GLOBAL LEARNING AND THE COLLEGE CURRICULUM:
Nurturing Student Efficacy in a Global World

October 6-8, 2016
Denver, Colorado

PROGRAM OF EVENTS

Thursday, October 6, 2016

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

1:00 P.M. – 5:00 P.M.   COMMUNITY ENGAGEMENT ACTIVITIES
Pre-registrants meet in the hotel lobby by 12:45 P.M. to depart at 1:00 P.M.

Pre-Conference Service Activity
Pre-registration and $25 fee required; space is limited.

Join in visiting Metro Caring, a Hunger Relief Center in Denver that caters to a wide variety of community residents, many of whom are recent immigrants. Following a brief orientation, participants will walk (or can taxi) 0.9 miles to the agency to tour and then work in the warehouse. Individuals should dress in clothing appropriate for a warehouse setting (e.g., shirts with sleeves and sneakers or work boots). At the activity’s conclusion, participants will discuss the role of community engagement in understanding global transitions.

Lori McKinney, Service Learning Specialist, Ryan Campbell, Program Coordinator, Center for Urban Connections, and Graham Ignizio, Faculty Associate for Service Learning—all of the Metropolitan State University of Denver

Field Trip: Geology of Denver—Red Rocks and Dinosaur Ridge
Pre-registration and $50 fee required; space is limited.

Join in this geology tour of Denver and the nearby Front Range, where participants will examine the regional geological setting of Denver from the vantage point of famous Red Rocks Park and Amphitheatre. The group will visit the spectacular dinosaur tracks at Dinosaur Ridge and hike among rock formations that expose views of seashores that existed millions of years ago. Individuals should wear comfortable clothing for light walking.

Ed Nuhfer, Geologist and Former Director of Educational Effectiveness—Humboldt State University

2:00 P.M. – 5:00 P.M.   PRE-CONFERENCE WORKSHOPS
Separate registration and fee required ($125 members; $195 non-members); seating will be limited so register early.

WK 1: Enhancing Student Intercultural Communication, Civic, and Critical Thinking Skills
In recent decades, research on international education and civic engagement programming has enhanced understanding of key components of global learning. Yet much of the research has been isolated by institution, population, location, or methodology. For the past three years, a team of researchers has conducted a mixed
methods assessment of global learning outcomes relating to domestic and international global learning efforts, most of which have included community engagement. Drawing on insights from this pioneering research as well as the broader literatures informing each area of practice, the workshop facilitators will clarify key components of community-engaged global learning that maximize the potential for enhancing student intercultural communication, civic, and critical thinking skills. This workshop will include an overview of the theory that informs current research, an introduction to teaching and facilitation tools resulting from lessons learned, and an opportunity for participants to apply those insights to course and program planning to their home institutions. Cynthia Toms, Director of Global Education—Westmont College; and Eric Hartman, Assistant Professor, Staley School of Leadership Studies—Kansas State University

WK 2: 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 innovative thinking and develop course content within the curriculum. Participants will discuss ideas and concepts that have been established in practice and shown to have successful and measured results. For example, co-facilitators will examine their experiences with and assessment results from issue-centered role play and one-page papers assigned before and after the course. Participants are encouraged to bring an example of global learning—a successful outcome, course, or other aspect of a global learning course or program—to share and serve as a point of departure for developing their own creative ideas within the context of an interactive workshop. Christie Sample Wilson, Associate Professor of History and Chair, History Department—St. Edwards University; and Indira Nair, Professor and Vice Provost Emeritus—Carnegie Mellon University

WK 3: Inclusive Strategies for Shaping Global Learning Initiatives
Pockets of innovation for global learning abound throughout higher education, yet an intentionally designed overarching vision and strategic plan could help ensure that all students draw from diverse disciplinary perspectives to solve problems that exist both at home and abroad. The workshop facilitators will share insights into inclusive strategies and approaches, and participants will examine strategic planning for global learning that considers the intersections of diversity and inclusion, essential learning outcomes with international understanding, and competencies that best prepare all students for life, work, and community engagement in our global society. Elaine Meyer-Lee, Associate Vice President for Global Learning and Leadership Development—Agnes Scott College; and Frank Tuit, Senior Advisor to the Chancellor and Provost on Diversity and Inclusion and Associate Professor of Higher Education—University of Denver

WK 4: Strategies to Integrate Sustainability and Global Learning
This workshop will explore how global learning goals can be combined with curricular change to support sustainability and resilience commitments. The workshop facilitators will examine curricular change as a multistep, ongoing, and cyclical process that includes evaluating existing programs and then fostering faculty willingness to design new course materials, implement new pedagogical methods, and develop appropriate assessment tools. Participants will learn about strategies from across the United States that (1) prepare students to apply critical and systems thinking principles in their academic and professional fields; (2) train a generation of leaders who can help address major challenges in our society; and (3) contribute to the broad field of inquiry. Real-world problem-based teaching and research examples from the humanities, social sciences, natural sciences, business, and agriculture will illustrate curriculum transformation strategies. This workshop will be participatory and attendees will leave with allies, resources, and clear strategies for next steps. Peggy F. Barlett, Goodrich C. White Professor of Anthropology—Emory University; and Odemari Mbuya, Professor of Agricultural Sciences and Faculty Director, Sustainability Institute—Florida A&M University

7:00 – 8:15 P.M. WELCOME REMARKS AND KEYNOTE

Welcome Remarks
Lynn Pasquerella, President—AAC&U
Keynote
Global Learning in (or Despite?) an Age of Technology

Kentaro Toyama, W.K. Kellogg Associate Professor—University of Michigan and author of Geek Heresy: Rescuing Social Change from the Cult of Technology (Public Affairs, 2015)

How can the same Internet that provides a mechanism for students to have Facebook friends around the world also provide a way for ISIS to recruit vulnerable young people on American soil? Why do MOOCs support learning in developing nations, though they do little for the least privileged in the United States? These questions highlight misunderstandings about digital technology's actual impact on learning and intercultural knowledge. Drawing on research in which he sought technological solutions to educational challenges in India, Dr. Toyama proposes a "Law of Amplification" that concisely captures what we can expect of technology in education. A "recovering technoholic," Dr. Toyama critiques tech-utopian promises and offers a powerful framework for thinking about the interplay of technology and human agency in the context of 21st-century global learning.

8:15 – 9:00 P.M. MEET AAC&U PRESIDENT LYNN PASQUELLA RECEPION
Join in this opportunity to meet Lynn Pasquerella, AAC&U President, visit with colleagues, and begin to plan your schedule for the conference.

Friday, October 7, 2016

7:30 A.M. – 9:15 A.M. POSTER SESSIONS AND CONTINENTAL BREAKFAST
IMPERIAL BALLROOM, SECOND FLOOR

Breakfast will be available 7:30 – 9:00 A.M. If you are attending the AAC&U Newcomers’ Welcome and Introduction to LEAP session at 8:15 A.M., please plan to have breakfast beforehand. The posters are organized by theme as shown below.

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways

POSTER 1: Assess This! Measuring the Impact of Global Learning at Community Colleges

It is commonplace to say that college students need to be educated for a global future. In 2006, AAC&U identified global competencies and intercultural skills as essential components of a 21st century college education. And yet the nation’s nearly 1200 community colleges have lagged behind 4-year institutions in acknowledging the importance of global education in their curricula, faculty development, learning outcomes, and mission statements. This poster will present how the Office of International Education at Harper College has addressed this deficit by developing, adopting, mapping, and assessing five Global Learning Outcomes (GLOs) through an open, inclusive, and interdisciplinary process. *Participants will* learn how to infuse GLOs in a variety of disciplines and programs (e.g., gen ed, study abroad, STEM); techniques for assessing GLOs in a variety of disciplines and programs; and what “next steps” are planned for integrating GLOs in diverse curricula at Harper College, a comprehensive community college outside Chicago.

Richard Johnson, Director, Office of International Education, Nellie Khalil, Assistant Professor of Biology, and Brian Knetl, Associate Provost—all of William Rainey Harper College

POSTER 2: Gendering Global Learning: Transforming Global Education One Course at Time

Global education is an important locus of learning for students in the United States. However, all too often, when engaging students in critical world issues such as climate change, public health, education, and human rights, educators can fall prey to overlooking how these global topics not only impact different countries and regions (i.e., global north versus the global south) differently but also how they impact people unevenly depending on various axis of identity – including gender, race and class. This poster will examine how educators can encourage the
gendering of global education. It will explore an intersectional course and also consider economic class, sexuality, race as well as other identity categories in addition to gender. Participants will recognize the importance of gender inclusivity in global education; investigate strategies for effectively gendering global courses; see how to integrate gender inclusivity when addressing global climate change, public health, education, equity, and human rights; and learn assessment methods for gendering global education.

*Ann Savage, Professor of Critical Communication and Media Studies and Vivian Deno, Associate Professor of History—both of Butler University*

**POSTER 3: Promoting Intercultural Competence Among Criminal Justice Students Using Signature Assignments**

This poster will describe strategies aimed at promoting intercultural competence among criminal justice majors. Given the paramount importance of preparing future law enforcement and correctional officers for working in a multicultural society, one course was redesigned to incorporate three assignments and a signature assignment aimed at fostering students’ understanding of the values, beliefs, and communication styles of other cultures. Details of the assignments and activities used, as well as assessment data showing students’ recognition of and sensitivity to worldviews other than their own using a modified version of the AAC&U VALUE rubric for intercultural knowledge and competence, will be shared. Participants will discuss opportunities both in and out of the classroom for exposing students to other cultural perspectives and worldviews; see how assignments that require students to engage first-hand with course material can foster intercultural competence; and see how to design interactive assignments that capitalize on cultural differences among students and encourage the recognition of these as learning opportunities.

