene on Saturday morning. Participants who chose a topic of interest when registering for the conference should attend the discussion group previously selected. All other participants are invited to join in the discussion of their choice. Discussion topics and rooms are listed on page seven of the program.

Sign-up sheets for lunch groups, organized by areas of interest, will be available at registration.

Join the conversation on Twitter at hashtag #global14.

ACADEMIC PARTNER

Academic Partners are colleges, universities, associations, or non-profit organizations with missions and programs related to the conference theme. They contribute to the success of the conference in a variety of ways—developing the program, reviewing proposals, sharing information about the conference with their constituencies, presenting a session during the conference, and sharing materials about their organization at the conference.

Minnesota Campus Compact supports civic engagement and democratic renewal through its diverse network of colleges and universities. Minnesota Campus Compact is affiliated with Campus Compact, a national coalition that includes 35 state affiliates and more than 1,100 college and university presidents committed to the civic purposes of higher education. mncampuscompact.org/

SCHEDULE AT A GLANCE

Thursday, October 16, 2014

- 10:00 a.m. – 7:00 p.m. **Conference Registration and Membership Information**
- 8:30 a.m. – 5:30 p.m. **East African Immersion Day** (*separate registration and fee required*)
- 2:00 – 5:00 p.m. **Pre-conference Workshops** (*separate registration and fee required*)
- 7:00 – 8:15 p.m. **Keynote Address**
Global Learners, Global Learning: Characteristics and Pedagogies
Sue J. Goldie, Harvard University
- 8:15 – 9:15 p.m. **Welcome Reception**

Friday, October 17, 2014

- 8:00 – 8:30 a.m. **Continental Breakfast**
- 8:30 – 9:30 a.m. **Plenary**
Creating Sites of Global Citizenship
Jochen Fried and David Goldman, Salzburg Seminar; Yolanda Moses, University of California, Riverside; and Caryn McTighe Musil, AAC&U
- 9:45 – 10:45 a.m. **Facilitated Discussions**
- 11:00 a.m. – 12:00 p.m. **Concurrent Sessions**
- 12:00 – 2:00 p.m. **Lunch on your own**
- 2:00 – 4:30 p.m. **Concurrent Sessions**
- 4:30 – 6:30 p.m. **Poster Session and Reception**

Saturday, October 18, 2014

- 8:00 – 9:00 a.m. **Continental Breakfast and Facilitated Discussions**
- 9:30 – 10:45 a.m. **Concurrent Sessions**
- 11:00 a.m. – 12:00 p.m. **Closing Plenary**
Student Stories: Influential Experiences and Turning Points in Global Learning
Modou Jaw, Minneapolis Community and Technical College; Nazrawit Dimore, Augsburg College; Abigail Flores, St. Catherine University; Jane Sitter, University of Minnesota; and L. Lee Knefelkamp, AAC&U

PRELIMINARY PROGRAM OF EVENTS

THURSDAY, OCTOBER 16, 2014

8:30 am – 5:30 pm EAST AFRICAN COMMUNITY IMMERSION

Separate registration and fee required.

Limited to first 20 individuals.

\$150 registration fee; \$15 lunch; \$5 public transportation

The Cedar Riverside Neighborhood of Minneapolis is home to the largest Somali population (outside of Somalia) in the world. Augsburg College, also located in Cedar Riverside, will host a one-day immersion program with staff from the Sabo Center for Citizenship and the Center for Global Education to learn about the Somali community and how the College and the community are partnered in significant ways to support each other. Opportunities to see the college/community partnerships in action will include visits to a community health center, a neighborhood charter school, the African Development Center, the Sisterhood of the Traveling Scarf thrift store, and a Somali mall. Participants will also meet with Somali students at Augsburg from the Muslim Student Association. The day will end with a chance to reflect on the impact of global learning and experiential education in higher education today.

10:00 am – 7:00 pm CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

Foyer, Third Floor

Please stop by the conference registration desk for your program, badge, and membership information.

2:00 – 5:00 pm PRE-CONFERENCE WORKSHOPS

Marquette II,
Second Floor

Workshop 1: Critical Cosmopolitan Learning for a New Global Commons

This workshop will engage participants in examining the ways that critical cosmopolitan frameworks might enrich and invigorate global learning efforts in higher education. Critical cosmopolitanism offers a socially relevant and transformative language for global learning, as it insists on thinking of the local and global relationally; complicates thinking about social identity and power; resists abstract and universal truths about the global community; promotes ethical concern for the other that does not disregard difference; and challenges uncritical commodification of cultural differences. Participants will learn of a conceptual framework for critical cosmopolitan learning, including the process for building a new general education curriculum grounded in critical cosmopolitan goals and values, and how this framework might support more aspirational forms of global learning on their campuses.

Tammy Birk, Assistant Professor of English and Director of Women's, Gender, and Sexuality Studies Program—Otterbein University

Marquette III,
Second Floor

Workshop 2: Rethinking Reflection to Enhance Global Learning

Inspired in part by participation in AAC&U's Shared Futures project, faculty members at Arcadia University crafted a new undergraduate curriculum that requires all students to spend at least part of a semester in a local or international setting different from the one in which they were raised. Students' learning is further enhanced through a series of exercises in which they reflect on this experience in order to better understand the world. Workshop facilitators will share examples of students' written reflections and the criteria used to assess them. Facilitators and participants will work together to identify the global learning that is evident in the writing and to extend ways of doing and analyzing reflections.

Jeff Shultz, Professor of Education and Director of Educational Studies and Innovative Graduate Programs, School of Education, and Ellen Skilton-Sylvester, Professor and Director of Global Connections—both of Arcadia University

Marquette IV
Second Floor

Workshop 3: Internationalizing Teaching and Learning: Transforming Educators and Students

The role of educators in making global learning outcomes a reality for students requires a transformation of curricula, educational strategies, and educators themselves.

Thursday

Workshop facilitators will describe a model of course design for significant global learning, based upon AAC&U rubrics and Fink's (2009) six dimensions of course design. Participants will focus on internationalizing learning outcomes for a specific course, and leave with ideas for applying those outcomes to their teaching activities and course assessments. This workshop is designed for faculty members who are new to internationalizing the higher education curriculum or have begun the process and seek more models to guide their efforts.

Meredith McQuaid, Associate Vice President and Dean, International Programs, **Gayle Woodruff**, Director, Curriculum and Campus Internationalization, **Jeff Lindgren**, Assistant Director, Center for Educational Innovation, **Kate Martin**, Education Specialist, Center for Educational Innovation, and **Mary Katherine O'Brien**, Assistant Education Specialist, Global Programs and Strategy Alliance—all of University of Minnesota

Marquette V,
Second Floor

Workshop 4: Exploring Intercultural Competence Frameworks – From Theory to Practice

Frameworks of intercultural competence can be a valuable tool for faculty in advancing global learning in college. This workshop will engage participants in exploring the first research-based intercultural competence framework, along with some non-Western perspectives on intercultural competence. Please bring at least one syllabus as a reference for discussing the implications of incorporating intercultural competence into a wide variety of courses. Participants will actively participate, share, and learn from each other and will walk away with concrete ideas on how to address—and even assess!—intercultural competence in the curriculum.

Darla Deardorff, Executive Director, Association of International Education Administrators—Duke University

Marquette I,
Second Floor

Workshop 5: Mapping for the Future: Quality Collaboratives, the Degree Qualifications Profile (DQP), and Global Learning

Quality Collaboratives: Assessing and Reporting DQP Competencies in the Context of Transfer is a project supported by the Lumina Foundation and the William and Flora Hewlett Foundation as part of AAC&U's ongoing Liberal Education and America's Promise (LEAP) initiative. To create seamless transfer from the Associate of Applied Science to the Bachelor of Applied Arts and Sciences, partners in this project used the DQP to establish a framework for program outcomes that maps courses by learning outcomes and skills proficiency. Participants will apply the DQP and VALUE rubrics to their own programs, emphasizing global learning, and addressing cumulative learning outcomes that enable students to better integrate their experiences.

