



Association  
of American  
Colleges and  
Universities

## Network for Academic Renewal

### **GLOBAL ENGAGEMENT AND SPACES OF PRACTICE** **Exploring Global Challenges across Disciplinary Boundaries**

**October 11-13, 2018 | Seattle, Washington**

Dear Colleagues,

Welcome to Seattle and AAC&U's Network for Academic Renewal Conference, *Global Engagement and Spaces of Practice: Exploring Global Challenge across Disciplinary Boundaries*. Over the next few days, we invite you to join with colleagues to examine strategies, consider frameworks, discuss the continued importance of global engagement for today's students, and identify specific ideas to take back to your home institutions.

The emphasis on global engagement at colleges and universities across our nation and the world has shifted pedagogical practices from a focus on learning about cultures and communities to engagement with cultures and communities allowing students to consider and attempt to solve global problems. This shift from classroom-based learning to a combination of classroom-based and experiential learning have allowed spaces of practices to expand for students across majors and disciplines and curricular and cocurricular experiences. This type of engaged global learning prepares students for their civic and professional lives.

Our program offers a variety of formats of sessions that address the wide range of global learning—course-based curricular offerings, community-based learning, education abroad, education away, internships, interactive videoconferencing, research, etc.—to provide models of practice across disciplines and professions and integrated into programs and institutional learning goals. Through formal sessions, workshops, poster sessions, and facilitated discussions, you will also have opportunities to learn about and discuss innovations in formal and informal spaces over the course of this conference. Conference participants have also integrated the most relevant global learning topics of the day that institutions are facing in creative and practical ways.

As we work to prepare our students to face critical global challenges that impact our local, regional, national, and international communities in differentiated ways, this conference will provide you with a network of colleagues who are committed to addressing these issues and a host of resources to assist your work in global learning. We know that our students have a responsibility—both personally and in their professional futures—to our nation and the world, and this conference will provide a space for examining ethical and appropriate ways to prepare them for their professional and civic lives with robust, quality, integrated global learning experiences.

***Dawn Michelle Whitehead***  
*Senior Director, Global Learning and  
Curricular Change*

***Siah Annand***  
*Director, Network for  
Academic Renewal*

***Jacqueline Martin***  
*Program Manager, Network for  
Academic Renewal*

## CONFERENCE SPONSOR

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## UPCOMING AAC&U EVENTS

### **Transforming STEM Higher Education: Confirming the Authority of Evidence**

November 8-10, 2018 • Atlanta, Georgia

### **AAC&U Annual Meeting | Raising Our Voices: Reclaiming the Narrative and Value of Higher Education**

January 23-26, 2019 • Atlanta, Georgia

### **Creating a 21<sup>st</sup>-Century General Education: Responding to Seismic Shifts**

February 14-16, 2019 • San Francisco, California

### **Diversity, Equity, and Student Success | Engaged Inclusivity: Perceptions, Realities, and Aspirations**

March 28-30, 2019 • Pittsburgh, Pennsylvania

### **Global Engagement and Social Responsibility**

October 17-18, 2019 • San Antonio, Texas

Additional information can be found at [www.aacu.org/events](http://www.aacu.org/events). Questions may be directed to [network@aacu.org](mailto:network@aacu.org).

## PLANNING COMMITTEE

AAC&U thanks the following individuals for their time and expertise in helping to develop the conference themes and program.

### **Oregon State University**

Nova Ferguson  
*Director of International Student Success*

### **Pacific Lutheran University**

Tamara R. Williams  
*Professor of Hispanic Studies and Executive Director for the Wang Center for Global Education*

### **Seattle Pacific University**

Sharleen Kato  
*Professor of Family and Consumer Sciences*

### **The Evergreen State College**

Michael Clifthorne  
*Assistant Director for International Programs and Services*

Chassity Holliman-Douglas  
*Vice President and Vice-Provost for Equity and Inclusion*

Nancy Koppelman  
*Member of the Faculty and Director of the Academic Statement Initiative*

### **University of Washington - Seattle**

Jason Johnson  
*Associate Dean, Undergraduate Academic Affairs*

### **University of Washington - Seattle, continued**

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*Manager of Learning Initiatives, College of Arts and Sciences*

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*Associate Dean, Educational Programs*

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### **University of Washington - Tacoma**

Melissa Lavitt  
*Executive Vice Chancellor for Academic Affairs*

Divya McMillin  
*Executive Director, Institute for Global Engagement*

### **Washington State University - Tri-Cities**

Kathleen McAteer  
*Assistant Vice Chancellor for Academic Affairs*

Mysti Meiers  
*Director of Academic Advising*

### **Whitworth University**

Lorna Hernandez Jarvis  
*Associate Vice President of Diversity, Equity, and Inclusion*

## OPPORTUNITIES TO CONNECT

Here are a few ways for you to connect with colleagues during the conference:

- Badge ribbons indicating particular areas of interest will be available at the conference registration desk. Please select a ribbon or ribbons that best match your primary area of interest.
- Sign-up sheets for lunch and dinner groups, available in the registration area.
- Join the conversation on Twitter at **#AACUglobal**

## SCHEDULE AT A GLANCE

### **THURSDAY, OCTOBER 11, 2018**

9:00 A.M. – 7:00 P.M.  
Conference Registration

10:00 – 5:00 P.M.  
Campus-Community Visit (*separate registration required*)

2:00 P.M. – 5:00 P.M.  
Pre-conference Workshops (*separate registration required*)

7:00 P.M. – 8:15 P.M.  
**WELCOME AND KEYNOTE ADDRESS: *Jessica Evert***

8:15 P.M. – 9:00 P.M.  
Reception

### **FRIDAY, OCTOBER 12, 2018**

8:00 A.M. – 4:45 P.M.  
Conference Registration

8:00 A.M. – 9:30 A.M.  
Posters and Continental Breakfast

8:30 A.M. – 9:30 A.M.  
Newcomers Welcome

9:45 A.M. – 10:45 A.M and 11:00 A.M. – 12:15 P.M  
Concurrent Sessions

12:15 P.M. – 2:15 P.M.  
Lunch on Your Own

2:15 P.M. – 3:30 P.M. and 4:00 P.M. – 5:00 P.M.  
Concurrent Sessions

5:00 P.M. – 6:00 P.M.  
Roundtable Discussions and Happy Hour

### **SATURDAY, OCTOBER 13, 2018**

8:00 A.M. – 10:45 A.M.  
Conference Registration

8:00 A.M. – 8:30 A.M.  
Continental Breakfast

8:30 A.M. – 9:30 A.M. and 9:45 A.M. – 10:45 A.M.  
Concurrent Sessions

11:00 A.M. – 12:00 P.M.  
**PLENARY: *Mark Kingwell***

# PROGRAM OF EVENTS

THURSDAY, OCTOBER 11, 2018

GRAND REGISTRATION, FOURTH FLOOR

9:00 A.M. – 7:00 P.M.

CONFERENCE REGISTRATION

10:00 A.M. – 5:00 P.M.

CAMPUS – COMMUNITY VISIT (separate registration and fee required)

## Global Learning in Your Neighborhood: Site Visit to Othello-UW Commons and South City

Participants will visit the newly opened Othello-UW Commons, a satellite space where community partners and the University of Washington come together to design and participate in community-driven teaching, learning, service, and research.