*Leanne Owen, Professor of Criminal Justice—Neumann University*

**POSTER 4: Current Event Fridays - Collaborative Learning in College Class for High School Students**

This poster will describe how well Current Event Fridays helped students learn to work in groups, make oral presentations, access technology, participate in discussion, and weave examples of global learning into their writing. The poster will highlight elements that worked well and elements that needed adjustment. Participants will consider and understand the logistics, learning objectives, lessons learned, and outcomes of a collaborative project--called "Current Event Fridays"--instituted at a Denver Public Schools high school’s "Introduction to International Relations" college class.

*Rachel Bruce, Debate Coach and Concurrent Enrollment Instructor—Martin Luther King, Jr. Early College*

**POSTER 5: Mapping Global Learning on Campus – Learning from Two Approaches**

As part of a larger multi-institutional research project on global learning, this poster presentation will address two different processes of mapping global learning at two different institutions. In particular, the research explores the current similarities and differences in the practices, teaching methods, and intended learning outcomes of global learning in the curricular and co-curricular settings. In addition to summary findings, this presentation will include a discussion on the processes of the two approaches utilized to map global learning practices and learning outcomes. Participants will learn how to map global learning across the curricular and co-curricular departments; the advantages and disadvantages from each process; summary findings from the research; and consider how to apply this new knowledge to their own institutional context.

*Micki Davis, Director of Community Engagement—Clark University; and Joseph Hoff, Independent International Education Professional*

**Ethical Obligations to International and Domestic Students and Community Partners**

**POSTER 6: Pedagogical Strategies for Equity: Bridging foundations courses to support ELL Student Engagement**

This poster will outline a conceptual and practical framework for building a learning community for English language learning (ELL) students that bridges an introductory history and a humanities foundations course. Moving away from deficit discourse, this project offers pedagogical and curricular insights on how to address ELL students’ need for additional support in a way that further develops intellectual rigor and engagement with course content.
The poster will outline use of interdisciplinarity and student-led cross-cultural inquiry that helps students to draw from their existing knowledge and perspectives. Preliminary findings from this pilot illuminate implications for other bridged courses and learning communities, offering approaches to pedagogy and curriculum that support more equitable and meaningful engagement for ELL students and in turn, deepening and strengthening global learning for all students. Participants will learn about opportunities and challenges in designing and implementing bridged courses to support ELL students to gain foundational academic skills; think creatively about how to leverage ELL students’ cross-cultural perspective as an intellectual advantage in liberal arts educational spaces; learn pedagogy for ELL student contribution, integration, and empowerment; and discuss how building equitable practices to support non-native English speakers can build stronger learning environments for all.

Elizabeth Knauer, Visiting Assistant Professor, Social Science and Intensive English, Ann Holder, Associate Professor of Social Science and Cultural Studies, and Nancy Seidler, Director of Intensive English—all of Pratt Institute

POSTER 7: Enriching the Pathway for International Students

James Madison University has conducted research and found that, compared to domestic students, international students face higher adjustment issues and lower retention rates. The research looked at areas such as help-seeking, use of campus resources, grade point averages, sense of belonging, and some of the challenges that hinder student engagement in the classroom. In response to these findings, the Office of International Student and Scholar Services at JMU coordinates programs that involve the entire institution and the local community engaging with international students. This poster presentation will introduce participants to both the survey results and to several of these innovative JMU programs, with the objective of providing tangible ideas that audience members can use to promote diversity efforts at their home institutions. Participants will learn about innovative programming designed to increase meaningful interactions between domestic and international students, and community members and international students; and learn how survey results can support programming efforts.

Jonathan Kratz, Assistant Director of International Student and Scholar Services and Delo Blough, Director of International Student and Scholar Services—both of James Madison University

Strategic Planning for Global Learning: Designs for Greater Inclusivity

POSTER 8: Assessing Global Learning in Semester Courses with Integrated Short-Term Immersion Experiences

This poster will describe a preliminary evaluation to inform a model of imbedding 7-10 day global immersion experiences into semester long courses. This evaluation uses student reflections from six pilot courses to investigate ways to structure learning/immersion opportunities, specifically exploring ways that students perceive that their ethical awareness and global perspectives were enhanced based on their global immersion experience. These outcomes were mapped to institutional learning outcomes and the LEAP VALUE rubric on global learning. Differences in students’ perspectives by gender, race, and prior study abroad experience will be presented. Participants will learn about designs for measuring students’ global perspectives and cultural awareness and how to integrate these learning outcomes into their courses. The poster will share findings on the diversity of students participating in the study abroad and how to meet the spectrum of student needs. A simple post-test design was used, informed by the LEAP Global Learning VALUE rubric (https://www.aacu.org/value/rubrics/global-learning). Course and trip design and assessment data gathered from six Spring 2016 courses will be featured.

Deanna Cooke, Director of Engaged Learning, Bellarmine College of Liberal Arts and Emily Schlam, Assistant Dean, Bellarmine College of Liberal Arts—both of Loyola Marymount University

POSTER 9: Globalizing Professional Education: Experiential Lessons from a Global Portfolio Program

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

**POSTER 10: Going Global: Diversifying Learning Experiences and Immersing into Society**
This poster will describe the Global leadership Certificate Program (GLCP), a pilot co-curricular certificate of completion program, which aims to help students develop intercultural competence, global home experiences and confidence to move past one’s comfort zone. The program prepares students to truly immerse in and acquire knowledge and appreciation for other cultures, by completing enriching activities within the knowledge areas of intercultural competence, diversity engagement, and service. The program culminates with a reflective capstone project and includes a transformative goal of a partially or fully funded study abroad experience. **Participants will explore how to create and implement a co-curricular global leadership certificate program to increase intercultural competence.**

**Ashley Williams**, Program Coordinator, **Student Multicultural Center** and **Gyorgyi Mihalyi-Jewell**, Marketing and Public Relation Communication Specialist, Wick Poetry Center—both of Kent State University

**POSTER 11: Dynamic Strategies to Promote and Strengthen Global Learning Across the Curriculum**
This poster will present several dynamic strategies that have been used to promote and strengthen global learning across the curriculum at Stockton University. The components of this model include a two-day summer institute on globalizing the curriculum for faculty across disciplines; a one-day workshop on disciplinary-relevant global learning for faculty in individual schools/programs; a one-day workshop for administrators; course syllabi; students’ projects; assessment; and several meaningful global learning projects integrated with technology and languages. **Participants will learn a dynamic approach to promote and implement global learning across the curriculum and glean new ideas on developing global learning in their own institutions. Handouts with models and examples will be distributed to participants for them to take back to their institutions.**

**Jiangyuan Zhou**, Internationalization Specialist—Stockton University

**POSTER 12: Collaborating with a Diverse Student Population: Creating Affordable, Authentic and Meaningful Study Abroad**
In January 2016, fourteen students and two Metropolitan State University of Denver professors traveled to Bhopal, India, the site of the 1984 Union Carbide environmental disaster to engage in multiple service-learning projects. These were diverse, atypical study abroad students. A faculty-student collaboration created a prototype program that significantly decreased costs, and enhanced student ownership of the experience. This poster will describe the theories of authentic learning, stages of group development and transformational learning. **Participants will be able to creatively address cost cutting and funding issues, utilize the travel group dynamic in planning the curriculum for the trip, comprehend the importance of the Learning Zone and how to apply it in study abroad, and create a transformational experiential learning process. They will leave with a toolkit of practices to create curricula adaptable to any study abroad program.**

**Emily Matuszewicz**, Assistant Professor, **Carol Jensen**, Professor, and **Erik Montoya**, Graduated Student—all of Metropolitan State University of Denver

**Integration of Global Learning with Other High-Impact Educational Practices**

**POSTER 13: Integrating Global Perspectives into Service Learning Courses**
This poster will outline two Computer Science courses that incorporate a framework of service learning projects infused with strong global perspectives. In these two courses, students develop complex web/database applications for real clients. Global sensitivity is especially crucial for projects that are publicly accessible by users world-wide. Data will be presented indicating the importance and resulting benefits of integrating global perspectives into these service learning experiences. Concrete examples will demonstrate how global perspective was incorporated into project and assignment design. Additionally, a sampling of challenges encountered and the strategies utilized to address them will be described. Adaptable to most teaching scenarios and disciplines, this poster encourages educators to embrace methods that prepare students to become effective, compassionate and
agile global citizens. **Participants will** understand data indicating the importance of integrating global perspectives through service learning experiences when preparing students to enter the global workforce; have a framework of examples highlighting potential student engagement activities at different stages in service learning; see how global learning can be incorporated into team-based course projects; and see potential challenges and strategies utilized to address them.

*Lingma Acheson, Lecturer, International Student Advisor—Indiana University-Purdue University Indianapolis*

**POSTER 14: Addressing Issues of Diversity in Elementary Spanish**
This poster will describe how selected activities of an Elementary Spanish I course were modified to encourage students to think more inclusively about the Hispanics in their communities and recognize Spanish-speaking countries as diverse and dynamic societies which have made significant and meaningful contributions to the humanities. On a more global level, the purpose of the modifications was to have students see the world more realistically and delegitimize stereotypes, which are destructive to engaging people from different cultures into a successful dialogue. The work was funded by an AAC&U/NEH Bridging Cultures grant. Elementary Spanish I was chosen as a high-impact course. **Participants will** learn how to use their classrooms as a space to examine the themes of diversity and inclusion, and teach a global perspective on human development, particularly with respect to the Hispanic community in the U.S. and other Spanish-speaking communities around the world. Participants will understand the attempt of County College of Morris to develop a high-impact practice for integrating diversity and inclusion into more classrooms and on campus in general and how a website, www.cia.gov, can be used to examine these themes as well as teaching Spanish vocabulary.