Joseph J. Foy, Associate Campus Dean—University of Wisconsin–Waukesha; **Peggy A. James**, Head, Social Science Division, and **James D. Robinson**, Director, Teaching and Learning Center—both of University of Wisconsin–Parkside; and **Susan Albertine**, Vice President, Office of Diversity, Equity, and Student Success—AAC&U

7:00 – 8:15 pm

KEYNOTE ADDRESS

Salons ABC,
Third Floor

Global Learners, Global Learning: Characteristics and Pedagogies

What are the characteristics of a global learner and how are they nurtured within and across disciplines? How can faculty collaborate across disciplines and with student affairs to model the multi-faceted nature of learning and problem-solving in and for a global society? Dr. Goldie will examine lessons learned about effective practices for advancing global understanding and agency from her research, teaching, and policy work in public health.

Sue J. Goldie, Director, Harvard Global Health Institute and Roger Lee Irving Professor of Public Health—Harvard University

8:15 – 9:15 pm **RECEPTION**
Salon D, Third Floor

FRIDAY, OCTOBER 17, 2014

8:00 – 8:30 am

BREAKFAST

Breakfast will be available on the third floor.

8:30 – 9:30 am

Salon ABC,
Third Floor

PLENARY

Creating Sites for Global Learning

Briefly defined, global citizens are those prepared to live and work in a hyper-complex, interdependent society and who contribute to improving the global welfare. They have developed the knowledge, skills, and values to understand globalization; appreciate the diversity of humanity; recognize the critical challenges that are compromising humanity's future; and collaborate with stakeholders to resolve these critical challenges. The Salzburg Global Seminar's Mellon Fellow Community Initiative has worked with institutions representing Historically Black Colleges and Universities and the Appalachian College Association to develop single and multi-campus global education initiatives. This plenary will examine how these institutions offer a unique opportunity to make 'globalization at home' and 'citizenship without borders' a powerful learning experience for their students and contribute to the discussion about diversity and global education in U.S. higher education.

Jochen Fried, Director of Education—Salzburg Global Seminar, and David Goldman, Former Associate Director of Education—Salzburg Global Seminar; and Yolanda Moses, Professor of Anthropology and Associate Vice Chancellor for Diversity, Equity and Excellence—University of California, Riverside

Moderated by Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U

9:45 – 10:45 am

FACILITATED DISCUSSIONS

Mapping Global Learning Capacities across the Undergraduate Experience

Second Floor

This two-part discussion will begin on Friday and reconvene on Saturday, 8:00-9:00 am. Your registration materials included a ribbon for the session you requested.

Symphony II

Identifying specific skills and knowledge

Dawn Whitehead, Director of Curriculum Internationalization—Indiana University-Purdue University Indianapolis

Marquette II

Developing an equity framework for global learning

Vijay Pendakur, Associate Vice President for Student Retention, California State University-Fullerton; and Caryn McTighe Musil, Senior Scholar—AAC&U

Marquette III

Designing innovations

Lee Knefelkamp, Professor Emerita, Teachers College—Columbia University, Senior Scholar—AAC&U

Symphony III

Assessing global learning; providing evidence of effectiveness

Hilary Landorf, Director of Global Learning Initiatives, and Stephanie Doscher, Associate Director of Global Learning Initiatives—both of Florida International University

Marquette IV

Implications for faculty and departments

Norah Shultz, Associate Dean for Academic Affairs and Professor of Sociology—Penn State Abington; and Jeff Shultz, Professor of Education and Director of Educational Studies and Innovative Graduate Programs, School of Education—Arcadia University

Symphony I

Helping students connect and integrate learning

Tammy Birk, Assistant Professor of English and Director of Women's, Gender, and Sexuality Studies Program—Otterbein University

Marquette I

Sustaining work as institutional priority

Harvey Charles, Vice Provost for International Initiatives and Director of the Center for International Education—Northern Arizona University

Friday

11:00 am – 12:00 pm CONCURRENT SESSIONS

Symphony I,
Second Floor

Global Knowledge

CS 1: Becoming Aware: Fostering Cognitive, Affective, and Performance Learning Outcomes in Global Awareness

Participants will receive information on models and best practices for increasing students' global learning experiences.

How do we create an environment to support the development of integrated global knowledge and awareness across disciplines? What are the outcomes that serve as indicators of intellectual, affective, and performance growth in global perspectives? Presenters will outline the role of administrative leadership; collaborative work on the part of faculty, staff, and students; and the recognition and reward structures that can be established to raise awareness and motivation for all college community members. Findings from a pre-post study of students' perceptions of their global awareness will be discussed, and the interdisciplinary approach to building and assessing global awareness will be described.

Sonia Gonsalves, Professor of Psychology, and **Susan Davenport**, Vice Provost for E-Learning—both of the Richard Stockton College of New Jersey

Symphony III,
Second Floor

Global Knowledge

CS 2: Engaging Key Stakeholders in Assessing Students' Global Learning

Participants will review a qualitative model and rubric for assessing student learning that they may adapt to their own global learning programs.

This session will describe a pilot assessment by the Associated Colleges of the Midwest that provides an easily replicable way to assess student learning gained from off-campus study programs. At the same time, it engages faculty and directors in the field in setting program goals, planning and implementing an embedded assessment, and scoring student submissions according to a rubric. Session presenters will describe the project and share assignments, examples of student writing, and a rubric derived in part from the AAC&U VALUE rubrics. Participants will have an opportunity to practice scoring student work and will leave with a model for engaging stakeholders in assessing student learning abroad.

Joan Gillespie, Vice President and Director of Off-Campus Study Programs, **David Schodt**, Senior Program Officer, and **Elizabeth Ciner**, Senior Program Officer—all of the Associated Colleges of the Midwest

Symphony II,
Second Floor

Global Knowledge

CS 3: Internationalizing Student Learning: Our Collaborative Online International Learning (COIL) Experiences

Participants will come away with knowledge of how and why one creates a COIL course. Participants will also learn about assessment methods and hear data on student learning and intercultural competence.

Drawing upon their experiences teaching COIL courses with partner classes in Belgium and Lebanon, the presenters will explain campus goals and personal objectives in developing virtual collaborations, describe what is involved in creating a COIL course, and share what assessments have shown about students' global learning. COIL is a powerful way to introduce students to global learning. As a result of these collaborations, students have shown increased openness and respect for others, more confidence and success in intercultural communication, and a greater understanding of the influence of culture on their own and others' lives. Partners in Lebanon and Belgium will join the session, either in person or on Skype, to share their views of the power of the COIL experience. There will be ample time for questions and answers about this promising new pedagogy based on linking students from different countries and different cultural backgrounds.

Amy McHugh, Internationalizing the Curriculum Co-Chair, Institute for Global Engagement, and **Susan Coultrap-McQuin**, Professor and Director Emeritus, Institute for Global Engagement—both of the State University of New York at Oswego; **Charlotte De Backer**, Assistant Professor—University of Antwerp; **Ina Pfeifer Issa**, Instructor, Lebanon Program—State University of New York Empire State College

Marquette I,
Second Floor

*Global Civic
Engagement*

CS 4: From Doorstep to Planet: The Domestic-International Nexus in Global Learning

Participants will contemplate problems with the conventional paradigm of global education and consider models for global learning that integrate domestic and international places, people, and problems.