Hosted by the [University of Washington Honors Program](#) and the [Carlson Leadership and Public Service Center](#)

2:00 P.M. – 5:00 P.M.

PRE-CONFERENCE WORKSHOPS (separate registration and fee required)

CASCADE AB, SECOND FLOOR

## Workshop 1: Advancing Global Learning Outcomes: Practical Applications of the Global Learning VALUE Rubric

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. The format of the workshop will allow multiple opportunities for both beginners and advanced participants to engage with colleagues and gain hands-on practical experience that they can use upon returning to their campus. Facilitators will first explain the background, development, and design of the rubric and definition(s) of global learning. The group will then participate in a brief norming session to help establish inter-rater reliability within the room. Next, participants will be given student work artifacts to individually score and discuss. Based on results and discussion, the group will determine recommendations for program improvement and challenges in implementing solutions. Finally, participants will be asked to use a global learning outcome from their own institutions and create a plan for how and where it can be measured and acted upon within the next year.

**David Blair**, Director of Institutional Assessment—St. Edward's University; and **Kate McConnell**, Senior Director of Research and Assessment—AAC&U

VASHON, THIRD FLOOR

## Workshop 2: Global Innovation through Community Engagement

How do we inspire courageous transgressions and transformative learning? How do we create the conditions for innovations to address our most pressing global challenges? How do we move our students from all backgrounds to think about their own agency in a deeply interdependent economy? Those questions speak to the necessary shift from global learning to global engagement. This workshop will showcase a successful community-engaged model that leverages globally connected local partnerships to expand in-class learning. Participants are encouraged to bring examples of the structural features of their campus global learning units, such as organizational charts, curricular pathways, and/or job descriptions, to examine roadblocks to global engagement. They will collaboratively work through their own campus conditions to evaluate if they are *Falling Short* (AACU, 2015). Through exercises that involve imagining solutions and perhaps composing a limerick or two, participants will leave with innovative models that foster students' competitiveness and, more importantly, ethical global engagement.

**Divya McMillin**, Professor of Global Media Studies and Executive Director, Institute for Global Engagement and Global Honors Program—University of Washington - Tacoma

ELLIOTT BAY, FIRST FLOOR

### **Workshop 3: Signature Work for Global Learning Outcomes**

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

**JoAnn Lighty**, *Dean of Engineering—Boise State University*; and **Rick Vaz**, *Director, Center for Project-Based Learning—Worcester Polytechnic Institute*

FIFTH AVENUE, FOURTH FLOOR

### **Workshop 4: Theory and Practice of Ethical Engagement at Home and Abroad**

International education, service-learning, and community-based global learning programs are robust with potential. They can positively impact communities, grow civil society networks, and have transformative effects for students who become more globally aware and more engaged in global civil society—at home and abroad. Yet such programs are also packed with peril. Clear evidence indicates that poor implementation of such programming can have negative impacts on vulnerable persons while cementing stereotypes and reinforcing patterns of privilege and exclusion. These dangers can be mitigated, however, through collaborative planning, design, and evaluation that advances mutually beneficial community partnerships, critically reflective practice, thoughtful facilitation, and creative use of resources. This workshop, delivered by a team representing diverse institutional types as well as on- and off-campus experience, will familiarize participants with best practices in community-campus pedagogy and partnerships for global learning at home and abroad.

**Eric Hartman**, *Executive Director of the Center for Peace and Global Citizenship—Haverford College*; **Richard Kiely**, *Senior Fellow, Office of Engagement Initiatives—Cornell University*; **Christopher Boettcher**, *Associate Professor of English—Castleton University*; and **Jessica Friedrichs**, *Assistant Professor of Social Work and Coordinator of the Just and Merciful World Curriculum—Carlow University*—all coauthors of [Community-Based Global Learning: The Theory and Practice of Ethical Engagement at Home and Abroad](#)

GRAND 2 AND 3, FOURTH FLOOR

7:00 P.M. – 8:15 P.M.

OPENING REMARKS AND KEYNOTE ADDRESS

### Opening Remarks

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

### Keynote Address: The Power and Perils of Interdisciplinary Education and Global Engagement

Boundary-expanding approaches to teaching and learning—such as experiential education, interdisciplinary degrees/certificates, and an institutional embrace of global learning—hold great power. At the same time, integrating learning across geographic, cultural, philosophical, and professional domains can have unintended negative outcomes for students, communities, and even fields of study. Using global health as a case study, this keynote will explore approaches to understanding and avoiding the perils of global engagement and interdisciplinary education while unlocking the power of these modalities. "Let the World Change You" is the tagline that drives Dr. Evert's research, thought leadership, and advocacy. We invite you to join us for this essential discussion on walking the talk of our commitment as educators.

**Jessica Evert**, Executive Director—Child Family Health International

GRAND FOYER, FOURTH FLOOR

8:15 P.M. – 9:00 P.M.

WELCOME RECEPTION

**FRIDAY, OCTOBER 12, 2018**

GRAND REGISTRATION, FOURTH FLOOR

8:00 A.M. – 4:45 P.M.

CONFERENCE REGISTRATION

GRAND FOYER, FOURTH FLOOR

8:00 A.M. – 9:30 A.M.

CONTINENTAL BREAKFAST AND POSTER SESSIONS

### Poster 1: Using Community-Engaged Research to Advance Global Learning

How can community-engaged research be used to help undergraduate students understand connections between global and local communities? How can institutions help students develop a sense of the cultural complexities of the societies in which they live, and how these are connected to global processes? How can students gain deeper insight into the global nature of intellectual networks? This poster will show a case-study of an interdisciplinary community-engaged research program that has been developed through collaboration between Florida Gulf Coast University and the University of West Indies to explore these questions.

**Nicola Foote**, Vice Dean of Barrett, The Honors College and Professor—Arizona State University and  
**Charles Gunnels**, Director of Undergraduate Scholarship—Florida Gulf Coast University

### Poster 2: Preparation for Life: Get Comfortable Being Uncomfortable

While study abroad experiences are not unique to higher education pedagogy, an interdisciplinary faculty-led immersion course presents itself with opportunities to model for students how to navigate becoming comfortable with the uncomfortable. The co-presenters have led two successful study abroad courses to Zambia in which they integrate the disciplines of nursing and psychology to explore issues of global health, conservation, and ecotourism. Drawing upon their experiences, the co-presenters will present on formatting a course to inform and challenge the students' worldview, personal philosophy, and professional pathway, as well as how to navigate challenges in the study abroad setting and utilize

them as intersections for impactful learning.

**Emily McClung**, Assistant Professor of Nursing—University Hospitals and **Amber Chenoweth**, Associate Professor of Psychology—Hiram College

### **Poster 3: Localizing Global Issues through Experiential Learning**

This poster session will assist participants with developing engaging course activities and assignments that incorporate global learning in an online space. The facilitators will provide best practices in online course design and development. Particular emphasis will be given on the appropriateness of course materials, online interactive tools, and assessment to achieve stated learning outcomes in an online environment. Participants will leave with a framework to encourage students to engage and discuss global issues in an online learning space.