*James Hart, Chair, Languages and English as a Second Language Department—County College of Morris*

**POSTER 15: Multidisciplinary, Experiential Learning Assignments: Making the European Union Local**
This poster session will present a model of experiential learning assignment within a course on European integration which draws on the expertise and collaboration of multiple campus and community entities: the department of International Studies; the College of Business; the Center for Entrepreneurship; the International Trade Center; the Career Center; and the local World Affairs Council. Students utilize their classroom knowledge directly in a practicum-like assignment in which they research and present the impacts of a proposed US-EU transatlantic trade deal on local businesses, labor, and the environment, and are instrumental in organizing, promoting, and implementing a World Affairs Council conference on the trade deal. In collaboration with the Career Center, student success is measured through pre- and post-event evaluations of student skills- and competence-building. **Participants will** explore a model assignment that brings together multiple units at the University and provides students with a practicum-type experience in the context of the European Union (EU) and leave with resources useful in helping students to develop and articulate transferable skills based on their experiential learning.

*Jeanie Bukowski, Associate Professor—Bradley University*

**POSTER 16: Examining a Collaborative Model of Support for Global Learning Experiences**
Global learning philosophies and outcomes are often embedded, either implicitly or explicitly, in various types of high-impact practices including volunteerism, internships, and curricular experiences. The LEEP Center at Clark University was established in 2012 and brought together many of the offices that support curricular and co-curricular global learning on campus. The LEEP Center also implemented a holistic model of student advising to support students throughout their undergraduate experience. This poster will outline the LEEP Center’s integrated model of holistic advising and discuss some of the benefits and challenges of working across offices and streamlining efforts to advise, engage, and support students that pursue and participate in high-impact practices related to global learning. **Participants will** learn about integrated efforts to support multiple high-impact practices, many of which relate to global learning. Participants will learn of the new holistic model of student advising and of the Center’s collaborative approaches to support students before, during, and after these high-impact experiences. Participants will also learn of the benefits and challenges of this integrated approach and will be able to identify specific elements to apply at their own institution.

*Micki Davis, Director of Community Engagement—Clark University*
**Poster 17: Georgia Tech’s International Plan: Integrating Global Learning into Degree Plans and Capstones**

This poster will showcase how Georgia Tech’s International Plan (IP) is succeeding in incorporating global perspectives into university courses. The IP requires students from the 27 participating majors to go abroad for a minimum of 26 weeks, learn a foreign language, take 3 globally-focused courses, and integrate an international element into their capstone course. Examples of syllabi from capstone courses integrating this global learning element will be provided as well as 8 semester plans incorporating the three globally-focused courses to help participants consider how their own campuses can enhance global learning initiatives. **Participants will** see how the International Plan at Georgia Tech is incorporating global learning into four year plans and capstone courses in a variety of majors. Examples of capstone courses that integrate a final international reflection component into a Mechanical Engineering Senior Design course, for example, will be provided.

**Colette Fournier,** International Plan Advisor—Georgia Institute of Technology

**Poster 18: Incorporating Language and Culture into International Collaborative Undergraduate Research**

This poster will present three different models for integrating global learning with other high-impact educational practices. The focus will be on incorporating language and culture into interdisciplinary, collaborative undergraduate research in international settings. The presenters will report about projects in Russia, China, and France that could be adapted for other destinations. The session will include strategies for designing meaningful, manageable, original research projects that can be carried out in collaboration with undergraduates, with special attention to opportunities and challenges entailed in conducting research in international settings. **Participants will** learn how students explored new directions of theater in Russia; conducted field research about environmental awareness and sustainable urban development in both China and Singapore; and researched musical life in 1924 Paris, using French archival sources to produce a series of digital maps that organize musical performances spatially and chronologically.

**Marc Robinson,** Professor of Russian, **Ka Wong,** Associate Professor of Chinese, and **Louis Epstein,** Assistant Professor of Music—all of St. Olaf College

**Poster 19: Global Learning through Service Learning: A Flexible, High-Impact, K-16 Model**

Language in Motion, begun at Juniata College and now a nationwide consortium of fifteen diverse, higher education institutions, helps college students solidify and develop their global learning while promoting civic responsibility to their communities. Through this flexibly designed, community-based, service-learning program, students integrate and expand the meaning of their international and intercultural experiences, hone communication skills, and develop cultural competence by sharing their languages, excitement, and knowledge with K-12 classes. The poster will describe program models, goals, and learning objectives; connections to national standards; sample activities; and assessment results. **Participants will** understand how Language in Motion’s flexible, highly replicable program has demonstrated impact; program administrators have used this flexibility to develop models that are both effective and appropriate for diverse institutions, students, communities, and community collaborators; and the program is impacting student learning on all cultural competency domains as defined by the American Association of Colleges and Universities (2009). Participants will receive program materials and an invitation to join the consortium.

**Deborah Roney,** Assistant Professor of English and Director of Language in Motion—Juniata College; and **Kristen Mullins,** Language in Motion Coordinator—Middlebury College

**Poster 20: International Education and Service Learning: Taking steps to encourage an ethical, global mindset**

The Buford Center for Diversity and Service at The University of Findlay has intentionally incorporated intercultural, international, and service learning into cohesive and innovative programs to develop global learning. Programs such as Oilers Serving Abroad and Service Ambassadors provide structured ways for students to get to know others and themselves, to learn about cultural similarities and differences, and to step outside of their comfort zones to learn through off-campus intercultural and service opportunities. This poster will address the challenges and successes of this approach while highlighting the dynamic environment needed to incorporate these ideas into impactful programs for student learning. **Participants will** discuss the innovative programs developed by an intentional collaboration between the offices of international education and service and community engagement; consider the access of various student constituencies for these types of programs; reflect on a variety of approaches for building concern for others in both local and global communities; and discuss global
learning outcomes and employable skills, such as critical thinking, confidence building, problem solving, leadership, and appreciation of diversity, gained by participation in these local and global learning experiences.

Christopher Sippel, Assistant Dean of International, Intercultural, and Service Engagement and Crystal Weitz, Director of Service and Community Engagement—both of The University of Findlay

POSTER 21: Broadening Perspectives through Multidisciplinary Learning in France and Morocco
This poster will describe a successful, multi-disciplinary, theme-driven travel study that used an effective curriculum that integrated diverse educational and cultural backgrounds and encouraged polyvalence within a learning community. Participants will learn about multiple, complementary approaches to assessment of global learning, engagement and inclusion of international students in the travel-study experience, and ideas for how to globalize courses at home. They will learn about a model for successful global learning which highlights an experience of diversity and cultural interchange in France and Morocco. This curriculum, multiple assessment methods, and concrete post-course survey data will demonstrate strong personal student engagement with global questions of identity, inclusion, colonialism and legacy, multidisciplinary student takeaway, and individual examples of enhanced global perspectives. Finally, participants will consider ways to incorporate this multicultural and multidisciplinary environment into their own classrooms or travel study programs.

Lori Willard, Senior Instructor of French and Sara Fischer, Graduate student in Culturally and Linguistically Diverse Education—both of University of Colorado Denver

8:15 – 9:15 A.M. FEATURED SESSION

AAC&U Newcomers’ Welcome and Introduction to LEAP

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

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

Debra Humphreys, Senior Vice President for Academic Planning and Public Engagement—AAC&U

9:30 AM – 10:30 AM CONCURRENT SESSIONS

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways/Facilitated Discussion

CS 1: Theoretical Frameworks for Institutionalizing Global Learning Schemes: Three Preliminary Proposals

Over the last two decades, global learning has become part of higher education and each institution has addressed this imperative in ways that are consonant with its culture, philosophy and vision. The three authors of this session are beginning to build frameworks, each different from the other. It is to be expected that different models will appeal to different institutions because of the diversity of institutions and their cultures and histories. Participants will learn about three distinct frameworks for institutionalizing global learning in colleges and universities: (1) ecology of knowledge approach; (2) social networks analysis; and (3) organizational behavior and principal-agent theory. Participants will contribute to the discussion of these emerging frameworks so as to better describe and analyze the ways in which the theoretical frameworks advance understanding of how to institutionalize global learning. Participants will gain new insights into the structures, processes, and environments necessary for sustaining global learning programs on college and university campuses.
Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Facilitated Discussion

CS 2: Globalizing Our Pedagogy

Montgomery College is an incredibly diverse community college. Teaching Women's Studies in a "traditional" format seemed antithetical to the interconnectedness of countries and experiences that exist today. As professors, we wanted to know more about conditions for women in our students' home countries. Initially, the idea was to connect student issues from different parts of the world (various extended family home countries) to the issues in the U.S. Making students the center of the pedagogy made sense because conditions for women around the world vary so widely. Approaching the subject through only a "Western" lens diminished the richness of our students lived experiences. They could educate us and we could educate them. Participants will gain new approaches to internationalizing their classrooms by harnessing their students' identities—examining these identities in the contexts of their cultural heritages and contemporary issues and shifting their pedagogical approaches from one viewed only through a "Western" lens to one that is embedded in a global context.