For nearly a century, the dominant paradigm of global learning in higher education has privileged study abroad. Structured, credit-bearing educational experiences have been operating across a body of water or geopolitical border. This session challenges this paradigm by reimagining the social and geographic location of global learning. The presenters propose a “doorstep to planet” pedagogical model that moves student development from the local to the regional and then to the global community. The rationale for this practical progression addresses a number of administrative, educational, economic, and environmental dilemmas associated with the conventional paradigm. Evidence-based program models suggest the feasibility of a “doorstep to planet” framework within U.S. higher education.

Shuang Frances Wu, Global Learning Specialist, and Richard Slimbach, Professor of Global Studies—both of Azusa Pacific University

Marquette II,
Second Floor

*Global Civic
Engagement*

CS 5: The Troika of Global Civic Learning: Engagement, Intercultural Competence, and Second Language Acquisition

Participants will gain an understanding of the ways in which three critical elements for global civic engagement individually and collectively play roles in enhancing student success.

Through a set of reflective dialogues in which session participants offer their views and perspectives, this session explores the complexities of building global civic learning and the importance of having programs that offer students: (1) opportunities to conduct community engagement that address critical issues in the global society; (2) assessments of their intercultural competence and opportunities for them to strengthen their intercultural capacities, and (3) opportunities to gain language skills that allow them to navigate successfully and thrive in a global setting. Participants will examine how the absence of one or more of the three critical elements listed above may place students at a disadvantage for securing high-quality global civic learning.

Andrew Furco, Associate Professor of Higher Education and Associate Vice President for Public Engagement, and Kristin N. Lockhart, Associate Vice President for Equity and Diversity—both of University of Minnesota-Twin Cities; and Nevin Brown, Senior Fellow, and Lavinia Bracci, Program Director—both of Siena Italian Studies

Marquette III,
Second Floor

Global Identities

CS 6: Diverse Global-Citizen Students Address Shared Climate-Disruption Challenges

Participants will explore methods of drawing on the diverse cultural experiences of students while considering ways to support students through a review of severe stresses and environmental challenges in their home communities.

Students bring diverse identities and community connections that can form the basis for global awareness and service-learning action with them to college. Minneapolis Community and Technical College students represent a spectrum of challenged populations: first-generation students, financially-stressed families, displaced workers, African Americans, Native Americans, Hmong Americans, Somali Americans, and recent immigrants from all parts of the world. In global studies, environmental ethics, and ecofeminism courses, they bring their experiences with climate disruption to their work with classmates and develop perspectives and actions to benefit themselves and people in their home communities and beyond. Working together, they move toward communities for resilience and survival. This session will feature insight from educators who will discuss their experiences as teachers, as well as from students who will speak

Friday

of their own power to address challenges.

Ranae Hanson, *Faculty Member, Lead for Global Studies*, and **Ruthanne Crapo**, *Faculty member, Philosophy—both of Minneapolis Community and Technical College*

Marquette IV,
Second Floor

CS 7: E-Portfolios: Bridging the Globalized Curriculum and Students' Personal Identity

Global Identities

E-portfolios are powerful tools for promoting reflection and assessing learning beyond the classroom. More importantly, they are fundamental in the development of students' self-awareness and self-representation. This makes e-portfolios ideal for the evaluation of global identity. After participating in international events of their choice, Santa Fe College students are asked to reflect on lessons learned and display these experiences in their personal portfolios in a variety of mediums. Through this exercise of self-authorship and integration, students redefine themselves and develop an evolving and increasingly complex global identity. They embrace their international knowledge and engagement as personal achievements that shape their incipient academic and professional identities.

Paloma Rodriguez, *Coordinator of International Education, Professor of Humanities—Santa Fe College*; and **Larry Braskamp**, *Professor of Higher Education, Loyola University Chicago*

12:00 am – 2:00 pm LUNCH ON YOUR OWN

2:00 – 3:00 pm CONCURRENT SESSIONS

Marquette V,
Second Floor

CS 8: Cultivating Global Understanding In and Beyond the Classroom

Global Knowledge

Participants in this session will learn how to interpret the evidence of global learning, including both student learning outcomes and classroom experiences, as well as be able to observe how assessment of global awareness can be used for programmatic decisions.

This session will address students' understanding of their global perspective, based on a comparison of three groups of students: freshmen, seniors, and students who recently completed a global focus course. The Global Perspective Inventory (GPI), which measures how a student thinks; views herself as a person with a cultural heritage; and relates to others from different cultures, backgrounds, and values, is used to measure global learning. Presenters will further explore differences in the student scores on the GPI based on how they fulfilled their core curriculum requirement of global knowledge through study abroad, taking a foreign language, or enrolling in three international courses. The session will illustrate how assessment practices can be used to gain a greater understanding of students' learning of global issues and how that learning is transferred to their own personal development.

Susan Warner Taylor, *Director of Institutional Research and Assessment—Baldwin Wallace University*; **Larry Braskamp**, *Alumni Professor—Central College*

Symphony I,
Second Floor

CS 9: HEDsUp – Advancing Cultural Competence and Social Justice

This session will include three presentations followed by time for questions and discussion.

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

The Inner Work of Becoming a Global Citizen

Often missing in research and practice in global citizenship education is attention to the inner work required of effective global citizens. Such inner work includes self-reflecting, questioning the assumptions underlying one's own worldview, considering alternatives, and revising one's fundamental assumptions and beliefs in the face of new information. This work is critically important to the aims of the growing number of campuses with highly diverse, international, multicultural, and multilingual student bodies. On these campuses, sojourning to encounter diversity or studying another language may be far less relevant than learning to question one's worldview or acquiring the ability to effectively engage with diverse peers on a daily basis. The

findings of a recent study of perspective-changing in students at a community college will be shared, and the researcher will pose some of the key challenges for future scholarship and practice.

Rosemary Talmadge, *Director of Organizational Development and Planning—LaGuardia Community College-City University of New York*

Integrating and Inspiring Cultural Competence and Global Perspectives in a General Education Capstone

Internationalization integrates cultural competence and global perspectives into the curriculum and cocurriculum. St. Catherine University has long valued teaching focused on global issues, especially through a social justice lens. The institution developed a general education capstone, The Global Search for Justice (GSJ), in the early 1990s and incorporated global perspectives into its liberal arts learning goals in 2005, laying the groundwork for a current internationalization initiative. In this session, presenters will address how the GSJ capstone serves as a building block in this campus-wide internationalization plan and how the internationalization plan spurs further curricular innovation.

Catherine Spaeth, *Director, Office of Global Studies*, and **Martha Phillips**, *Professor of Biology—both of St. Catherine University*

Creating Coherent Global Programs with Social Justice Impact

Shaping 21st century global citizens capable of navigating the complexities of an increasingly interconnected world is a primary concern for colleges and universities across the nation. This process requires the creation of cutting-edge global programs that infuse multiple aspects of a student's learning experience. In 2013, Douglass Residential College, the women's college at Rutgers University, began a process of internationalizing and streamlining its global programs to better equip young female leaders to critically respond to existing global challenges using a social justice lens. This presentation will offer ideas for designing initiatives that will engage students in activities that address global concerns and provide educational experiences that meet global learning goals.

Karen Alexander, *Dean of Junior and Senior Year Programs, Douglass Residential College—Rutgers the State University of New Jersey New Brunswick Campus*

Marquette IV,
Second Floor

Global Knowledge

CS 10: Our Classrooms Globalized: Teaching and Learning with International Students

Participants will learn how to anticipate or better understand the challenges facing international students and the faculty who teach them. They will also see how education can be improved for all students by adapting teaching and learning practices to specifically help international students.