**Marian Moore**, Instructional Designer and **Shih-Ting Lee**, Faculty of Student Development and Instructional Designer—both of Austin Community College

### **Poster 4: Cross-Cultural Workshops for Global Educational Impact**

Under the direction of the Japanese Ministry of Education, Japanese universities are shifting their teaching methods from conventional classroom approaches to community-based approaches (CBL). Portland State University (PSU) has been practicing CBL approaches for more than 20 years and building the civic capacities of students is at the heart of this work. In 2016 and 2017, PSU responded to requests from multiple Japanese universities to offer a week-long professional development workshop that is related to CBL. This workshop, a collaboration among three units within PSU, combined the efforts of seven interdisciplinary faculty, staff, and graduate students with expertise in Japanese culture, language, and CBL. The poster will provide an overview and lessons learned from the experience of designing an educational workshop with attention to cross-cultural dynamics.

**Yachiyo Iisako**, International Program Coordinator of the Center for Public Service—Portland State University

### **Poster 5: Globalizing Science: The Universal Meets the Local**

Science is universal. Global education requires recognition and nontrivial understanding of local difference. How can science students learn the importance of difference if it is in the nature of their studied objects to be ubiquitous? This poster will share a modular approach developed to meet science faculty and students' needs as well as institutional globalization goals. The poster will explore the theory, practice, and potential of citizen science projects, interdisciplinary active learning units, involvement of internationally-educated scholars, experiential science history labs, and learn-and-contribute travel studies. Participants will understand and be able to address life science instructors' and students' attitudes and concerns regarding globalizing science courses and curricula, become familiar with educational activities designed to globalize science education, and be able to develop, explore, and share their own ideas and approaches.

**Frank Schickor**, Professor of Biology—Berkshire Community College

### **Poster 6: Frameworks for International and Global Service-Learning**

There are many ways in which campus administrators, teaching and learning centers, and program offices can effectively guide the development of international education and community-based learning. Often, program proposals focus on study abroad and global service-learning. Salt Lake Community College has developed policies, request for proposals (RFPs), and rubrics to provide frameworks to faculty and administrators seeking to offer international education experiences as well as global service-learning. These RFPs, which include rubrics, offer faculty concrete guidance as they develop their courses. They also provide approving committees an objective set of guidelines to ensure that courses

and programs follow best practices and address equity and reciprocity. Some programs also include incentives, funding, and student scholarships. Partnerships between academic affairs and student affairs can provide a broad range of perspectives that can ultimately benefit a program in terms of diversity, resources, and perspectives.

**Lucy Smith**, *Engaged Learning Coordinator—Salt Lake Community College*

#### **Poster 7: Social Media: Digital Approaches to Global Learning**

Technology, because of its open and collaborative nature, can and should be used widely and creatively in connecting students within the campus and with the world, developing interdisciplinary perspectives, identifying and using existing resources, and enhancing every student's global learning and engagement. Social media plays an important role in students' daily lives but is rarely used in curricular and co-curricular activities in higher education. Many students and educators perceive social media as a means of entertainment. However, when implemented properly, social media can be used as an effective pedagogical tool to enhance student engagement and cultivate their global perspectives. This poster will introduce digital approaches to define, develop, and engage global learning in and outside of classrooms, including example assignments.

**Ai Zhang**, *Associate Professor of Public Relations and Jianguyan (JY) Zhou*, *Internationalization Specialist—Stockton University*

#### **Poster 8: Lessons from Local Partnerships to Meet Global Challenges**

Recent experiences at the intersection of international partnership development, collaborative online learning, and dialogue with local community organizations in a midwestern urban region offer insights into how partnerships can act as catalysts for internationalizing curricula and engaging in local solutions to international issues of social welfare. This poster will draw on perspectives from different disciplines, institutions, and roles to share a working model for integrating international partnership development into technology-assisted community-based learning practices. Presenters will share experiences and lessons learned from an 18-month collaboration and exchange with partners in Russia that focused on the vulnerability of children and a more recent partnership with community agencies engaged in refugee resettlement.

**Dan Nolan**, *Assistant Professor of German Studies and Russian Studies—University of Minnesota-Duluth* and **Lynn Amermann Goerd**, *Associate Professor of Social Work—University of Wisconsin-Superior*

#### **Poster 9: Cross-Campus Partnerships to Support COIL Virtual Exchanges**

Although study abroad typically provides the most transformative global learning experience for students, the great majority of American college students do not study abroad. Collaborative Online International Learning (COIL) creates the possibility of global learning experiences at home. Using easily accessible online technologies, students work in pairs or global teams to complete shared assignments and projects. Instructors from each country are equal partners in designing the collaborative modules, co-teaching, and managing the exchange. This poster will address the rationale for institutional investment in COIL courses and highlight the campus partnerships essential to implementing faculty development opportunities to promote this new pedagogy and support best practices. Participants will have the opportunity to experience some of the technology tools commonly utilized in COIL courses and examine their own implementation strategies for campuses of various sizes and student bodies.

**Natalia Dyba**, *Director of Global Initiatives*, and **David Goldstein**, *Principal Lecturer, Interdisciplinary Arts and Sciences—both of the University of Washington - Bothell*

#### **Poster 10: Interdisciplinary Global Citizenship Cohort Program**

The Global Citizenship Program (GCP) is an interdisciplinary, transformative student program that

develops leaders and empowers global citizens in agricultural, human, and natural resource sciences who will successfully address the interconnected, global issues that currently face our world. While many institutions offer several majors, minors, certificates, and specializations with a global focus, this program is innovative and unique in its paired curricular/co-curricular cohort structure offered across disciplines, with a prepared and guided education abroad experience, cross-disciplinary, globally-focused academic courses, and local intercultural service-learning project. This poster presentation highlights the GCP as a novel way to enhance global learning and engagement in the university setting. The presenter will offer instructor and administrative reflections, as well as evaluation and assessment results of student global responsibility, cultural empathy, and effective communication in intercultural exchanges.

**Caitlin Bletscher**, *Clinical Assistant Professor—Washington State University*

#### **Poster 11: Evolving Global Engagements in a Liberal Arts Setting**

Colgate University has had a global engagements component of the core curriculum for a decade. This poster examines how the institution created, developed, implemented, and continues to sustain this institution-wide part of the curriculum that engages students (and faculty) in global learning. We examine how global engagement has evolved over time for faculty from all disciplines, asking questions and providing answers—or at least guiding strategies—about how to engage a campus-wide community to sustain global learning. Effectiveness is noted by campus-wide (1) offerings of courses, (2) faculty engagement in the evolution of the program, and (3) student learning outcomes as demonstrated in materials gathered for assessment of this part of the curriculum. A handout of the poster, electronic links to helpful materials (e.g., assessment rubrics, decision trees, key references), and contact information to build relationships among individuals and institutions with an interest in institutional questions, processes, or challenges related to campus-wide engagement of students and faculty globally will be provided.

**Jessica Graybill**, *Associate Professor of Geography—Colgate University*

#### **Poster 12: Global Titans—Innovative Approaches to Study Abroad**

During this poster session, two innovative study abroad program models will be modeled. The Global Titans Leadership Program (GTLP) provides an opportunity for study abroad returnees to participate in program development, advocacy and recruitment, and mentorship in subsequent study abroad contexts. Mentees include undeclared freshmen participating in the Global Titans First Year Experience (GT-FYE) Program. These initiatives are aligned with institutional mission and strategic plan goals and emphasize program accessibility and participation of diverse students in study abroad and global learning experiences. Outcomes associated with GTLP participation included leadership and mentoring skills, cultural and global competencies, outreach and advocacy skills, program development experience, and awareness of grant and philanthropic activity essential to program sponsorship. GTLP participants also demonstrated application and transfer of understanding to both international and local contexts.