Deborah Taylor, Professor—Montgomery College

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Facilitated Discussion

CS 3: Curriculum Internationalization: Global Learning Across Disciplines

This session will provide insights into an approach developed at the University of Utah for faculty teams to develop global learning outcomes and assessment as an impetus for curriculum revision. The facilitators will engage participants in small group discussion focused on developing such initiatives on their campuses and the various approaches that could be explored. The small group discussions will lead into a facilitated discussion focused on faculty and administrator experiences, lessons learned, and best practices in developing global learning outcomes and assessment. Participants will examine the impact of a grant program to promote the development of degree-specific global learning outcomes as the impetus for examining and reforming curricula. Participants will assess the project's applicability to their own institutions, and compare and contrast it with initiatives to internationalize curricula that they have experienced or spearheaded.

Johanna Watzinger-Tharp, Associate Professor, Sabine Klahr, Deputy Global Officer, and Jesse Portillo, Assistant Professor—all of University of Utah

Ethical Obligations to International and Domestic Students and Community Partners | Facilitated Discussion

CS 4: Beyond Student Perspectives: Ethical Considerations for International Service Learning

This session will address ethical considerations for partnerships in international service learning (ISL) study abroad programs. Grounded in the notion of solidarity, the discussion will specifically address strategies for going beyond student learning outcomes and integrating community partner outcomes into program development and assessment methods. Examples of pedagogical approaches for reinforcing ethical obligations through the curriculum will be provided. If your institution operates ISL study abroad programs, or are interested in developing them, you will gain useful insights and tools from this session. Participants will learn how to assess ISL partnerships and use the framework of solidarity to strive towards mutually beneficial relationships in international service learning programming and gain insight into pedagogical methods that reinforce these values.

Kerry Stamp, Associate Director for Study Abroad and Nadia Rubaii, Associate Professor—both of Binghamton University

Strategic Planning for Global Learning: Designs for Greater Inclusivity | Facilitated Discussion

CS 5: WORLD-Wise: Nurturing Student Intercultural Efficacy

Global Citizenship as an integrative learning outcome of the holistic student experience presents significant opportunity and challenge in higher education. As a result, Stetson University embarked on an ambitious strategic
plan to make intercultural learning vital to the Stetson experience. This facilitated discussion is designed for faculty, staff, and administrators new to international learning or interested in integrating diverse high-impact practices and initiatives to advance global citizenship as a core student outcome. Participants will explore and share approaches for increasing student intercultural efficacy through international and community-based engaged learning, undergraduate research, leadership, and focused faculty/staff professional development. They will leave the session with a toolkit of strategies for elevating students’ ability to analyze and address "complex problems that transcend borders".

Rosalie Richards, Associate Provost for Faculty Development, Savannah Griffin, Director of Community Engagement and Inclusive Excellence, Paula Hentz, Director of International Learning, and Lizzie Dement, Assistant Director of Leadership Development—all of Stetson University

Strategic Planning for Global Learning: Designs for Greater Inclusivity | Facilitated Discussion

CS 6: Supporting Innovation in Faculty Development for Collaborative International Online Learning

Showcasing a structurally innovative model to support faculty innovation in the area of collaborative online international learning (COIL), this session will provide participants the opportunity to discuss current and potential structural components of COIL implementation and to address typically encountered barriers. COIL usually involves three very distinct areas of higher education institutions: the international office, the online learning division, and the faculty driven bodies charged with internationalizing the curriculum. The presentation will highlight how these various components have been brought together in an innovative structural model that leverages effective reporting lines and collaborative strategies. Participants will be: (1) introduced to COIL, its goals, and a few concrete examples implemented at DePaul University; (2) guided to examine the structural components of COIL implementation at their institutions, including existing barriers; and (3) encouraged to consider the possible next steps for improving synergies (i.e., cross departmental cooperation and resource sharing) that support innovation in global online learning.

GianMario Besana, Associate Provost for Global Engagement and Online Learning and Rositsa Leon, Assistant Director for Global Engagement and Online Learning—both of DePaul University

Integration of Global Learning with Other High-Impact Educational Practices | Facilitated Discussion

CS 7: Starting Early: Integrating Global Learning into the Freshman Year Experience

This session will focus on the transformation of the Freshman Year Curriculum in order to integrate a global perspective as students. The first year model integrates customized content and leads a fuller redesign of the core curriculum highlighting an iterative process of global learning across the core sequence. An integral component of the transition curriculum is participation in campus activities which support the global experience. Techniques for generating a “ground-up” approach to support the University’s global mission, involving the stakeholders, and addressing challenges, barriers and opportunities will be discussed. Participants will: (1) learn the rationale for building a framework in first year experience courses that incorporates global learning; (2) learn about approaches that maximize the impact of global learning in first year experience courses, through the integration of customized content; (3) gain an understanding of ‘ground-up’ participation in creating change, identifying stakeholders and developing an inclusionary process; and (4) discuss the challenges of curriculum transformation.

Judith Kaufman, Campus CORE Director, Professor of Psychology and Diana Cvitan, Director of Global Learning and Partnerships—both of Fairleigh Dickinson University

Innovation/ Ideation Session

CS 8: Study Abroad, Multi-Destination Programs, and Brief Global Study Tours

This session will include three different campus presentations each focusing on a unique way of using study abroad to contribute to students’ multicultural knowledge and development.

Integration of Global Learning with Other High-Impact Educational Practices

Crossing Borders and Reading Landscapes: Reimagining Short-term Study Abroad’s Purpose and Pedagogy

This session proposes a model for short-term study abroad programs, the Crossing Borders model, that helps students critically examine global issues by problematizing the act of travel itself. Key strategies of this model
Middlesex Community College’s Global Learning Assessment Plan gauges the effectiveness of global learning experiences across the entire undergraduate experience. In addition, the Global Learning Assessment Plan includes the review and assessment of sustainable support structures created through collaboration with key stakeholders across the institution. Drawing from Bolman and Deal’s Four Frames organizational leadership theory and making use of both AAC&U’s Global Learning VALUE Rubric and Global Learning Inventory Framework (Smart Grid), Middlesex Community College has succeeded in developing a comprehensive assessment plan with shared components.
ownership for achieving assessing global learning outcomes. Participants will: (1) use Bolman and Deal’s four frames to identify leadership strategies that address organizational challenges regarding coherent and systemic assessment of global learning efforts; (2) use the AAC&U Global Learning VALUE Rubric and Smart Grid to examine and discuss the assessment processes involved with global learning across the curriculum, including high-impact practices that strategically embed real-world issues within an academic program; and (3) consider the structures and supports necessary to assess campus commitment to global learning.

Dona Cady, Dean of Global Education, Matthew Olson, Dean of Humanities and Social Science, and Philip Sisson, Vice President/Provost Academic and Student Affairs—all of Middlesex Community College

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Workshop-Theory to Practice

CS 10: Engaging Faculty in Global Learning: Strategies for Curriculum Design and Development

As creators and curators of the college curriculum, faculty play a central role in advancing global learning on campus, and importantly, in “nurturing student efficacy in a global world.” It is therefore imperative to engage faculty members early and often in the development and implementation of global learning initiatives. Drawing from our experience working with faculty to develop USF’s Quality Enhancement Plan, the Global Citizens Project, and more recently, creating and leading global faculty development opportunities, the facilitators of this session will address ways to engage and support faculty in curriculum design and development to achieve global learning goals. Three small-group activities will lead participants through the process of developing a shared set of global learning outcomes, incorporating the shared learning outcomes into individual courses, and aligning degree programs with global learning goals and outcomes. Ways to adapt these strategies to different institutional contexts are also considered. Participants will learn methods for engaging and working with faculty in the development of global student learning outcomes, the global re/design of courses, and the global alignment of curricular programs.

Karla Davis-Salazar, Associate Dean of Undergraduate Studies, Kara Fulton, Professional Development Specialist for the Global Citizens Project, and Sommer Mitchell, Professional Development Specialist for the Global Citizens Project—all of University of South Florida

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Workshop-Theory to Practice

CS 11: Breaking Boundaries: Developing an Equity-Driven Global Learning Initiative

This workshop will address some of the successes and challenges of developing a new global education initiative that provides meaningful, real-world learning opportunities, grounded in an ethic of equity. Global Guttmann was developed based on best practices from research on the compensatory effects of high-impact practices, like global learning, for new majority students from under-served communities. Global Guttmann’s 4-phase, travel program model, aims to make global learning inclusive through comprehensive orientation trainings, built-in reflective practices, an e-badging system, assessment models, e-Portfolio and post-travel leadership opportunities in the school community. Participants will engage with ways the Global Guttmann initiative might serve their program, including the 4-phase travel program design, “global learning” assessment measures, e-badging, on-campus engagement, and reflective student prompts using e-Portfolios.

Katie Wilson, Instructor of Interdisciplinary Studies and Program Coordinator of International Education and Laura Gambino, Associate Dean for Assessment and Technology—both of Stella and Charles Guttmann Community College, City University of New York

Ethical Obligations to International and Domestic Students and Community Partners | Workshop-Theory to Practice

CS 12: Ethical Reasoning: A Foundational Skill for Global Citizenship

Global learning in undergraduate education calls our attention to students’ need for the skills and opportunities to critically engage with complex global issues. They need more than a step-by-step decision-making process or ethics code to guide their thoughts and actions. Challenging ethical questions arise in global learning where cultural and social differences demand diverse perspective taking. This session will challenge participants to reconsider traditional ethics education and to view ethical reasoning as a foundational skill for developing global citizens. Participants will: (1) learn and be able to describe an ethical reasoning framework; (2) understand how students’
global learning and development can be strengthened by integrating ethical reasoning into service learning, study abroad, and other high impact practices; (3) practice using an ethical reasoning framework as individuals and in small groups using a globally-relevant scenario; and (4) develop one idea for embedding ethical reasoning education into a global learning experience at their institution.