International student recruitment is growing, but too often faculty are ill-equipped to meet the challenges that accompany it. This session suggests techniques to improve learning for both foreign and domestic students, while also promoting global learning. International students face tremendous challenges and therefore require significant faculty work. Language is often less of a problem than students' unfamiliarity with the norms and routines of American higher education. Instead of conceptualizing these issues as cultural, we should see them as institutional, arising out of national differences in the way education is organized. Adopting a meta-institutional approach can complement other curricular internationalization strategies to help American students see that they are part of a much broader and institutionally varied world. Responding in this way can help resolve the potential conflict between international and local diversity on campus.

Alistair Howard, *Associate Professor of Political Science and Director of Assessment, College of Liberal Arts—Temple University*

Friday

Marquette III,
Second Floor

Global Knowledge

CS 11: Navigating the Senior Internationalization Officer's (SIO) Role in Advancing Global Learning in the Curriculum

Participants will identify barriers to global learning curriculum efforts at their own institutions and develop strategies for working with SIOs to navigate around these roadblocks.

SIOs play a key role in supporting faculty-led global learning initiatives. Success requires faculty-led processes, institutional structural support, and a strong grounding in change management principles. Balance and finesse in timing are critical to long term strategic success. This session engages the audience in considering change management principles, practical strategies, and an appreciation of timing, serendipity, and opportunistic approaches that can result in successful sustainable structures. Presenters share frameworks from the American Council on Education's Institute for Leadership in Internationalization and strategies such as a Toolkit for Curriculum Internationalization, a Global Center Faculty Fellows program, and a Cultural Literacy Curriculum Institute. Participant take-aways will include new perspectives on levers for change and potential opportunities for progress.

Lisa Ijiri, Associate Provost for Academic Program and Resource Planning—Lesley University

Symphony II,
Second Floor

Global Challenges

CS 12: Global Integrative Learning: Connecting General Education to the Cocurriculum

Participants will learn about curriculum reform efforts at Michigan State University (MSU), the Global Perspectives Inventory (GPI) as an assessment tool, and methods and models for connecting general education to the cocurriculum.

As part of AAC&U's Shared Futures project, MSU embarked on a multi-faceted reform of its integrative studies curriculum as a means of enhancing students' ability to live and work in a global society. Recognizing that students should experience intercultural engagement even if they cannot study abroad, the institution launched efforts to link courses purposefully to existing intercultural campus opportunities. The presenters will discuss how MSU connected two existing courses to the institution's global learning goals and reworked the format and structure of the courses to incorporate participation in a cocurricular program called the Multi-Racial Unity Living Experience. The presenters will provide qualitative and quantitative assessment data and methodology on the use of reflective writing and the GPI.

James Lucas, Assistant Dean, Global Education and Curriculum, and Jeanne Gazel, Director, Multi-Racial Unity Living Experience—both of Michigan State University

Marquette I,
Second Floor

*Global Civic
Engagement*

CS 13: Developing Global Capacities through International Collaborations

Participants will learn about international projects that develop sustainable communities, examine their own campus curriculum, and identify possible collaborative partners.

Civic engagement and the integration of professional studies and liberal arts are the founding principles of the New American Colleges and Universities (NAC&U). NAC&U members promote international engagement through service learning, internships, undergraduate research, and other experiential learning strategies. Belmont University and Arcadia University have made global learning a centerpiece of their programs by developing collaborations with international non-governmental organizations such as Global Brigades, Heifer International, and Live Beyond. These international service learning-based collaborations provide students with a deeper understanding of the social needs and cultural assets of the communities in which they are working. They also give students the opportunity to apply their classroom learning to real life and to experience the satisfaction of making a difference. Approaches for

assessing the impact of such international collaborations on both students and the international community will be discussed.

Nancy Hensel, *President, The New American Colleges and Universities*; **Beverly Schneller**, *Associate Provost, Academic Affairs*, and **Mimi Barnard**, *Assistant Provost for Interdisciplinary Studies and Global Education—both of Belmont University*; and **Sandra Hordis**, *Associate Professor, Director International Academic Programs—Arcadia University*

Symphony III,
Second Floor

Global Identities

CS 14: Assessment and Student Values: Notes from a Decade in the Field

Participants will leave with an understanding that assessment is not simply an exercise related to accreditation but that it can and should be seen as an integral part of curricular development, planning, and modification. Specific tools that can be used at a variety of institutions will be shared.

A well-developed and effective assessment program has many benefits for a campus. It can be used to improve curriculum, courses, and, most importantly, enhance student learning. The assessment of global learning can also have the benefit of having students reflect on their own values as global citizens. In this session, presenters will draw from over a decade of attempts at two institutions to assess global learning. Using a variety of tools in a variety of course settings, these assessments were intended to uncover best practices. Participants are encouraged to bring examples of their own assessment tools as the second half of the session will be devoted to sharing others' work in the field.

Norah Shultz, *Associate Dean for Academic Affairs and Professor of Sociology—Penn State Abington*; and **Jeff Shultz**, *Professor of Education—Arcadia University*

Marquette II,
Second Floor

Global Identities

CS 15: Digital Storytelling as a Generative Medium for Facilitating Global Learning

Digital storytelling can lead to increased foundational knowledge and allow students to apply knowledge to real-world issues. Presenters will highlight digital stories as a teaching tool by sharing a student assignment on the effects of globalization on the natural environment, local culture, and livelihoods of families and communities in northern Thailand. Students used diverse lenses to examine a complex problem and examined their own cultural base through interaction with a different culture. This session will include excerpts of the presenters' digital story, "Mekong Mosaic," excerpts of students' digital stories reflecting on their learning abroad experience, and excerpts of students' digital stories examining global water issues in a classroom environment.

Catherine Solheim, *Associate Professor of Family Social Science*, and **Linda Buturian**, *Senior Teaching Specialist in Post-Secondary Teaching and Learning—both of University of Minnesota*

3:15 – 4:30 pm

CONCURRENT SESSIONS

Symphony III,
Second Floor

Global Knowledge

CS 16: AAC&U's Global Learning Rubric: Practical Application and Assessment of Results

Participants will gain knowledge of how a concrete and practical model for measuring global learning can be established with use of the AAC&U Global Learning rubric.

Abundant rhetoric and anecdotes asserting positive benefits from global learning have long existed within higher education. However, specific evidence of student learning gains have proven to be somewhat elusive. To address this challenge, Asia Pacific University and St. Edward's University have combined efforts to study and compare a group of students over the course of two summer immersion programs in Malaysia. Learning outcomes included demonstrating an understanding of the relationship between religion and society in a multicultural context and an analysis of the complication of this relationship in a given environment. Students were asked to respond to three essay prompts before the course began and again upon completion of

Friday

the course. The AAC&U Global Learning rubric was used as an assessment tool. Methodology, results, and subsequent changes to the overall curriculum will be discussed. Audience interaction and participation will be encouraged.

David Blair, Director of Institutional Assessment, **Mity Myhr**, Associate Professor of History, and **Christie Sample-Wilson**, Associate Professor of History—all of St. Edward's University; and **Miki Cutting**, Associate Professor, and **Keiko Noda**, International Program Coordinator—both of Ritsumeikan Asia Pacific University

Symphony II,
Second Floor

Global Knowledge

CS 17: Building Large Global Perspectives Learning Communities: A Toolkit

Participants will learn about an efficient model for linking courses and incorporating experiential learning to significantly improve students' intercultural development.

This session will explore how to prepare students in early general education courses for more ambitious forms of global learning that rely on basic levels of global awareness and intercultural competence. Presenters will describe a three-step process to link a set of general education courses and create a large learning community (80-120 students) focused on developing students' global perspectives. The presenters will share how they have used experiential learning theory as a pedagogical model with particular emphasis on reflection and active experimentation. Assessment data that demonstrates broader gains in intercultural development for participants in the learning community in comparison with similar students in a control group will be shared.