**C. Jack Hobson**, *Director of Study Abroad* and **Abigail Segura**, *Study Abroad Program Developer—both of California State University, Fullerton*

#### **Poster 13: Strategizing Campus-Wide Internationalization Reforms**

In the summer of 2015, internationalization efforts began at Principia College, a small, liberal arts college in Illinois, with a literature review of internationalization written by a faculty member. Three years later, internationalization successes include a new college-wide learning outcome featuring global citizenship; three reports assessing global learning at Principia College; faculty travel grants and course development stipends for the purpose of course-level internationalization; the creation of a Global Citizenship Advisory Board made up of globally-minded faculty, staff, and students; a professional

development workshop for faculty on the topic of global learning strategies in the classroom; and a proposal to the college's trustees for a Center for Global Citizenship. This poster will explain these successes, the strategies behind achieving these successes, and will highlight the American Council on Education's model of comprehensive internationalization which served as both a framework and assessment tool from which to measure progress.

**Sally Steindorf**, *Global Studies Program Director and Associate Professor of Cultural Anthropology—Principia College*

**Poster 14: Neighborhood Global Spaces: A Linguistic Landscape Project**

This poster introduces an interdisciplinary experiential project that encourages students' integrative learning on global issues in their daily lives: how to relate to "alien" space in a neighborhood and live with difference. In this critical pedagogy-inspired linguistic landscape project in an introductory class on Asia, students collected Asian-language signs on the streets and interviewed the speakers and non-speakers of that language, analyzing diverse reactions toward these signs. Students learned of the existence of global diversity around them, the role of language in space-marking, the notion of a safe space for the marginalized, empathy, diverse reactions to difference, and analytical skills. Their learning was assessed by a presentation and a paper assignment. Students further proactively engaged with the immigrant community by producing new language signs. This project can be expanded to deepen community engagement for inclusive environments.

**Neriko Doerr**, *Assistant Professor of Cultural Anthropology—Ramapo College*

**Poster 15: International Student Engagement and Communities of Practice**

The number of international students at higher education institutions in the United States has been increasing steadily, making it imperative to understand the needs of international students. Given the strategic goal of many institutions to internationalize, it is important to understand how much and what kinds of engagement with domestic peers international students wish for. Isolation among international students is a problem noted on many campuses, with negative implications for everyday classroom work and campus internationalization. On the other hand, the engagement of faculty in supporting intercultural initiatives has many benefits for students. This poster will share a study that surveyed students and emphasizes the contribution of a faculty-led group in providing a forum to explore and enhance international student engagement across campus.

**Estela Ene**, *Professor—Indiana University-Purdue University Indianapolis*

**Poster 16: Explore and Experience: HIP Connections Locally and Globally**

This poster will show examples of connecting students on local and global levels with issues related to social justice using high-impact practices in a co-curricular, curricular, and interdisciplinary manner. Exploration of service-learning study abroad opportunities and the creation of a service-learning living and learning community will be examined. The poster will share successful methods to effectively engage students in current opportunities and demonstrate how they may continue to use the experiences for personal and professional growth once the class or event has concluded. A variety of settings to accomplish these concepts will be discussed and challenges as well as successes will be shared.

**Tracy Nichols**, *Senior Instructor* and **Alexandra Wills**, *Director Center for Service-Learning and Community Engagement—both of Austin Peay State University*

**Poster 17: STEM Abroad: International and Interdisciplinary Approaches**

STEM fields represent the largest and most rapidly growing fields for undergraduate study abroad experiences. Given the growing international and collaborative nature of science, it becomes imperative

that students have experiences that prepare them to be successful in an international context. This poster will present assessment data from study abroad courses in neuroscience and related disciplines (psychology, genetics) at different levels of the curriculum. This will include course design and implementation for a week-long experience for first-year students, a summer four-week lab course, and a ten-week research internship. The practicalities and challenges of course development and establishing collaborative relationships with partner universities abroad will be discussed. Additionally, the challenges of identifying learning goals and outcomes that address skills germane to STEM fields and global learning in these short course formats will be considered, as will the impact on future international career endeavors of course alumni.

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

#### **Poster 18: Global Engagement through Study Abroad Research Programs**

Webster University is collaborating with multiple campus units, including study abroad, academic affairs, and student affairs, to stack high-impact practices and assess their effectiveness. This program structures undergraduate research and study abroad through curricular, co-curricular, and extra-curricular activities to increase students' intercultural competence, perspective taking, and scientific literacy, while also increasing faculty research productivity. In Phase I, students enrolled in a summer undergraduate research study abroad experience in Ghana. Pre- and post-test measures drawn from previously validated instruments showed students increased on all measures. Faculty productivity increased marginally. Phase II, presented here, incorporated collaboration with academic affairs, student services, and study abroad, added measures for humanistic modes of inquiry, included a more structured reflection process for faculty research productivity, and expanded to three study abroad locations: Ghana, Thailand, and Greece. The results of Phase II will be incorporated in a third phase, which adds a learning community.

**Danielle MacCartney**, *Associate Professor of Sociology* and **Kate Parsons**, *Professor of Philosophy—both of Webster University*

#### **Poster 19: Increasing HIP Opportunities across the Curriculum**

The benefits of participating in courses incorporating high-impact practices (HIPs) are well documented and great progress has been made at Austin Peay State University (APSU) to increase student awareness and engagement with these experiences. However, most of the study abroad and service-learning courses offered at APSU are geared toward general education. Students have expressed the desire for more HIP courses that are focused on specific academic colleges and majors. Through an ongoing campus-wide project engaging multiple offices and academic departments, major specific HIP courses are being created and marketed to students, especially students from key demographics who will benefit the most from the experiences such as underserved minorities, adult learners, and veterans. This poster will focus on the findings of this project, as well as the successes and challenges faced during its implementation.

**Allie Michael**, *Learning Opportunities Coordinator—Austin Peay State University*

#### **Poster 20: Embedding Global Learning through Episodic Change**

Kyorin University in Tokyo, Japan is well-known as a medical university. In 2012, the faculty of foreign studies received funding from the Ministry of Education for Global Human Resource Development. Under the title "Developing Trilingual Global Leaders" the specific goals and learning outcomes were to develop: (1) outstanding language skills through training trilingual professionals for leadership; (2) winning negotiating skills by developing the persistence and knack for win-win negotiations; and (3) study away and training. This poster will share the results of this five-year program and show how Kyorin University has since received additional funding for three other programs—an accomplishment that only

a handful of the 781 universities in Japan can claim.

**Robin Sakamoto**, *Dean and Professor of the Faculty of Foreign Studies—Kyorin University*

### **Poster 21: Cultivating Global Citizenship Identity and Engagement**

This poster will explore a framework for cultivating global citizenship identity and engagement within the curricular and co-curricular learning environment. Research will address how global citizenship identity is impacted by the degree of institutional culture and practices committed to education for global citizenship. Study abroad is used as an example of an educational platform for cultivating global citizenship identity and engagement through experiential and integrative learning practices.