Lori Pyle, Associate Chair, Ethical Reasoning in Action Program, Vesna Hart, Associate Professor of Graduate Psychology and Project Coordinator for International Network of Universities, and Carol Miller, Project Coordinator for the Office of International Programs—all of James Madison University

Ethical Obligations to International and Domestic Students and Community Partners | Workshop—Theory to Practice

CS 13: How Transformative Learning Theory is Shaping Our Global Learning Practices

This workshop will examine transformative learning theory and its implications for the practice of global learning. The presenter will outline the theory, its connection to the conference themes, and how it is being applied in the development of curricula, pedagogy and practice on a highly diverse and international college campus. She will also describe on-going research and a new global learning rubric highlighting diverse perspectives that continues to shape this work. Participants will: (1) learn about transformative learning theory and related scholarship and why it is important in global learning; (2) learn how the essential skills of self-reflection and engagement with diverse peers and viewpoints are being integrated into curricular and co-curricular programming; (3) reflect on this theory and how it could be applied in their own work; and (4) discuss with their colleagues, other strategies for applying transformative learning theory to global learning initiatives.

Rosemary Talmadge, Senior Advisor for Global Initiatives—LaGuardia Community College, City University of New York

Strategic Planning for Global Learning: Designs for Greater Inclusivity | Workshop—Theory to Practice

CS 14: Empowering Faculty to Develop Personally Meaningful Global Learning Outcomes

This workshop is designed to empower faculty to develop global learning outcomes through a process that acknowledges the lifelong and developmental nature of intercultural learning, laying the groundwork for mentoring students. Participants will draft a personally meaningful global learning outcome, identify their own learning within a framework for intercultural learning, and begin to plan next steps for creating a critically-reflective globally-focused course or program. Participants will practice three strategies for reflection (writing, dialoguing, drawing) and will experience storytelling as a means for intercultural exchange and learning. The workshop will provide guidance for greater integration of global learning across campus and lay a foundation for assessment and evaluation. It is useful for anyone seeking to meaningfully engage and empower faculty in curriculum internationalization (faculty, staff, administrators) and to broaden faculty participation and interest in global learning. Participants will: (1) be able to use three reflection strategies to build an inclusive learning community with intercultural competence as a focus; (2) develop global learning outcomes through reflection, using concept mapping and a framework for intercultural development; (3) plan how to mentor increased intercultural competence; and (4) classify and categorize their global learning outcomes in relation to AAC&U Global Learning and Intercultural Knowledge and Competence VALUE Rubrics.

Melina Draper, Teaching Support Specialist for Internationalizing the Curriculum and Theresa Pettit, Director of the Center for Teaching Excellence—both of Cornell University

Strategic Planning for Global Learning: Designs for Greater Inclusivity | Workshop—Theory to Practice

CS 15: Change Begins with Us: Developing a Globally Engaged Faculty from the Ground Up

In order to fulfill the university mission to “educate socially responsible global citizens” faculty must first be equipped with the knowledge, skills and attitudes needed to teach in the global age. This session will highlight an approach to connecting institutional learning outcomes to a model which addresses global professional development of faculty by identifying and developing the skills and capacities for globally engaged faculty. By focusing on faculty competencies, skills development, and assessment, this innovative design for faculty development contributes to greater integration of global learning across the campus. Participants will: (1) connect institutional learning outcomes with faculty global competency development; (2) use a logic model to
identify and map faculty outcomes and processes for reaching outcomes through backward design and assessment; (3) be introduced to the knowledge, skills and attitudes (KSA’s) of globally engaged faculty important to furthering global learning at the university; and (4) gain familiarity with one professional development model used to increase faculty capacity of global learning KSA’s and one assessment tool, that can also be applied to student learning outcomes, through the use of a logic model.

Ashley Finley, Associate Vice President for Academic Affairs and Dean of the Dominican Experience and Kati Bell, Director Global Education Office—both of Dominican University of California

Integration of Global Learning with Other High-Impact Educational Practices | Innovation/Ideation Session

CS 16: Learning Communities, First Year Seminars, Critical Thinking, and Perspective-Taking: Campus Examples

This session will provide a deeper examination of how four different campuses are developing and implementing high-impact practices to deepen global learning knowledge and dispositions.

Global Learning at a Midsize University: Building an International Learning Community on a Budget

Columbus State University is a mid-sized university that has instituted its International Learning Community (ILC) as an on-campus internationalization strategy, linking global learning across disciplines by connecting traditional classroom experiences with co-curricular activities. The ILC also serves as the basis for CSU’s International Studies Certificate, a supplementary certificate that incorporates ILC courses, upper level international courses and study abroad in order to infuse global learning into the student’s major course of study. Our latest initiative is to link the ILC with our current QEP, “We Solve It,” allowing us to further integrate global learning into the curriculum. Participants will see how to articulate innovative ideas on global learning, emerging from a wide range of disciplines within a university and identify successful strategies for internationalizing university curriculum through a learning community model and other high-impact practices, such as certificate programs and the QEP.

Becky Becker, Assistant Director, Center for International Education and Mariko Izumi, QEP Director—both of Columbus State University

Global Education and Critical Thinking: A Combined focus

Barton College has deliberately created a general education program which focuses on global awareness and 21st century skills including critical thinking. The core requires that students take a minimum of four courses that intentionally teach how people in their fields utilize critical thinking. Students must also take four courses designed to increase understanding of the world around them including one which is both non-American and non-western civilization in focus. Both critical thinking and global awareness culminate in the General Education Capstone in which students use critical thinking to develop solutions to authentic problems in today’s world. Participants will explore strategies in general education designed to integrate critical thinking student outcomes with an insistence on student awareness of global issues. These learning outcomes culminate in a capstone seminar in which students grapple with real world issues.

Alan Lane, Associate Professor of History and Kevin Pennington, Associate Professor of Biology—both of Barton College

Project Based Global Learning in the First Year

The Great Problems Seminars program at Worcester Polytechnic Institute are first year, project-based seminars in which first year students tackle real world, open-ended, and complex problems. This is accomplished through an interdisciplinary team teaching approach. Each seminar focuses on one ‘great problem’ such as food or energy and culminates in a student driven, team-based project aimed at identifying and addressing some aspect of the ‘great problem’. Many student teams work with external organizations (sustainable development NGOs, community organizations, businesses) who operate locally or globally to gain a real world context along with interacting with those who affected by these problems. We have found that students really come to understand, and take ownership of many of the problems that they identify. This session will highlight ethical, pedagogical and practical challenges of this type of course, present successes and failures, and describe strategies for cultivating long-term partnerships with external organizations as they relate to global learning. Participants will leave with a packet of course materials including syllabi, activities, formative and summative course assessments, student work and new understanding of the value of PBL approach to global learning in the first-year.
**Infusing Global Learning in the Classroom: Awareness, Engagement, and Transformation**

At Queensborough Community College (CUNY), student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. The implementation of Global and Diversity Learning (GDL) as a high-impact practice provides a framework for exploring multiple perspectives on viewing the interdependent world. Presenters will share strategies for enriching the curriculum and utilizing the best practices for fostering the knowledge, skills, and dispositions necessary for addressing diverse issues within their local, regional, and global communities. **Participants will** learn strategies for infusing diversity awareness and global learning as a high-impact practice in the college classroom and how to assess and measure student learning outcomes for global learning across the curriculum.

**Meghama Tarafdar**, Assistant Professor of English and **Franca Ferrari**, Assistant Professor of Speech Communication and Theatre Arts—both of Queensborough Community College, City University of New York

1:45 PM – 2:45 PM  **CONCURRENT SESSIONS**

**Outcomes, Assessment and Curriculum/Co-Curriculum Global Learning Pathways | Facilitated Discussion**

**CS 17: Fostering Global Citizenship Through Cross-Curricular Integration**

Rooted in recent studies on the dynamics of globalization, session facilitators will present a global and cross-curricular model that shows how theory and practice can translate into an innovative restructuring of undergraduate curricula and programs aiming to build a sense of global citizenship. After briefly discussing the theoretical and ethical foundations of teaching from a global perspective, the focus will shift to two cross-taught undergraduate seminars with study abroad components – one on Global Germany and the other on Global Spain. **Participants will** explore how strategic team-teaching and student cross participation enhances the student’ awareness of global interrelationships.

**Helike Scharm**, Associate Professor of Spanish, **Reginald Lucien**, Associate Director of Advising, Honors College, and **Charles Adams**, Dean of the Honors College—all of University of South Florida

**Strategic Planning for Global Learning: Designs for Greater Inclusivity | Facilitated Discussion**

**CS 18: The Global Citizenship Project: Definitions, Skills, and Competencies**

The Center for Spirituality, Dialogue and Service at Northeastern University (NU) believes the skills associated with global citizenship are essential to higher education. Students develop into global citizens by learning to be inclusive and welcoming of diversity, by understanding their own identity and importance in the world, and by getting involved in movements that seek to move our world forward. This facilitated discussion will explore definitions of global citizenship through the Global Citizenship Project at NU. **Participants will** take away multiple definitions of global citizenship with an emphasis on belonging, connection, and social action and learn two potential activities to help students develop skills in global citizenship, including asset-mapping and storytelling. Participants will learn from each other best practices for exploring global citizenship as it relates to diversity and inclusion.