Eric Kaldor, Assistant Professor of Sociology, **Donna Wilkerson-Barker**, Associate Professor of Modern Languages and Cultures, and **Steven Jurek**, Assistant Professor of Political Science—all of the State University of New York College at Brockport

Marquette IV,
Second Floor

Global Knowledge

**LEAP Featured
Session**

CS 18: Crossing the Bridge: Advancing Students' Global Knowledge

Participants will examine and discuss changes made to curricula, assessment, partnerships, and infrastructure to promote and assess student global knowledge.

At community colleges, it is crucial for global knowledge to be integrated across classrooms and communities to meet evolving educational, civic, and workforce needs. The Bridging Cultures Project at Middlesex Community College is transforming the institution in the areas of curriculum, assessment, partnerships, and infrastructure. Global education was refocused to emphasize consistency with the college's mission, creating ownership across academic, cocurricular, and administrative divisions. Pivotal changes included redesigning over forty courses to integrate global knowledge, developing a culture of assessment using AAC&U's Global Learning and Civic Engagement VALUE rubrics, establishing K-16 partnerships and pathways aligning global knowledge, expanding study abroad to develop intercultural competence, and creating shared responsibility for institutional support. Indicators of student global knowledge range from benchmark to capstone and will include examples from community-based arts projects, international service e-portfolios, and globally-focused undergraduate research projects.

Dona Cady, Dean of Global Education, and **Carina Self**, Assistant Dean of Social Sciences and Service Learning—both of Middlesex Community College

Symphony I,
Second Floor

This session will include three presentations followed by time for questions and discussion.

CS 19: HEDsUp – Designing Innovative Approaches to Global Learning

Facilitator: **Susan Albertine**, Vice President, Office of Diversity, Equity, and Student Success—AAC&U

One Degree - Two Continents: A 2+2 Bachelors in Public Health

Deeply rooted in international education, Saint Louis University has recognized and pursued the critical connection between public health and global development by establishing an international 2+2 Bachelors in Public Health degree program. In this program, implemented in the Fall of 2011, undergraduate students study for two years at the Madrid, Spain campus before moving to Saint Louis, Missouri for their final two

years of coursework. Measures of this program's success include increased enrollment, development of shared classrooms across continents, and enhanced faculty engagement on both campuses. Students who have participated in and graduated from the 2+2 program have thrived on both continents through the innovative curriculum, and students who spend all four years at the Saint Louis campus benefit from studying with this multicultural student cohort.

Elizabeth Schwaab Embry, Director of Global Health—Saint Louis University

Challenges and Rewards of Collaborative Online International Learning (COIL)

Global learning in higher education has transitioned from being an opportunity for the privileged few to a core competency for all students. COIL offers all students an opportunity to interact directly with students and faculty from a distant global culture. This is especially important for students who might otherwise be unable able to travel abroad due to financial obstacles, physical limitations, or family obligations. Just as the rewards of COIL are numerous, so are the challenges, which include language, time zones, technology, and different levels of comfort with online learning. Facilitators will discuss the rewards and challenges of a newly created COIL course in the Doctor of Nursing Practice in Health Innovation and Leadership program.

Teddie Potter, Clinical Associate Professor School of Nursing, and Thorunn Bjarnadottir, Director of Intercultural Education, Global Programs and Strategy Alliance—both of the University of Minnesota

East Meets West: Passion, Performance, and Persuasion Advance Global Learning

Re-imagining the design of a globally engaged higher education experience at a Japanese university requires creative leadership that embraces an Eastern philosophy of operation with global and intercultural perspectives. The presenter will share how three leadership strategies—passion, performance, and persuasion— were used to advance the connection between institutional mission and curricular practice. Passion was the driver, performance became the catalyst, and persuasion is the fuel.

Maria Guajardo, Dean, International Liberal Arts Program—Soka University

Marquette I,
Second Floor

*Global Civic
Engagement*

CS 20: Clues for Educating Global Citizens: What Our Research Suggests

Participants will learn about relevant social psychological theories of attitude change and how these theories inform teaching practice in diverse settings.

This session will address ways in which we can educate our students to be responsible global citizens who engage in actions that address today's global challenges.

Presenters will share the results of a survey conducted in 2013-2014 that investigated to what extent service learning that employs contact theory is an effective strategy for changing learners' attitudes and beliefs. They will also share findings about global citizenship from a mixed-methods long-term impact study involving 559 former students who participated in a community-based education program in Mexico over the span of three decades. The session will conclude with a discussion about ways in which the research relates to participants' work as global educators.

Ann Lutterman-Aguilar, Mexico Site Director and Instructor, Center for Global Education, and Joseph Erickson, Professor of Education—both of Augsburg College

Marquette III,
Second Floor

*Global Civic
Engagement*

CS 21: Bringing Hope: Curricular Connections and Community Development in Beijing and Kaihura

Participants will better understand how multiple practices can be brought together to create global civic engagement experiences, be challenged to consider partnerships that exist or could be built on their own campuses, and have a better comprehension of opportunities for student civic engagement in curricular and cocurricular contexts.

Friday

This session will demonstrate how engaged learning can be continuous, from the classroom to the field and back. DukeEngage is a cocurricular, global civic engagement program for undergraduates that creates programs and projects that link students' learning and academic interests with opportunities to use knowledge in the service of the global community. As a result, students will better understand their academic and professional goals. Students are challenged to choose opportunities in which their skills and knowledge can be used in cooperation with local communities, rather than those in exotic locales. Presenters will offer examples and share data that look at how Duke's civic engagement model influences learning.

Jaclyne Demarse Purtell, *Assistant Director for Assessment and Evaluation*, and **Elaine Madison**, *Associate Director for Programs, Strategy and Assessment*—both of *DukeEngage, Duke University*

Marquette II,
Second Floor

*Global Civic
Engagement*

CS 22: Digital Badges and Mindful Journaling to Assess Intercultural Learning and Global Civic Engagement

The mission statements and strategic plans of most colleges and universities claim to prepare graduates for a global society and global citizenship. Yet the assessment of intercultural competency is elusive, especially the assessment of values, attitudes, and beliefs which fall under Bloom's affective learning domain. These include receiving and responding to phenomena, estimating the worth of values, organizing values, and internalizing values. Using the AAC&U VALUE rubrics as the basis for assessment, this interactive session will present a toolkit for faculty and an innovative open source e-portfolio assessment tool provided by the Purdue University's Center for Instructional Excellence. It organizes a system of digital badges, challenges, and active learning tasks to capture and document evidence of global or intercultural learning and global civic engagement.

Charles Calahan, *Director of Global Learning Faculty*, and **Margaret Sass**, *Director of Service-Learning*—both of *Purdue University*

4:30 – 6:30 pm **POSTER SESSIONS AND RECEPTION**
Gallery Room, First Floor

Global Knowledge

POSTER 1: U.S. Fulbright Scholar Programs for Faculty, Administrators, and Institutions

Fulbright is the nation's flagship international exchange program for educators and professionals. Awards are made in nearly every academic discipline and many professional fields and include a wide range of intentional, immersive exchange experiences. A representative of the Fulbright Alumni Ambassador program will be on site to share his experiences abroad and to provide information about the more than 1,200 awards available each year. Fulbright is administered by the Council for the International Exchange of Scholars of the Institute of International Education and principally funded by the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Charles Sasaki, *Fulbright Alumni Ambassador and Dean of Arts and Sciences*—*Kapi'olani Community College*

Global Knowledge

POSTER 2: Career Integration: Reframing the Career Component of Learning Abroad

Career integration is an interdepartmental collaborative initiative at the University of Minnesota that seeks to extend and refine the mission of curriculum integration to include career considerations of students before, during, and after their time abroad. This poster will demonstrate advising principles and practices of curriculum integration and consider their value and applicability in the context of career integration. Examples will include strategies for instructor-led classes abroad and integrated models. Learn how we can better quantify benefits and introduce shared qualities of recent study abroad alumni with established industry leaders to tackle familiar barriers to success and demonstrate the relevance of students' skills developed abroad to local industry hiring needs.