Participants will learn about the Reysen and Katzarska-Miller global citizenship identity pathway, and how education for global citizenship can cultivate global citizenship identity and engagement; explore an array of curricular and co-curricular activities that can enable global citizenship identity; and discuss ways to help students enact their global citizenship identity.

**Neve Connolly**, *Undergraduate Student, Family and Community Social Services Major* and **Briana Cofield**, *Undergraduate Student, Family and Community Social Services Major—both of the University of Guelph-Humber*

### **Poster 22: What Makes a Class GLO? Campus-Wide Practices**

As part of a campus-wide assessment of global engagement, a task force engaged in a formal curriculum mapping of courses with global learning outcomes (GLO) at a private, faith-based, public/doctoral university with the highest research activity in the west coast region. In this mixed methods approach, quantitative results inform the frequency with which faculty utilized the spectrum of practices while qualitative results convey the nuanced ways in which these were designed and utilized. Thus, results provide some indication of the dimensions of ease (i.e., more accessible avenues are represented by high frequency activities) and innovation/creativity of the classroom practices. Further, the curriculum mapping provided evidence of the proportion of classes as a function of school (e.g., Arts and Sciences vs. Education) and academic classification (e.g., year of undergraduate matriculation, transfer status, graduate programs).

**Ross Stewart**, *Dean and Professor*, **Sharleen Kato**, *Professor and Director of Global Engagement*, and **Lynette Bikos**, *Professor and Associate Dean—all of Seattle Pacific University*

### **Poster 23: Local as Global: Experiential Learning in the Humanities**

This poster will focus on best practices for creating experiential education partnerships, modeled on the efforts of Texas Woman's University to connect with Dallas/Fort Worth-area organizations for the NEH-funded project "Building Global Perspectives in the Humanities." This project aligns with LEAP Essential Learning Outcomes and Principles of Excellence to create an opportunity for students to go global without going abroad by incorporating experiential learning into global perspectives courses. The presenters will help attendees imagine how to launch their own such partnerships, focusing on four key stages: evaluating institutional and student needs, identifying prospective partners, communicating stakeholder contributions and benefits, and establishing institutional agreements. Discussion will focus on inclusivity, since the primary goal of this project is to increase access to global learning. Because many students find traditional education abroad programs time and cost prohibitive, the facilitators will focus on leveraging local resources to create global experiences.

**Gretchen Busl**, *Assistant Professor* and **Ashley Bender**, *Assistant Professor—both of Texas Woman's University*

### **Poster 24: Engaging Students in Citizen Journalism and Digital Archiving**

This session will focus on Weaving the Streets and People's History Archive (WSPHA), an ongoing

collaboration between the Richard F. Brush Art Gallery and Weave News (an independent media organization devoted to underreported stories), both based at St. Lawrence University. The project offers students, alumni, and others the chance to be part of a dynamic, global, investigative blog and a digital archive documenting how ordinary people use public space to express themselves. The poster will share a structure for mentoring students before, during, and after each off-campus study project; an extensive set of training guidelines; and how to bring the tools of the digital humanities to bear on work with students who are doing off-campus study. Challenges regarding work flow and long-term funding will also be discussed. Future collaborations with one or more additional institutions are also currently being sought.

**Catherine Tedford**, Gallery Director—St. Lawrence University

#### **Poster 25: Differentiated Learner Outcomes: Student Voice and Choice**

The Learner-Lead Differentiation Matrix (LLDM) was created by combining the Council for the Advancement of Standards in Higher Education's Learning Development Outcomes framework with the Spectrum of Student Voice Oriented Activity (Toshalis and Nakkula 2012) in an effort to address value added benefits for higher education students. Exercising student voice through learner-lead outcome differentiation promotes intrinsic motivation to learn by incorporating personal interests, abilities, styles, and ambitions. Any context can serve as the overlay. A global context overlay combined with a specific discipline or integration of disciplines creates a framework of trans-integration efforts and emphasis. This poster will share theory and practice on incorporating student voice in global contexts.

**Teresa Walker**, Associate Professor and Provost Fellow—Central Washington University

#### **Poster 26: Using Community-Based Resources to Enhance Global Perspectives**

The purpose of this poster is to examine how one university developed community-based partnerships to develop the cultural resources needed to enhance the global perspectives of graduate programs seeking to prepare teachers, administrators, and counselors. Practical strategies presented will demonstrate how collaboration, refugee simulations, intercultural education forums, and other learning activities can enhance the preparation of students with the career skills needed to work and compete on a global scale. Participants will learn how to identify global resources to enhance classroom learning; how to establish community-based partnerships to expand student learning opportunities; and learn specific strategies that can be incorporated in the classroom to increase student understanding of global perspectives.

**Roberta Wilburn**, Associated Dean for Graduate Studies in Education and Diversity Initiatives—Whitworth University

#### **Poster 27: Reflective Judgement for Civic Discourse and Global Engagement**

This poster will focus on the essential learning outcome of civic knowledge and engagement and how this outcome connects to a student's epistemic self-awareness. The work of Kitchner and King on the Reflective Judgement Model yields promising potential for developing the learner's ability to encounter difference in global partnerships. People who are practiced in the skill of reflecting on their own epistemic assumptions are better equipped to accept public roles involving significant responsibility. These individuals are not only willing but also prepared to engage in civic discourse centering around complex social and political issues in which "reasonable people may reasonably disagree" yet there is the possibility of arriving at better and worse conclusions when a range of sources of information from a variety of disciplines and perspectives have been respectfully and thoughtfully considered.

**Murray Skees**, Assistant Professor—University of South Carolina Beaufort and **Lisa Yount**, Associate Professor—Savannah State University

### **Poster 28: Migration: Local & Global Learning through Study Abroad**

This poster will showcase three programs in Mexico that are designed to help Education, Social Work, and other majors use high-impact disciplinary and interdisciplinary place-based and community-based education to make links between Mexican migrants in their own neighborhoods in Minnesota and Mexicans in Morelos, Mexico. The largest number of Mexican migrants in Minneapolis are from Morelos, and Minneapolis and Cuernavaca are Sister Cities. By using an intercultural and community-based educational strategy, the students develop deeper understandings of the complexities of migration and undocumented immigration, as well as intercultural skills that will help them as educators or social workers when working with Mexican migrant students, parents, or clients. Learn about specific activities and assignments that are been successfully used to foster and assess knowledge of the complex global systems involved in immigration issues and to apply knowledge and skills learned in Mexico to careers in Education and Social Work.

**Ann Luttermann-Aguilar**, Mexico Site Director & Global Faculty—Augsburg University Center for Global Education & Experience

FIFTH AVENUE, FOURTH FLOOR

**8:30 A.M. – 9:30 A.M.**

#### **NEWCOMERS' WELCOME**

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, intended career, or the type of institution they attend. Participants will learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, integrative and global learning—and its signature LEAP initiative together provide content, framework, and practical guidance for the undergraduate educational experience.