**Jem Jebbia**, Senior Assistant Director, Center for Spirituality, Dialogue and Service and **Karim Firoza**, Assistant Director, Center for Spirituality, Dialogue and Service—both of Northeastern University

**Strategic Planning for Global Learning: Designs for Greater Inclusivity | Facilitated Discussion**

**CS 19: Learning from Other Nations How to Strengthen Our Own: Studying Global Social Justice Movements to Deepen US Democratic Knowledge**

Too often, civic learning and global learning live in parallel universes on college campuses, divided by offices, personnel, courses, and content. However, A Crucible Moment: College Learning and Democracy’s Future defined a 21st Century Framework for Civic Learning and Democratic Engagement as requiring knowledge across national borders about comparative democratic texts, debates, principles, and social movements. **Participants will** explore concrete examples where colleges and universities have used an integrative approach which results in expanding students’ global learning and their democratic capacities simultaneously. In addition to curricular integration,
participants will learn about integration through co-curricular experiences, global organizational networks, and student activist networks.

**Caryn McTighe Musil**, Senior Scholar and **Kathryn Campbell**, Senior Editor for Equity and Civic Engagement and Director of Member Communications—both of AACU; and **William Chafe**, Professor of History—Duke University

**Integration of Global Learning with Other High-Impact Educational Practices | Facilitated Discussion**

**CS 20: Going Epic: Achieving a New and Necessary Level of Interdisciplinarity in Global Programs**

The timing is auspicious for higher education institutions to “go epic” in their global learning preparation of students. This discussion will examine lessons learned from the ground-up development of the Interdisciplinary Global Programs (IGP) at Northern Arizona University (NAU). Strategies will be outlined for implementing programs that offer new ways of operating within existing institutional structures to foster interdisciplinary global education. **Participants will** understand the process of implementing high-impact global learning programs using the IGP model; see the results of faculty cooperation and engagement across academic colleges; and leave with the tools to replicate a similar comprehensive program where professional, language, and cultural development are woven into the fabric of students’ interdisciplinary undergraduate education.

**Melissa Armstrong**, Director of Interdisciplinary Global Programs and **Benning Tieke**, Lecturer of Spanish, Faculty Coordinator for Interdisciplinary Global Programs—both of Northern Arizona University

**Integration of Global Learning with Other High-Impact Educational Practices | Facilitated Discussion**

**CS 21: NC Global Distinction: A Model for University-Community College Collaboration in Global Education**

In this discussion, participants will explore an innovative model for university-community college collaboration that is developing and implementing ways to advance global learning in community college classrooms, campuses, and communities. North Carolina Global Distinction is a collaboration between UNC-Chapel Hill and NC community colleges to globalize the curriculum and create campus involvement in global issues, activities, and dialogue. World View, a public service program at UNC, supports a consortium of community colleges with professional development, workshops and research visits for faculty to create global modules for courses and global “passport” activities for the program. The UNC national resource centers and library provide funding and expertise for research visits by college faculty. At community colleges students who complete globally intensive courses, participate in international activities and dialogue, gain global experience, and give a capstone presentation, graduate with “Global Distinction” on their transcripts. **Participants will** explore the integration of global learning with other high-impact educational practices through an innovative model for university-community college collaboration that is developing and implementing ways to advance global learning in community college classrooms, campuses, and communities. Participants will discuss ways to connect university global resources to community colleges while stimulating each colleges’ unique contribution to global education and look at the role of curriculum, community-based learning, global engagement, capstone presentations and other elements to create meaningful global learning and equip students to graduate with global distinction.

**Neil Bolick**, Associate Director, World View and **Charlé LaMonica**, Director, World View—both of The University of North Carolina at Chapel Hill; and **Suzanne LaVenture**, Director of International Education and Faculty—Davidson County Community College

**Integration of Global Learning with Other High-Impact Educational Practices | Facilitated Discussion**

**CS 22: Using High-Impact Learning Practices as Bookends of Global Citizenship Education**

Participants will actively engage with members of the roundtable to explore meanings of global citizenship and share ideas for integrating global learning into the college experience. Facilitators will outline efforts at their liberal arts college to use the first-year experience and senior seminar as “bookends” to help students integrate knowledge and practice of global learning. This model involves active collaboration of academic and student affairs, international education, project-based learning programs, undergraduate research, study abroad, career development, and civic engagement, with the goal that everyone participates together in a community that fosters
global citizenship in varied facets of campus life. Participants will leave the discussion with a better understanding of “global citizenship”; learn about a model for integrating global education into the general education curriculum and the four-year student experience; and appreciate the practicability of collaborative global learning efforts between faculty, students, international educators, and administrators and staff in areas such as student affairs, career development, and civic engagement.

**A. Celeste Gaia, Professor of Psychology, Director of International Education and Matthew Shannon, Assistant Professor of History, Director of Connections Program—both of Emory and Henry College**

**Integration of Global Learning with Other High-Impact Educational Practices | Facilitated Discussion**


How do you combine global learning excellence with access at small to mid-size and urban-serving institutions with limited resources? Due to the specialized and often costly nature of global learning opportunities, the benefits they represent are sometimes only available (or perceived to be) to a privileged student minority. Recognizing that these opportunities are essential for all students, regardless of discipline or intended profession, the UW Tacoma Institute for Global Engagement’s strategy is to pilot global learning innovations within its signature Global Honors Program, thereby developing scalable and sustainable high impact practices that can be extended to all UW Tacoma undergraduates. Participants will define and discuss specific high-impact educational practices; consider what it means to integrate these with global learning; discuss instruments to assess the effectiveness and sustainability of such initiatives; examine the challenges when extending these opportunities to traditionally underrepresented groups; understand the experience and strategies developed at an urban-serving university; and brainstorm new, scalable and transferable strategies to implement accessible, high-impact global learning in different institutional contexts.

**Divya McMillin, Institute for Global Engagement and Professor, Global Media Studies and Paul Carrington, Program Administrator, Institute for Global Engagement and Part-time Lecturer, Global Honors Program—both of University of Washington Tacoma**

**Innovation/Ideation Session**

**CS 24: Strategic Planning for Global Learning: Problem-based and Student Centered Examples**

This session will share three campus approaches to strategic planning; one using global climate change as an organizing focus, another using signature assignments to engage students; and another using data to better support underserved students.

**Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways**

**Multidisciplinary Integration in General Education: Global Climate Change as a Complex Problem**

Session facilitator will present the design of a problem-based course on global climate change that integrates natural and social sciences to address this important global challenge. The presentation will demonstrate how the course is structured to meet the main goals of a new general education curriculum. The session is designed to prompt discussion and evaluation of the possible methods of integrating knowledge, approaches, language, and practices across disparate disciplines. It asks educators to consider how best to achieve this multidisciplinary integration in a way that prepares students to articulate and approach complex global problems. Participants will evaluate one model for incorporating multidisciplinary integration into the general education curriculum: a course on global climate change. Global climate change is explored by connecting knowledge and perspectives from the natural and social sciences through better understandings of policy processes at multiple levels of analysis from the local to the global.

**Jeanie Bukowski, Associate Professor—Bradley University**

**Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways**

**Preparing Business Students for Global Workforce**

The business department at Middlesex Community College will share their approach to implementing global issues and learning goals into programs to enhance student experience. This session will begin with an explanation of college-wide supports which guided and made possible the integration of strategies at course level. Faculty will
describe the empowering group process which facilitated the development of signature assignments to address global issues in hospitality, fashion, and computer applications through real world contexts. Each faculty member will present their specific assignment designed to achieve global learning outcomes at the course and program level with an analysis of the first year of assessment. Discussion will also include an evaluation regarding challenges and successes of the department’s commitment to advancing global learning outcomes at the institutional level. Participants will identify institutional opportunities to guide department level strategies; be able to organize department level strategies to implement global learning to enhance student achievement of global learning outcomes; and learn how to create signature assignments that address global issues.

Stacie Hargis, Assistant Professor, Kimberly Morrissey, Associate Professor, and Ashli Ree, Assistant Professor—all of Middlesex Community College

Strategic Planning for Global Learning: Designs for Greater Inclusivity

Examining the Experiences of Underserved Students Participating in USF’s Global Citizens Project

Student participation in high-impact practices has consistently been linked with positive student success outcomes. Unfortunately, researchers have found that underserved students participate in these types of curricular and cocurricular experiences less than other students. This is especially troubling since gains from participating in high-impact practices are even greater for students from underrepresented backgrounds. Participants will explore preliminary data related to characteristics and experiences of underserved students participating in a global learning program at the University of South Florida and will be asked to consider how the findings might inform strategies designed to recruit (and retain) underserved students into high-impact practices.

Nicole West, Assistant Director, Global Citizens Project and Karla Davis-Salazar, Associate Dean, Undergraduate Studies and Director, Global Citizens Project—both of University of South Florida

3:00 PM – 4:00 PM CONCURRENT SESSIONS

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Facilitated Discussion

CS 25: Does It Change Lives? Planning and Assessing the Transformative Study Abroad Experience

This discussion is aimed at helping participants to better plan and assess transformative study abroad experiences on their home campuses. It will do this by considering the use of AAC&U VALUE rubrics, by connecting transformative learning theory to the planning and assessment of study abroad experiences, by offering civic participation and political learning as high-impact practices with potential for increasing the transformative experience of study abroad, and by sharing AASCU’s innovative Global Challenges model curriculum and teaching tools. The presenters hope to gain an understanding of the challenges faculty/staff face when planning and assessing study abroad in an effort to inform the development of curricular and assessment tools that might aid faculty/staff in planning and measuring effective study abroad experiences. Participants will reflect on the applicability of Mezirow’s ten phases of transformative learning in connection with study abroad experiences. They will consider ways to intentionally design transformative study abroad experiences; explore the AASCU Global Challenges model curriculum as a framework for designing transformative study abroad experiences; and consider assessment strategies for measuring the transformative impact of study abroad.