Kimberly Hindbjorgen, *Assistant Director, Curriculum and Career Integration, Learning Abroad Center*—*University of Minnesota-Twin Cities*

*Global Knowledge***POSTER 3: Integrating Global Perspectives Over Four Years of Core Curriculum**

To prepare students to be committed to service in the world, Thiel College re-envisioned the delivery of its global curriculum and developed a new general education program built around a seminar series and experiential requirements. The seminar series consists of one course per year focused on understanding world cultures and issues. Students are encouraged to study abroad or complete service projects to enhance their global perspectives. Requirements were designed to facilitate engaged learning and help students integrate and apply concepts through frequent practice in problem solving, presentation of key concepts, and constructive critique. Goals include having students examine the interdisciplinary nature of complex world problems; reflect on the development of societies; and demonstrate an understanding and awareness of the complexity, depth, and richness of civilizations.

David Buck, Professor of History, and **Jennifer Griffin**, Associate Academic Dean and Professor of Psychology—both of Thiel College

*Global Knowledge***POSTER 4: Cultural Perspectives: An Important Communication Consideration in Veterinary Medicine**

This poster highlights the instructional strategies used by the University of Minnesota to internationalize a course on applied communication in the College of Veterinary Medicine. Redesign of course components over the past two years have focused on activities that help students understand the impact of their own cultural backgrounds and issues relevant to the increasingly globalized and intercultural realities of veterinary practice. This poster also showcases outcomes related to student attitudinal change, including qualitative data collected from students in the Fall 2013 section of the course.

Christina Clarkson, Assistant Professor, Veterinary and Biomedical Sciences, **Thorunn Bjarnadottir**, Director of Intercultural Education, and **Mary Katherine O'Brien**, Assistant Education Specialist—all of the University of Minnesota-Twin Cities

*Global Knowledge***POSTER 5: Students' Learning Experience and Perceived Global Learning Outcomes in International Programs**

Long-term global learning outcomes in the fields of global knowledge, skills, and attitudes can be challenging to evaluate. Through a survey of 1458 students, the research presented in this poster employed a program logic model to measure students' perceived global learning outcomes in international collaborative programs in Shanghai with consideration of their learning experience and personal characteristics. Findings suggest that students' learning experiences had positive influence on their perception of global learning outcomes, even when personal variables and international experience were controlled.

Zhen Hu, Associate Dean of International Programs—Shanghai Normal University Tianhua College, China, and **Sandy Mahoney**, Director of Assessment and Student Development Services—University of the Pacific

*Global Knowledge***POSTER 6: Student Impact: Assessing International, Intercultural, and Global Learning**

This poster presents quantitative and qualitative results from a mixed-methods evaluation of student learning outcomes in internationalized classes at the University of Minnesota. It includes the evaluation instrument that was used to assess students' perceptions of the international, intercultural, and global aspects of a given course and will display results from three semesters of evaluation data collection. Information about the University of Minnesota's Internationalizing Teaching and Learning faculty cohort program, from which the evaluation samples were drawn, will be shared.

Jeff Lindgren, Assistant Director, Center for Teaching and Learning, and **Mary Katherine O'Brien**, Assistant Education Specialist—both of the University of Minnesota-Twin Cities

*Global Knowledge***POSTER 7: Achieving Artistry and Research on the Global Stage**

Global issues are front and center in Northern Illinois University's revised baccalaureate student learning outcomes (SLO). This first SLO involves the integration of knowledge of global interconnections and interdependencies. One way students meet this SLO is through the cocurricular Undergraduate Special Opportunities in Artistry and Research (USOAR) Award. USOAR allows students to focus on a problem, question, or issue relevant to their undergraduate academic experiences. This poster will focus on USOAR

Friday

projects with a substantial global component by offering two student examples, presenting data on the program's efficacy, and displaying the integration of USOAR into general education design.

Anne Birberick, Vice Provost Academic Affairs, **Natalie Cincotta**, Undergraduate Student, and **Karissa Kessen**, Undergraduate Student—all of Northern Illinois University

Global Knowledge

POSTER 8: Designing and Facilitating Classroom Discussions For Global Learning

How can faculty design and facilitate discussions that engage students in thoughtful dialogue about diverse perspectives on complex global and international issues? This poster presents common challenges and risks to both students and faculty which can emerge during classroom discussions that explore global, international, and cultural learning. It includes models for scaffolding and designing discussion activities. The poster also provides a model for managing the multiple stimuli faced by facilitators during nuanced and potentially difficult classroom discussions.

Barbara Kappler, Assistant Dean, and **Kate Martin**, Education Specialist—both of the University of Minnesota-Twin Cities

Global Challenges

POSTER 9: Global Learning in Neuroscience: Flexible Curricula for a Variety of Student Experiences

Intercultural awareness and collaboration are skills that are essential for the future scholarly and academic success of our students. The growing international and collaborative nature of science makes it imperative that students have experiences that prepare them to be successful in an international context. Presenters will describe the inception and continued development of an international exchange in the neurosciences involving College of Charleston, Ludwig Maximilian University in Munich and Charité University in Berlin. This exchange is multifaceted and includes a study abroad program for advanced undergraduates, a one week freshman seminar in Berlin, and a developing exchange for Master's level students. Presenters will address the promises and challenges of providing quality exchange experiences in the field of neuroscience and of creating long-term global learners.

Michael Ruscio, Associate Professor and Associate Chair of Psychology—College of Charleston

Global Challenges

POSTER 10: Cocurricular Programming, Signature Assignments and Assessment

Leaders from Shenandoah University's "Going Global" first year seminar (FYS) will present their progress towards using cocurriculum programming to achieve learning outcomes rooted in the seminar and demonstrate how to encourage faculty input and ownership of the process. Global programming ideas, learning outcomes, and current materials from the FYS program will be displayed. This poster will specifically detail how to align global learning outcomes with cocurricular programs and provide rubrics for assessment.

Amy Sarch, Director of General Education and Going Global First Year Seminar—Shenandoah University

Global Civic Engagement

POSTER 11: Creating Global Citizens through Multidisciplinary Programs, Reciprocal Partnerships, and the United Nations Millennium Goals

This poster discusses strategies for building multidisciplinary global partnerships and curricula using United Nations (UN) resources. These partnerships involve multiple academic disciplines working in teams as part of several separate academic models at Wilkes University. Campus programming and affiliation with the UN are used to incorporate a global perspective into activities. This poster will discuss the use of the UN Millennium Development Goals framework in creating multidisciplinary curricula for student engagement, learning, and assessment.

Maria Grandinetti, Assistant Professor of Nursing, and **Evene Estwick**, Professor of Communications Studies—both of Wilkes University

Global Civic Engagement

POSTER 12: Integrating Local Service Learning with Global Study

This poster will present a model that addresses the challenges associated with global service learning and engaging students in longer-term study abroad experiences through a two-term learning community. Presenters propose that combining a local service learning component with a short-term international experience increases the impact of both. The learning community entitled "Childhood in Challenging

Circumstances” includes a one credit service learning class that addresses local poverty and homelessness which is paired with a three credit course that examines childhood in the developing world, featuring a ten day trip to Guatemala. The poster will describe the goals, strategies, and structures of this integrative learning experience.