**Lynn Pasquerella**, President—AAC&U

**9:45 A.M. – 10:45 A.M.**

#### **CONCURRENT SESSIONS**

FIFTH AVENUE, FOURTH FLOOR

#### **Session 1: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Embedding Global Learning and Engagement in Institutional Missions

#### **Teaching Practices to Develop Globally-Minded Students**

This session will discuss the Global Citizenship Certificate program and its foundational course as a case study to provide a number of global learning practices that may be applicable to all college campuses. The Global Citizenship Certificate is designed to help underclassmen develop cross-cultural competencies and increase their global knowledge. It combines two high-impact, multi-disciplinary academic courses with cocurricular activities and either an international experience or an intercultural experience on campus. It identifies four key principles for global learning that can contribute to internationalization of all college campuses across the nation. They include reflection, intergroup contact, quality of interaction, and perspective shifting.

**Elcin Haskollar**, Program Director and **Tanu Kohli Bagwe**, Teaching Faculty—both of Florida State University

Campus-Wide Reforms and Global Learning in Your Neighborhood

#### **On a Quest for Global Learning**

Students need the skills to solve local problems, while also gaining global perspectives. Through a

partnership between Opportunity Education and Bellevue University, the Thinking by Design course was created to address this gap in student learning. This session will discuss powerful partnerships that facilitate problem-based learning at both a local and global level. Details about how the Thinking by Design course utilized community-based learning to expand the student perspective, and how collaboration between organizations created an intercultural experience for students in the U.S. and Tanzania will be covered.

**Brian Kear**, *User Experience Designer, Adjunct Faculty—Bellevue University*; and **Jolene Zywicca**, *Director of Research and Evaluation—Opportunity Education*

CASCADE 1C, SECOND FLOOR

Facilitated Discussion | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

### **Session 2: The Global Infusion**

This session will focus on the reform of the core curriculum in order to emphasize Fairleigh Dickinson University's NGO status with the United Nations and support the university's mission. An integral component of the curriculum is participation in campus activities that enhance the global experience, particularly those supporting study abroad experiences and our relationship with the UN. Techniques for generating a ground-up approach to integrate the university's global mission in the curricula starting in the freshman year and involving the stakeholders will be discussed, including challenges, barriers and opportunities. Participants will understand the rationale for building a framework of core curriculum courses that incorporate global learning approaches to maximize the impact of global learning in the core curriculum courses, through the integration of customized content.

**Kiron Sharma**, *Campus CORE Director, Professor*, **Michele Barto**, *Senior Lecturer*, and **James Gifford**, *Professor of English—all of Fairleigh Dickinson University*

GRAND CRESCENT, FOURTH FLOOR

Facilitated Discussion | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

### **Session 3: Global Engagement at Home and Abroad**

This session will address how traditional forms of study abroad experiences can be reformulated and augmented to enhance global and diversity learning outcomes. The facilitators will describe their experiences in developing alternative forms of study abroad courses as well as research in assessing student outcomes in a semester-long study abroad program in London and a short-term study abroad in Cuba. Participants will learn about research suggesting that an intentional focus on diversity and global learning that is embedded in different kinds of study abroad programs can achieve multiple curricular and institutional goals by asking students to intentionally examine how their national citizenship is linked to ethical questions of social responsibility on a global scale. The session will address questions on how to intentionally integrate study abroad experiences into a cohesive global and diversity learning curriculum, and how to successfully recruit students who typically do not study abroad.

**Cathy Ouellette**, *Associate Professor of History and Director of Latin American and Caribbean Studies*, **Janine Chi**, *Associate Professor of Sociology and Department Chair of Sociology and Anthropology*, and **Emily Hurley**, *Student and Undergraduate Research Assistant, International Studies Major—all of Muhlenberg College*

ELLIOTT BAY, FIRST FLOOR

Facilitated Discussion | Global Learning in Your Neighborhood

### **Session 4: Global Liberal Arts and Transdisciplinary Exchanges**

After tracing the recent emergence of the Liberal Arts in Asia, the presenter will discuss the 2017 launching of GLADE (Global Liberal Arts Design Experiments) as a network of affiliated general education programs. In this context, and as an example of deep student learning in the spaces of global practice,

the presenter will share the structure and outcomes of the Transdisciplinary Research Exchange with the University of Utrecht. In this project, students from across the ten faculties at HKU work with students from Utrecht to develop research and events around topics in which they are deeply interested. The students have produced events on disability and sex rights, immigration, and green architecture.

**Gray Kochhar-Lindgren**, Professor and Director, Common Core—University of Hong Kong

CASCADE 1A, SECOND FLOOR

Facilitated Discussion|Global Learning in Your Neighborhood

**Session 5: Beyond HIPs: Engaging Students through Immersive Experiences**

High-impact practices (HIPs) are at the core of the educational experiences California State University-Fullerton (CSU-F) offers. The demonstrated benefit of HIPs on students, particularly those from underrepresented groups, makes such practices an ideal venue to enhance student success at CSU-F, a university committed to access and diversity. Engagement with diversity is a key element in global learning. A comprehensive assessment framework will be presented, one that captures student learning, perception, and real-time experiences related to diversity. One finding related to students' desire for more meaningful engagement with diversity of experience/context will be presented. Efforts to learn from student experiences will be shared, including an array of options that move the campus beyond traditional study abroad frameworks. Participants will identify strategies that promote participation of diverse students in study abroad, exposure to global issues and contexts, and align study abroad and global learning experiences with student success initiatives.

**Jack Hobson**, Senior Director, Global Titans Center—California State University-Fullerton

GRAND 1, FOURTH FLOOR

Online Global Learning Practices|Global Learning in Your Neighborhood

**Session 6: Giving Spaces: Digital Media Innovation for Global Learning**

Instagram. Spotify. Podcasts. Faculty today encounter a steady stream of new social media they fear curtails critical thinking and acts as a distraction. What if teachers flipped these formats to foster engaged global learning? Smart (2010) encourages educators to be “resistant early adopters,” to quickly yet critically incorporate new technologies without confusing them with their goal: student learning. In this session participants will experience the active engagement of #hashtagpedagogies: the use of everyday metadata to help students connect the local with the global. The presenters will also address the role of professional development in faculty innovation in global learning with regard to the use of digital media for instruction.

**Stephanie Doscher**, Director of Global Learning Initiatives and **Micah Oelze**, Post-Doctoral Fellow—both of Florida International University

CASCADE 1B, SECOND FLOOR

Facilitated Discussion|Connecting Global Learning to Careers and the Professions

**Session 7: Building Professional Success through Global Learning**

VCU Globe is an innovative, award-winning, and interdisciplinary global education living-learning program at Virginia Commonwealth University (VCU) that focuses on building students' cultural agility through coursework, volunteer work, and cocurricular activities. With more than 300 students in 59 majors participating in the program, VCU Globe is devoted to preparing a diverse group of participants to succeed in their chosen field. In this session, the facilitators will share strategies for creating professional development opportunities in the context of global learning. The presenters will also help participants adapt these strategies at their own institutions. Participants will explore specific curricular components in an immersive, interdisciplinary intercultural learning environment that support professional development for students, specifically cocurricular activities, the Peace Corps Prep

Program, and a capstone course focused on career preparation.