Shala Mills, Chair and Professor of Political Science and Yaprank Dalat-Ward, Interim Associate Provost for Internationalization and Partnerships and Assistant Professor of Educational Leadership—both of Fort Hays State University; and Jonathan Benjamin-Alvarado, Assistant Vice Chancellor for Student Affairs and Professor of Political Science and Patrick McNamara, Director, International Studies Major—both of University of Nebraska at Omaha

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Facilitated Discussion

CS 26: Global Learning and International Liberal Arts: Advancing Global Citizenship Education

This facilitated discussion explores the question of how to bridge theory to practice, integrating global learning outcomes, essential learning outcomes, and high-impact practices? Global learning is at the core of developing the Faculty of International Liberal Arts (FILA) at Soka University. As curricular and co-curricular pathways were
developed, faculty hired, and students recruited, how would the congruency and integrity of the design and intention be upheld? The University’s foundational identity based on a philosophy of humanism, and the program’s ecology and the normative environment informs the intention of global citizenship development, and examples of this will be shared. Globalization and humanism are presented not as a dichotomy, rather as perspectives that are linked. Discussion will focus on developing an integrative liberal learning experience, by strengthening LEAP essential learning outcomes, specifically intercultural knowledge/competence, communication and teamwork; as well as high impact practices of first year learning experiences and diversity/global learning. *Participants will* actively participate in short experiential exercises to connect theory to practice. They will learn about theories and practices related to school ecology, global learning, and global citizenship education; successes and challenges of supporting global learning alignment between a university and program’s intentions; process of developing essential learning outcomes and high-impact practices within a new international liberal arts department; and examples of global learning opportunities. 

Maria Guajardo, Deputy Vice-President—Soka University; and Melanie Reiser, PhD Candidate, Morgridge College of Education—University of Denver

**Strategic Planning for Global Learning: Designs for Greater Inclusivity|Facilitated Discussion**

**CS 27: Embedding Global Citizenship into Student Leadership Development**

Establishing a movement on campus often means gaining the support of those that the movement most greatly affects. In establishing ways to further enhance global learning in students’ college experience, session facilitators will discuss ways to support student leaders as advocates and allies in advancing global learning. They will examine how to embed global learning into the curriculum of student leader development to effectively prepare them as stewards of this movement and share techniques and tools that best enhance student leaders in furthering global learning. *Participants will* explore intentional techniques to prepare student leaders to be ambassadors for global learning; develop a program structure for student leaders that is heightened in global citizenship and social responsibility; and gain resources and tools to explore global citizenship through the Social Change Model for Leadership.

Lizzie Dement, Assistant Director of Leadership Development and Paula Hentz, Director of International Learning—both of Stetson University

**Integration of Global Learning with Other High-Impact Educational Practices|Facilitated Discussion**

**CS 28: Engagement for Civic Empowerment: Models for College Students’ Local and Global Activism**

In this session, participants will explore how college students’ collaborative experiences in diverse communities, both local and global, promote learning, reflection, and reciprocal activism. *Participants will* have opportunities to share their expertise, successes, challenges, and dilemmas regarding their own and other questions, such as how educators empower college students to engage in reciprocal and transformational civic activism; what approaches guide students to recognize and honor cultural assets in diverse families, communities and schools; and what challenges arise when students apply knowledge and skills acquired in local contexts to national and international contexts; and how do educators, students, and community members enact democratic processes to create long-term solutions to urgent problems?

Joan Armon, Associate Professor, Heidi Barker, Associate Professor, and Elizabeth Grassi, Associate Professor—all of Regis University

**Integration of Global Learning with Other High-Impact Educational Practices|Facilitated Discussion**

**CS 29: Integrating Global Learning and Undergraduate Research Into a Liberal Arts International Studies Curriculum**

The School of International Service’s (SIS) new undergraduate curriculum was ranked as a top-10 liberal arts international affairs program in 2015. Systematically integrating undergraduate research into the curriculum provides students the capacity for critical thought, empowers them to conduct independent research, and instills a mindset of curiosity, critical inquiry, and systematic investigation. In this session facilitators will discuss the challenges and successes associated with creating a methodologically pluralist undergraduate research program that facilitates global learning at all stages in the curriculum. *Participants will* learn how an undergraduate research program can provide students with space to investigate a wide range of cultural, religious, ethnic, economic, and
political perspectives on global issues; and discuss the challenges involved in creating an undergraduate research curriculum component that emphasizes methodological pluralism while also ensuring that students are prepared to employ the essential tools, skills, concepts, and the mindset of research in upper-level courses.

**Aaron Boesenecker**, Assistant Professor of International Studies, SIS Undergraduate Research Coordinator, **Dylan Craig**, Professorial Lecturer, Co-Director, SIS Global Scholars Program, **Lucia Seybert**, Professorial Lecturer, Co-Director, SIS Global Scholars Program, and **Rosemary Shinko**, Assistant Professor, SIS Undergraduate Program Coordinator—all of School of International Service, American University

*Integration of Global Learning with Other High-Impact Educational Practices|Facilitated Discussion*

**CS 30: Internationalizing the Co-Curriculum: Ethical and Social Justice Approaches to Experiential Global Learning**

Through participation in the American Council of Education (ACE) Internationalization Laboratory, LaGuardia Community College embarked on the task of reviewing and analyzing its current internationalization efforts on campus. Having established an institutional global learning rubric modeled on the AAC&U’s VALUE rubrics, the next goal was to analyze existing co-curricular initiatives on campus in light of this newly created competency. In this facilitated discussion, facilitators will describe how the global learning rubric has instilled a sense of cohesiveness into co-curricular and experiential learning, including study abroad programs. As an urban public community college with a highly diverse student body, the facilitators will especially focus on how institutional context can contribute to an emphasis on the ethics of racial/ethnic differences, social and economic inequities, and the role of higher education in addressing these issues. **Participants will learn about the adaptation process of the AAC&U VALUE rubric for LaGuardia’s Global Learning Core Competency; explore challenges and rewards of integrating the new Global Learning rubric into co-curricular and experiential learning, including study abroad programs, for a highly diverse student body; and explore the importance of their institutional contexts in defining learning outcomes for co-curricular experiential learning.**

**Howard Woch**, Assistant Dean of Academic Affairs and Director, Center for Teaching and Learning and **Tomonori Nagano**, Associate Professor and Coordinator of the Modern Languages and Literatures Program—both of LaGuardia Community College, City University of New York

*Integration of Global Learning with Other High-Impact Educational Practices|Engaged Digital Learning Session*

**CS 31: Building Global Learning Communities; Using Interactive Teaching and Learning Tools**

This session will include two campus presentations on using technology to foster global learning.

**Global Learning Communities: Overcoming the Tyranny of Distance**

The University of Texas at El Paso (UTEP) and Victoria University (VU) Melbourne, Australia have collaborated since 2009 to offer a technologically linked course for students transitioning into college. The majority of students at both institutions are first-generation college attendees, receive financial aid, and English is their second language. The Global Learning Communities (GLC) format offers students without the means to travel an opportunity to interact and learn with students from another culture while studying topics that have global connections. This session will illustrate how to overcome “the tyranny of distance” with technology. Instructors use NING.com and video-conferences to teach linked classes with common course goals, learning outcomes, assignments, and assessments. The session will demonstrate course design, how to utilize existing campus resources, help students use technology, facilitate discussions during video-conferences, and describe steps for building integrated assignments. **Participants will learn how to design and implement a Global Learning Community using technology and receive course materials and examples of student work.**

**Joanne Kropp**, Senior Lecturer, Entering Student Program—The University of Texas at El Paso; and **Effy George**, Teacher and Lecturer, Liberal Arts program, College of Arts—Victoria University

**Fostering Global and Digital Learning with Zoom as a Communication and Knowledge Sharing Tool**

Cloud-based technologies and innovative hybrid teaching models make teaching and learning projects within a global connections context more readily realizable. Zoom with its multifunctional tools for interaction (screen sharing, chatting) has made online hybrid learning uniquely effective, intuitive, and inexpensive for both students and teachers. Besides intercultural competence, globally proficient students need to learn digital and dialogue etiquette and develop group and leadership competencies within a digital context. Concrete examples show both
how to use this tool to enhance linguistic and cultural proficiencies as well as digital competencies that can be applied in any teaching and learning context. Participants will be introduced to Zoom as an interactive teaching and learning tool, learn how to use this tool to create interactive classroom activities, explore practical examples of teaching within a globally connected environment, and receive a rubric for creating and assessing digital interactive student projects that can be tailored to individual needs, learning goals, and outcomes.

Gabriele Dillmann, Julian H. Robertson Jr. Endowed Professor, Associate Professor of German—Denison University

4:15 – 5:30 P.M.       FEATURED SESSIONS
Participants are invited to join in one of the three sessions listed below.

Nurturing Student Efficacy in a Global World: Student Perspectives

Javon Brame, Director, TRIO Student Support Services, Community College of Denver; and John Sunnygard, Executive Director, Office of International Affairs—University of Colorado Denver; and students from the Community College of Denver, Metropolitan State University, and the University of Colorado Denver

In this session, students will share their perspectives on what global learning means, what issues they see as critical, and what kinds of experiences have led them to new insights and competencies that reflect understanding of and commitment to the greater good. They will examine how they think about diversity and inclusion in various contexts (curricular, cocurricular, and civic) and reflect on the implications of global learning from various viewpoints (first generation, international, and domestic).