Jessica Schultz, Assistant Professor of Psychology, and **Jayne Rose**, Professor of Psychology—both of Augustana College; and **Melinda Mull**, Associate Director, Training, Center for Faculty Excellence—Northcentral University

Global Civic Engagement

POSTER 13: Collaborative Project in Student Learning: Examining of Enduring Questions

This poster will provide an insight into the work being carried out by Fairfield University in collaboration with Georgetown University and Universidad Centroamericana in Nicaragua under a three-year Teagle Foundation-funded project. The project focuses on models of developing humanitarian action studies and how they can be used as a platform to examine enduring questions. The presenters will provide examples of humanitarian-related learning and humanitarian engagement tools and models from a multi-disciplinary and domestic versus developing country perspective.

Julie Mughal, Assistant Director, Center for Faith and Public Life and Humanitarian Action/JUHAN Coordinator—Fairfield University

Global Civic Engagement

POSTER 14: The Role of International and Domestic Student Interaction in Campus and Curriculum Internationalization

In response to the increasing internationalization of Minnesota’s student body, a research study was conducted at three of five campuses in the University of Minnesota system to learn from domestic and international students about their perceptions of interacting with and responding to international diversity inside and outside of the classroom. Curricular and/or pedagogical activities that allow faculty members to facilitate international and domestic student interaction and mutual learning in courses across academic disciplines were also investigated. This poster will present two sets of findings from the first stage of the study.

Diana Yefanova, Post-Doctoral Research Associate—University of Minnesota-Twin Cities

Global Civic Engagement

POSTER 15: Learning in South Africa, Living in the World: Community-engaged Learning Towards Responsive Citizenship

During the last few decades most countries have been confronted with the challenge to redefine themselves in the face of social change. In South Africa, these years coincided with the democratic transition into a post-apartheid era and the restructuring and development of a society embedded in its own unique multicultural, multiracial, and multilingual context—a transformative experience of dramatic and deep significance. This poster will share the outcomes of transformative community-engaged experiences and map the learning process toward these outcomes. The presentation will refer to the underlying learning theories (experiential, constructivist, situated learning), and how community engaged learning applies certain principles towards effective global learning.

Luzelle Naude, Senior Lecturer, Department of Psychology—University of the Free State

POSTER 16: Liberal Education and America’s Promise

Liberal Education and America’s Promise (LEAP) is a national advocacy, campus action, and research initiative that champions the importance of a twenty-first century liberal education—for individuals and for a nation dependent on economic creativity and democratic vitality. LEAP seeks to engage the public with core questions about what really matters in college, to give students a compass to guide their learning, and to make a set of essential learning outcomes the preferred framework for educational excellence, assessment of learning, and new alignments between school and college. This poster will share an overview of LEAP and how it connects to global learning.

Kathy Wolfe, AAC&U Senior Fellow and Professor of English—Nebraska Wesleyan University

Saturday

SATURDAY, OCTOBER 18, 2014

8:00 – 9:00 am

BREAKFAST AND FACILITATED DISCUSSIONS

Breakfast will be available on the second floor.

See page seven for topics and locations.

Mapping Global Learning Capacities across the Undergraduate Experience

The second in a two-part discussion designed around shared interests and facilitated by campus practitioners. Participants will share some of their “aha moments,” examine critical questions, and propose action steps to consider upon return to campus.

9:30 – 10:45 am

CONCURRENT SESSIONS

Marquette I,
Second Floor

CS 23: Globalized Curriculum Design: Broadening Faculty and Student Perspectives

Global Knowledge

Participants will learn of an innovative, replicable model of faculty development for revitalizing humanities curricula through global content, examine the process of internationalizing humanities curricula using principles of backward design, and apply these methods to their own courses and programs.

How can faculty design courses that develop students’ global knowledge? Faculty Fellows of the Global Humanities Institute (GHI) at Montgomery College describe the backward design method used to internationalize their humanities courses and interdisciplinary learning communities. The Fellows will present global outcomes, curricula, and assessments—including “global” service learning tasks—that they have created through this method. They will discuss the effects of enriched, internationalized humanities study on student learning. Session participants will consider their own instructional goals in light of these models and ways in which backward design can transform courses, programs, and learning communities.

Marcia Bronstein, Professor of English, **Joan Naake**, Professor of English, **Carla Naranjo**, Professor of Spanish, and **Sahar Sattarzadeh**, Adjunct Professor of Sociology, Global Humanities Institute Fellow—all Global Humanities Institute Fellows of Montgomery College

Marquette II,
Second Floor

CS 24: How to Talk About Difference: Leveraging Virtual Space in International Education

Global Knowledge

How can we effectively prepare students for the cultural differences they will encounter when studying abroad? This session will present excerpts from an online learning module developed for business students using Hofstede’s dimensions of culture. The module was created to engage business school students specifically, but the core concepts can be relevant to other audiences. This presentation will provide a brief overview of the technology used to create the module, as well as the theoretical framework involved. The primary areas of focus will be the development of the module, the identification of the intended audience, and the effective virtual communication of key concepts. In addition, this session will address next steps for student learning beyond the online module, including ideas for in-person follow-up and resources for independent learning.

Lauren Dickinson, Education Abroad Program Manager—University of Minnesota-Twin Cities

Marquette III,
Second Floor

CS 25: Global Approaches to Global Learning Assessment: Making the Results Meaningful

Global Knowledge

Participants will be able to identify methods for facilitating support for global learning outcomes, determine which kinds of assessment instruments and results enable stakeholders to improve contributions to student learning, and develop data reporting and analysis methods that inspire global learning innovation.

This session will provide participants with a framework and practical strategies for

Saturday

engaging diverse stakeholders in the holistic assessment of global learning. Whether participants are just beginning to determine what students should know and be able to do, have already determined assessment methods, or are looking to revise or reinvent their initiatives, they will derive meaningful takeaways that can be applied across their institutions. The presenters will focus on methods for building robust feedback loops into assessment plans and for leading broad-based dialogue for continuous improvement. Come prepared to engage in these methods. The multiple perspectives of the group will help participants to envision global learning assessment in a whole new way.

Hilary Landorf, Director of Global Learning Initiatives, and **Stephanie Doscher**, Associate Director of Global Learning Initiatives—both of Florida International University

Symphony II,
Second Floor

Global Challenges

CS 26: Teaching Global Challenges: An Innovative, Collaborative Approach

Participants will consider a global learning curriculum that features learning objectives aimed at developing globally competent citizens, blended learning models, and faculty collaboration.

A multi-disciplinary team of faculty from a dozen campuses participated in an initiative of the American Association of State Colleges and Universities (AASCU) aimed at preparing students to be competent citizens able to address complex global challenges. These scholars collaborated with *The New York Times* and the Center for Strategic and International Studies to develop the Global Challenges Curriculum. The curriculum focuses on seven key areas of change: population, resources, information, technology, economies, conflict, and governance. The initiative and its resulting curriculum consider faculty work in ways that transcend academic disciplines, cut across campus boundaries, and flip the classroom. This session will share the curricular framework and introduce participants to innovative course development and delivery practices that advance student learning.

Shala Mills, Chair, Professor of Political Science and National Coordinator AASCU Global Challenges Project; **Darrell Hamlin**, Assistant Professor of Justice Studies, Senior Fellow Center for Civic Leadership, and AASCU Global Engagement Scholar—both of Fort Hays State University; and **Denny Falk**, Professor of Social Work—University of Minnesota-Duluth

Symphony I,
Second Floor

This session will include two presentations followed by time for questions and discussion.

CS 27: HEDsUp – Cultivating Global Knowledge and Skills

Facilitator: **Elizabeth Dickens**, Program Assistant and Assistant to the Vice President, Office of Integrative Learning and the Global Commons—AAC&U

Information Literacy and Global Literacy: Can the Two be Combined?