**Christina Marino**, Assistant Director of Residence Education—Virginia Commonwealth University

ST. HELENS, SECOND FLOOR

Facilitated Discussion | Connecting Global Learning to Careers and the Professions

### **Session 8: An Ethical Framework for Interdisciplinary Global Learning**

This interactive session will teach participants a theoretical and practical approach to constructing global learning experiences. The approach combines the best practices of community engagement and interdisciplinary education by using a central, connecting ethical framework that considers collaboration, interprofessional communication, impact on community partners, respect for cultural values, and critical reflection. This flexible framework can be used to develop new programs or to add an interdisciplinary component to existing global learning experiences. Using this model, educators can expose students to a multiplicity of perspectives and grant them the space to grapple with contested ideas and concepts as they develop their professional identity.

**Erin Sabato**, Director of International Service and Learning, **Margarita Diaz**, Associate Professor of Journalism, and **Maureen Helgren**, Associate Professor of Medical Sciences—all of Quinnipiac University

VASHON, THIRD FLOOR

Facilitated Discussion | Professional Development and Leadership

### **Session 9: Engendering Safe Spaces in Global Dialogues Amid Intolerance**

In this session, presenters will share a framework for action that includes how to design safe spaces for all participants, how concepts such as identity and agency can be used to guide the process, and how action research can be used to document progress and identify challenges. Multiple perspectives must start with empowering individuals to engage with others. When individuals are targeted, educators must facilitate difficult conversations through dialogue, motivation, and in a way that fosters trust and is responsive to diverse cultures. Participants will examine course syllabi, student leadership experiences, student work, assessment rubrics, and structured learning opportunities for students and educators and discuss how students can co-create these educational products in order to gain proactive strategies for welcoming and facilitating difficult conversations in the classroom. Presenters will share rubrics, worksheets, and structured learning opportunities that attendees can bring back to their colleges and universities.

**Helen-Margaret Nasser**, Director, Student Union and Intercultural Center and **Jason Leggett**, Assistant Professor of Political Science—both of Kingsborough Community College

CASCADE 2, SECOND FLOOR

### **Session 10: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Connecting Global Learning to Careers and the Professions

#### **Honeybees, Globalization, and the Transdisciplinary Classroom**

As colleges and universities are calling for the dismantling of disciplinary silos and employers are defining interdisciplinary collaboration as the foundation of many future careers, faculty enjoy a unique opportunity to encourage problem-based learning through innovative inter- and transdisciplinary pedagogy. In this session, the presenters share their experiences designing and delivering a transdisciplinary course titled “Globalization and the Honeybee.” Using the history and science of apiculture as a lens through which to explore broader questions about global politics, agriculture, and ecology, the course engaged students from history, biology, and global studies in collaborative projects that examined the local and national consequences of global issues. Through a

review of the course syllabus, sample assessments, and student feedback, session participants will learn to identify potential transdisciplinary course topics, design transdisciplinary assessments, and identify the resources needed to develop similar courses to serve students in a variety of institutional settings.

**Corey Campion**, *Assistant Professor of History and Global Studies* and **April Boulton**, *Associate Professor of Biology—both of Hood College*

Global Learning in Your Neighborhood

### **Engaging Global Climate Change via a Pop-up Learning Community**

This presentation provides an overview of a climate change pop-up learning community (PLC) convened with general education students in chemistry, communications, earth science, and philosophy courses. The overall goal of the event was to allow students to engage with each other about this unscripted, meaningful, global challenge while gaining practice in implementing skills that will be of use to them as students, professionals, and citizens. A secondary, but critical, goal was to permit students to see the value of their own liberal arts learning experiences. In addition to interdisciplinary roundtable discussions, the event included facilitator modeling of disciplinary perspectives to climate change denial artifacts, as well as an improv exercise to develop students' verbal communication skills. After describing the design, implementation, and goals of such an event, the facilitators will lead the session participants through one of the PLC activities and discuss the analysis of the assessment data.

**Amy Flanagan Johnson**, *Professor* and **W. John Koolage**, *Director of General Education—both of Eastern Michigan University*; and **Danielle Clevenger**, *Doctoral Student—University of Wisconsin, Madison*

GRAND 2, FOURTH FLOOR

### **Session 11: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Global Learning in Your Neighborhood

### **Community-Based Language Learning: Creating Partnerships**

In this session, presenters will focus on how world language students can partner with local immigrant and refugee populations to work in solidarity toward social change. Presenters first distinguish global learning in English from global learning in a second language, calling on conversations in community engagement, second language acquisition, and critical theory to underscore the unique features of working in a second language. Although language learners are still building communication skills, the types of interactions they can develop with local communities in the common world language can deepen the understanding of personal narratives and contemporary issues related to immigration and resettlement of refugees. Working in solidarity with immigrant and refugee populations, learners reflect on ethical and personal questions that provide opportunities for transformative learning. Ultimately, presenters argue that language learning and social justice are complementary learning outcomes, and that languages are a tool for social change.

**Joan Clifford**, *Assistant Professor of the Practice* and **Deb Reisinger**, *Assistant Professor of the Practice—both of Duke University*

Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

### **Every Campus a Refuge: Teaching, Learning, Doing in Response to a Global Crisis.**

Interested in learning how one small college is responding to an overwhelming global crisis? Every Campus a Refuge (ECAR) is a curricular and cocurricular initiative of the Guilford College Center for

Principled Problem Solving that advocates for the mobilization of college and university campus resources to provide housing and other assistance to refugees seeking resettlement in an institution's area. ECAR has made possible the hosting of refugees at Guilford (32 to date), established ECAR Chapters in five states, activated multiple colleges and universities, created a vibrant volunteer experience for students, faculty and staff, fostered effective collaboration with community organizations, and developed and launched an academic minor course of study at Guilford on forced displacement and (im)migration. ECAR is a part of the United Nations Together campaign and has been recognized by NC Campus Compact, the Washington Center, and the US State Department for its efforts in assisting refugee resettlement.

**Mark Justad**, Director, Center for Principled Problem Solving—Guilford College Center for Principled Problem Solving

GRAND 3, FOURTH FLOOR

### **Session 12: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

#### **Introduction to Global Humanities: A New General Education Course**

Montgomery College's Global Humanities Institute has fueled a college-wide commitment to foster global learning and engagement since its inception in 2012. Introduction to Global Humanities is a new, interdisciplinary, general education course that is central to the college's ongoing globalization efforts. The course encourages students to examine numerous topics related to global issues using historical, literary, linguistic, and philosophical lenses, to recognize their responsibilities to society—locally, nationally, and globally—and to consider their academic and personal goals in light of insights gained from their global studies. In this interactive session, participants will be provided with instructional materials including syllabi, learning outcomes, pre- and post-assessments and sample key assignments in order to apply useful aspects of this course at their own institutions.

**Rita Kranidis**, Professor of English and Director of the Global Humanities Institute, **Joan Murray Naake**, Professor of English, and **Deborah Taylor**, Professor of English—all of Montgomery College

Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

#### **High Impact Practices for Global Justice: The GSP Model**

The Global Scholars Program (GSP) is a living learning community for sophomores and above at the University of Michigan. The interdisciplinary curriculum for first-year members includes a weekly lecture and a Collaborative Group (CG) session for 8-10 students focused on actualizing their passion for global justice through high-impact practices. The presenters situate this first-year curricular component relative to the broader program and explain the design, implementation, and outcomes of two CG requirements: Global Engagement Internships (GEI) and facilitated dialogue. GEIs are year-long projects undertaken by each CG with a partner organization in the U.S. or abroad to reach agreed-upon goals aligned with the organization's global justice aims. CGs also employ dialogic pedagogy facilitated by trained, second-year peers in which members engage in dialogue on difficult differences, global justice themes raised in lecture, and pressing current events. The presenters will also consider how to scale these practices across settings.