Making Global Learning Universal: Promoting Inclusive Excellence for All Students

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

Some institutions use the term global learning to describe any student activity with an international component. Others refer to global learning in terms of inputs, outputs, or student learning outcomes. We define global learning as the process of diverse people collaboratively analyzing and addressing complex issues that transcend borders, and we will explore how this definition prompts a reconsideration of the meaning and realization of internationalization, inclusive excellence, and organizational leadership.

Global Learning on US Soil

Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives—AAC&U; William H. Chafe, Alice Mary Baldwin Professor Emeritus of History—Duke University; and Gladstone “Fluney” Hutchinson, Professor, Department of Economics—Lafayette College

While it is certainly an aspiration to enable all students who want to study outside of the United States to have that opportunity, it is not a requirement for students to become globally responsible citizens. In fact, less than 10% of students go abroad. This session will explore dynamic approaches, all on US soil, that prompt students to think about their locally grounded work in a global context and, in the process, become global learners and actors.
This time band will include sessions that reflect areas of interest identified by conference participants when they register for the conference. These discussion topics will be named and described in the final program and facilitated by leaders in each specific area of interest.

9:45 AM – 10:45 AM      CONCURRENT SESSIONS

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Facilitated Discussion

CS 32: Putting Global Learning on the Map: A Cross-Disciplinary Approach to Collaboration and Assessment

Based on the AAC&U Essential Learning Outcomes VALUE rubrics as well as the Lumina Foundation’s Degree Qualifications Profile, Brandman University’s general education task force created five Institutional Learning Outcomes (ILOs) including global learning. The task force includes cross-disciplinary faculty who engaged adjunct faculty systemwide. The facilitator will engage participants in defining global learning and considering how to best incorporate global learning at their institutions. Participants will work in groups to create concept maps for global learning and use the maps as the foundation for brainstorming signature assignments and rubrics to measure and evaluate global learning and will collaborate on a plan to collect data, analyze data, and use evidence to enhance student learning. Planning opportunities include discussions of calibration, engaging faculty in the process, and applying best practices in assessment. Participant takeaways include examples and resources they can apply at their own institutions.

Ellen Derwin, Associate Dean of Curriculum and Assurance of Learning—Brandman University

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways | Facilitated Discussion

CS 33: Methods for Preparing and Assessing Intercultural Competence in Study Abroad

This facilitated discussion aims to create a dialogue among participants on the development of intercultural competence in short term study abroad, given the growth in short term programs and participation. Presenters will share the design of a multi-institutional collaborative research project. The team set out to understand how intercultural competence develops, and whether and how pre-departure cultural preparation can advance that development even in a short program abroad. The discussion will begin with the opportunity to participate in a simulated cultural learning activity, similar to activities used in pre-departure cultural orientations for study abroad. After reflecting on the activity, participants will be invited to share their own experiences with effective activities and strategies for cultural orientation. The facilitators will then present the initial evidence that pre-departure cultural orientation can advance intercultural competence in a short-term study abroad program, as demonstrated by Intercultural Development Inventory pre/post-test scores and analysis of reflective writing prompts from before, during, and after the study abroad experience. Participants will be asked to consider or ask questions about how the methodology of this research study might be adapted to a study abroad program at their institution, or to share their experiences with alternative methodologies.

Jodi Malmgren, Director of International and Off-Campus Studies—St. Olaf College; Andrea Paras, Assistant Professor of Political Science—University of Guelph; Michael Carignan, Associate Professor of History—Elon University; and Jane Hardy, Associate Professor of Spanish—Wabash College

Strategic Planning for Global Learning: Designs for Greater Inclusivity | Facilitated Discussion

CS 34: Global and Intercultural Engagement on the University Campus: Creating Faculty Advocates

With increasing diversity, educators need to create climates of inclusivity. At Utah Valley University a global/intercultural (G/I) initiative has been implemented with a campus wide G/I course, faculty training for G/I course instructors, and assessment. This training was developed to move awareness and training beyond the same group of people and silos of interest across campus in order to increase student efficacy. Both the outline of what is being taught and the outcomes will be shared. This presentation will discuss the theoretical framework upon which the above mentioned faculty fellowships were created, how they were implemented and received by faculty and administration, and some preliminary results of their effectiveness for faculty’s and administrators’ awareness and openness to issues of diversity and inclusion. Participants will discuss pedagogical practices that facilitate global and intercultural understanding and how campus educators can improve diversity awareness and implementation across university campuses.
Janet Colvin, Associate Professor, Faculty Chair of Global/Intercultural Curriculum and Bryan Waite, Associate Professor, Program Director for Global/Intercultural Engagement—both of Utah Valley University

Integration of Global Learning with Other High-Impact Educational Practices | Facilitated Discussion
CS 35: “Do I need my Passport?” How High-Impact Global Learning Outcomes Can Be Achieved on Campus
Duke University will provide a model for how high-impact practices are combined in its Winter Forum, a two and a half-day immersive, on-campus experience occurring immediately before the start of spring semester. Students actively engage with complicated global issue (e.g., sustainable development; educational challenges; rescuing the oceans; refugees, rights, and resettlement, pandemics and global health, the green economy) through lectures, workshops, group work, and social activities. After six years of implementation and assessment, we can now speak to the successes and challenges of the Winter Forum as a model for the development of meaningful civic engagement and global citizenship and its effectiveness as a template for other institutions to adopt and adapt. Participants will be able to summarize, adapt, and extend Duke’s Winter Forum—a two and a half day immersive, interdisciplinary program, designed to foster active student engagement with a complicated, global problem approach—to the implementation and assessment on their own campuses. They will understand the use of high-impact practices, such as common intellectual experiences, learning communities, research, community-based learning, and team-based projects in the context of a global theme that focuses a more nuanced understanding of the world’s peoples and problems.
Matt Serra, Director of Assessment, Trinity College and Lee Willard, Associate Vice Provost for Undergraduate Education—both of Duke University

Integration of Global Learning with Other High-Impact Educational Practices | Facilitated Discussion
CS 36: Global Citizenship Education: Strength through Diversity
The Mellon Global Citizenship Program (MGCP) is a collaboration among Appalachian College Association members and a group of historically black colleges and universities. The collaboration has included the development of global citizenship summits, undergraduate research conferences, study away programs, and a speaker series. The partnership has focused on connecting local concerns to global concerns, including the UN Sustainable Development Goals. This discussion will explore the impact of collaboration and incorporation of high-impact practices on student learning across diverse colleges. Participants will learn strategies for developing, implementing, and assessing cross-institutional and cross-disciplinary collaborations and projects and for using high-impact practices including undergraduate research and study away from campus for fostering global citizenship education.
Bettie Starr, Vice President for Academic Affairs—Lindsey Wilson College; Charles Moses, Associate Professor of Management—Clark Atlanta University; Gail Summer, Vice President for Academic Affairs—Ferrum College; and Lee Todhunter, Interim Director, Center for Global Studies—Bennett College

Innovation/Ideation Session
CS 37: Creating Signature Experiences and Meaningful Pathways for Global Learning
This session will include three campus perspectives on fostering meaningful pathways to global learning.

Outcomes, Assessment and Curriculum/Co-curriculum Global Learning Pathways
A Signature Experience: Integrating the Alumni Perspective into the Evaluation of a DukeEngage
What can we learn from alumni about how their undergraduate experiences in an immersive civic engagement program continue to affect them as they moved into graduate schools, professional work, and community involvement? This session will describe the development of an outreach survey, the value of social media in collecting data, and how alumni results confirmed that participation in DukeEngage is a catalyst for students to consider a broader range of careers and professional outcomes and carries over into their post-graduate work. Participants will be challenged to develop their criteria for an alumni outreach plan, including the outcomes they would like to probe, and to understand how an alumni perspective can enhance long-term evaluation and assessment of a civic program and long-term participation in such programs. Additionally, participants will be asked to consider how alumni evaluation will fit into their current models of assessment and evaluation, and what resource exist for them to engage in such an effort.

**Pathways to Global Learning and International Service**

This session will highlight how the School of International Service at American University completely redesigned its undergraduate curriculum to create organized yet flexible pathways for students to study, research, and engage in various aspects of international affairs. The presenter will also discuss how the curriculum was designed around a designated set of global learning outcomes and how they were threaded through the entire curriculum in a teaching and learning environment that scaffolds and builds upon these learning outcomes from year to year as students progress through their studies. **Participants will** see how American University’s School of International Studies structured its BA degree to provide students with options to create their own global learning pathway through our BA degree and be guided through eight thematic areas that directly engage students in key contemporary issues such as inequality and development, environmental sustainability and global health, justice, ethics and human rights, peace, global security and conflict resolution.

**Rosemary Shinko**, Assistant Professor, Undergraduate Program Director, The School of International Service—American University

**11:00 A.M. – 12:00 P.M. PLenary**

**Internationalization of Higher Education: More than Student Mobility!**

**Hans de Wit**, Director of the Center for International Higher Education and Professor, Lynch School of Education, Boston College

Internationalization is high on the agenda of American universities and colleges as well as of institutions of higher education around the world. Global learning is still understood primarily in terms of study abroad and admission of international students. Why is it important to broaden the vision and scope of internationalization and situate global learning among the core activities of colleges and universities? How can we guarantee that all students, not just those who study abroad, benefit from opportunities for global learning? How can we develop global learning initiatives that serve all students and faculty and nurture true global professionals and citizens? Dr. de Wit will address these questions by describing and analyzing trends and concepts in internationalization at home and abroad.