In response to a campus call for Global Studies Foundation Seminars, librarians at the University of Illinois at Urbana-Champaign developed a course entitled “The Power of Information in Development.” The course is unique in the way knowledge of global issues and information literacy are addressed. It focuses on transformative events in technology and information using the United Nation’s Millennium Development Goals as a framework, exploring the production and dissemination of knowledge in society and providing students with a deeper understanding of the term “digital divide” in support of sustainable development in less-developed countries. Students who took this course improved their understanding of the relationship between information and societies and of what it means to be information literate in a world of social networking, meta-search engines, and other information technologies.

Lynne Rudasill, Associate Professor, University Library, and **Barbara Ford**, Mortenson Distinguished Professor, University Library—both of the University of Illinois at Urbana-Champaign

The Implementation and Assessment of High-Impact Global Education Programs

Duke University has a long-standing commitment to internationalization and global education. This session describes three high-impact global education programs situated within Duke's Quality Enhancement Plan: the Winter Forum, the Global Semester Abroad, and the Global Advisers. In particular, session participants will be able to summarize, adapt, and extend Duke's approach to the implementation and assessment of these programs for use at their home institutions, including the tools used and challenges observed. The discussion is especially relevant for faculty and administrators engaged in the design and evaluation of global education programs.

Matt Serra, *Director of Assessment, Trinity College—Duke University*

Marquette IV,
Second Floor

*Global Civic
Engagement*

CS 28: Putting the Local in Global Education

Participants will learn about and reflect on how different program types, pedagogies, and strategies can be employed in local settings to help students develop the ability to understand, engage, and lead across cultures.

To many educators, the word global continues to suggest study abroad as the learning arena for fostering global understanding. By asking how geographic location can impact students' ability to achieve broad-based learning outcomes for global education, this speaker will demonstrate why domestic study away opportunities offer an expansion of this strategy. Global and local has become a false dichotomy. We can encounter people of other ethnicities, hear other languages spoken, and observe cultural and faith traditions different from our own without leaving our home communities. The speaker will address how to incorporate global civic engagement as an essential program element and how direct engagement with people of other cultures can transform students into better global learners.

Neal Sobania, *Professor of History—Pacific Lutheran University*; **Patty Lamson**, *Director of International Programs—Earlham College*; **Scott Manning**, *Dean of Global Programs and Associate Professor of French—Susquehanna University*; **Sarah Pradt**, *Director of Programs—Higher Education Consortium for Urban Affairs*

Marquette V,
Second Floor

Global Identities

CS 29: Global Narratives: Integrating Student Experiences Abroad through Reflective Practices on Return

Participants will gain an understanding of student development theory supporting the role of reflective learning and narrative inquiry by exploring workshop models that seek to integrate curricular and cocurricular learning across multiple departments and offices on campus.

What do students learn through living, working, or studying abroad? How do we do more than welcome our students back onto campus? Smith College has approached this challenge through the design of reflective learning workshops that follow students' international internship experiences. Students learn to describe what they learned through structured narratives about their own identity and meaningful aspects of their specific experiences. This session will illustrate ways in which reflection and story-telling can elucidate global learning as students construct meaning from their experiences. Presenters will also discuss the ways in which such approaches can be scalable for different institutional settings and needs. Finally, facilitators will prompt paired and small group discussions around approaches to fostering reflective narratives through cross-campus initiatives.

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

11:00 am – 12:00 pm PLENARY

Salon ABC,
Third Floor

Students' Stories: Influential Experiences and Turning Points in Global Learning

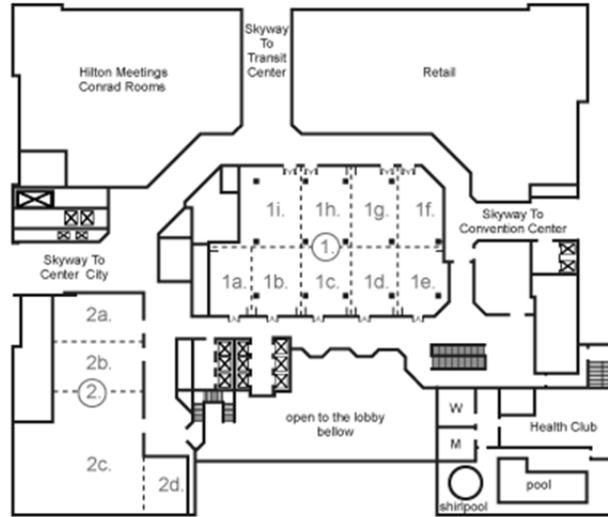
Students from four institutions in the Minneapolis region will share their stories of what global learning means to them and how their global understandings, perspectives, values, and commitments have evolved over time. They will describe the kinds of experiences that lead to new insights about the world, their place in it, and their responsibility for the common good.

Panelists: *Modou Jaw*, Student—Minneapolis Community and Technical College; *Nazrawit Dimore*, Student, International Relations—Augsburg College; **Abigail Flores**, Student, Spanish and Education—St. Catherine University; and **Jane Sitter**, Student, English, Spanish, and Teaching English as a Second Language—University of Minnesota
Moderated by **L. Lee Kniefkamp**, Professor Emerita, Teachers College, Columbia University and Senior Scholar, AAC&U

12:00 pm

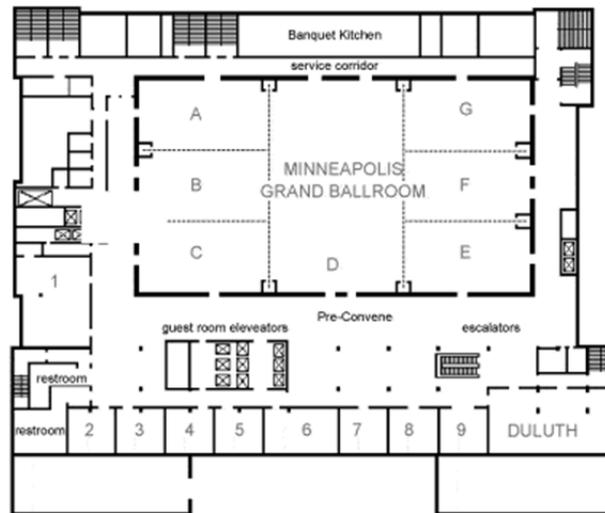
CONFERENCE ENDS

HILTON MINNEAPOLIS - SECOND FLOOR



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|--|---|
| <p>1. MARQUETTE BALLROOM</p> <p>1a. MARQUETTE I</p> <p>1b. MARQUETTE II</p> <p>1c. MARQUETTE III</p> <p>1d. MARQUETTE IV</p> <p>1e. MARQUETTE V</p> <p>1f. MARQUETTE VI</p> <p>1g. MARQUETTE VII</p> <p>1h. MARQUETTE VIII</p> <p>1i. MARQUETTE IX</p> | <p>2. SYMPHONY BALLROOM</p> <p>2a. SYMPHONY BALLROOM I</p> <p>2b. SYMPHONY BALLROOM II</p> <p>2c. SYMPHONY BALLROOM III</p> <p>2d. SYMPHONY BALLROOM IV</p> |
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HILTON MINNEAPOLIS - THIRD FLOOR



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| <p>1. ROCHESTER</p> <p>2. BOARD ROOM 1</p> <p>3. BOARD ROOM 2</p> <p>4. BOARD ROOM 3</p> <p>5. DIRECTOR'S ROW 1</p> <p>6. RED WING ROOM</p> | <p>7. DIRECTOR'S ROW 2</p> <p>8. DIRECTOR'S ROW 3</p> <p>9. DIRECTOR'S ROW 4</p> |
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