**Benjamin Peters**, Director of the Global Scholars Program, **Ashley Wiseman**, Associate Director of the Global Scholars Program, and **Yuezhong Zheng**, Global Scholars Program Student Engagement Coordinator—all of the University of Michigan

11:00 A.M. – 12:15 P.M.

CONCURRENT SESSIONS

ELLIOTT BAY, FIRST FLOOR

Facilitated Discussion | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 13: Students' Voices on Integrative Global Learning**

Most educators would agree that “fostering students’ abilities to integrate their learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges of higher education” (AAC&U & Carnegie Foundation for the Advancement of Teaching, 2004). The question is, how can we facilitate students’ integrative learning, if we don’t know students’ motivations and needs for pursuing such endeavors? In this session, participants will have the opportunity to interact with students and recent alumni of Florida International University (FIU) who have been active in its university-wide Global Learning for Global Citizenship initiative. One of the hallmarks of this initiative are its habitats of integrative learning—experiences that provide students with prolonged global learning engagement and opportunities to make deliberate connections among their coursework, out of class activities, personal lives, and the wider world around them. Integrative global learning habitats open the door for students to put the pieces of their global learning together, developing their global awareness, perspective, and engagement. First-hand accounts of the experience and outcomes of students’ engagement with integrative global learning at FIU will be shared along with information on the development, implementation, assessment, and continuous improvement of these programs.

**Hilary Landorf**, Executive Director of the Office of Global Learning Initiatives and **Eric Feldman**, Program Manager, Global Learning Initiatives—both of Florida International University

CASCADE 1A, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 14: Interdisciplinary Models for Global Engagement**

Richland College has approached global education through a variety of strategies. Global education is a stated goal in our institutional mission. This goal is achieved through infusing global issues into the curricula and learning outcomes of multiple disciplines through our Institute for Global Citizenship; creating learning communities which utilize integrative learning strategies in an interdisciplinary approach; providing professional development in intercultural competency for staff, faculty, and administrators; and creating cultural awareness for the college and community through speakers, films, and activities. The facilitators will engage attendees in developing and implementing a plan of action to embed global education into the very mission and strategic planning priorities of the institution and respective disciplines. Participants will walk away with tools, syllabi, program models, and tangible frameworks that can be replicated and explore models of integrative learning for global awareness in multiple disciplines. Attendees will also take away a blueprint for interdisciplinary thematic course design which can be replicated across their respective disciplines.

**Susan Barkley**, Executive Dean, World Languages, Cultures, and Communications and **Scott Branks del Llano**, Faculty—both of Richland College

CASCADE 1C, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 15: Innovatively Assessing Students' Global Learning**

This session will address the need to evaluate global learning to assess the accomplishments of campus wide internationalization. Many institutional missions address global learning and universities invest in designing curricular and cocurricular plans, programs, and new education abroad for better access to a

larger segment of the student body. Are universities successful in facilitating global learning and global engagement? Do they develop students' social responsibility to become better world citizens? How does an institution know what internationalizing students' learning has achieved? Sharing the experience of building a survey, administering it, sampling all undergraduate students, analyzing and sharing the results campus-wide, will begin to answer some of these questions. The results include a global competencies report-card for each college, and some are doing better than others. Yet the establishment of a base-line from which to plan and formulate policies and future assessments of students' global learning has great value.

**Esther Gottlieb**, Associate Professor, Senior Advisor for International Affairs—The Ohio State University and **Jeff Cohen**, Executive Director, Office of Global Affairs—University of Washington-Tacoma

CASCADE 2, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 16: Community Engagement Impacts: Theory, Practice, Complexity**

Participants will be introduced to a conceptual model of community-engaged, experiential learning program impacts and be encouraged to think widely about potential outcomes of their programs on diverse stakeholders (students, faculty, community partners), at multiple scales (individual, organizational, community, systemic), across time frames, and of widely divergent nature, including impacts that might be positive/negative/ambiguous/changeable, intended/unintended, academic/professional/personal, etc. Participants will work individually to map out the kinds of impact they are most interested in exploring or advancing in their work; discuss their plans in small groups and consider the importance and complexities of thinking about how programs impact diverse stakeholders. Participants will also be exposed to tools for analyzing and assessing different kinds of impact and leave with a simple-to-use and conceptually rich model and set of ideas for their own work on program design and impacts consideration.

**Scott Jiusto**, Associate Professor of Geography and **Courtney Kurlanska**, Assistant Teaching Professor—both of Worcester Polytechnic Institute

FIFTH AVENUE, FOURTH FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 17: Becoming a Strategic Priority in Both Word and Deed**

Since 2013, Clemson University has been engaged in a gradual but strategic process to develop a campus-wide effort toward the integration of global learning throughout the curriculum. This session will follow that journey from the self-study, data collection and external review conducted as part of the ACE Internationalization Laboratory to the successful advocacy for the elevation of global learning as a priority in the university's strategic plan, and on to the steps taken since in faculty engagement, outcome identification, curricular mapping and faculty development. Presenters will discuss the importance of understanding where global learning fits within your university's strategic plan; advocating for the inclusion of global learning in the strategic plan; provide suggestions for implementing the plan that include faculty engagement and development opportunities; and explain how to apply curricular mapping to evaluate the current state of global learning within the curriculum.

**Sharon Nagy**, Associate Provost for Global Engagement, **June Pilcher**, Alumni Distinguished Professor of Psychology, and **Roxanne Amerson**, Associate Professor of Nursing—all of Clemson University

#### GRAND 1, FOURTH FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

##### **Session 18: Voices: An Institution's Efforts to Enhance Global Learning**

Current trends of internationalization of higher education have demonstrated a shifted focus from student mobility to internationalization at home, which indicates that our work on global learning and internationalizing the curriculum has become even more urgent and is much-needed. Many institutions have initiated and implemented approaches to enhance global learning. This session aims to present and explore various perspectives of key stakeholders on global learning, including administrators, faculty, students, and staff. This case study provides a complete and vibrant picture of how global learning is perceived and developed at various levels within an institution. History, needs, challenges, and strategies of developing global learning will be discussed as well.

*Jiangyuan (JY) Zhou, Internationalization Specialist, Robert Barney, Associate Professor of Social Work, and Emily Scutt, Undergraduate Student of Mathematics and Education—all of Stockton University*

#### VASHON, THIRD FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

##### **Session 19: Dismantling the US vs. International Dichotomy: Creating Synergy between Diversity and Global**

In recent years, an emphasis on globalizing U.S. higher education has resulted in rapid growth and focus on increasing international student populations, sending students abroad, and embedding global topics and requirements into curricula. Such emphasis has often been at odds with traditional and historical discourses related to U.S. diversity, equity and social justice issues. Furthermore, many in global education have often framed diversity and social justice approaches as only applicable in U.S. contexts. As this trend continues, there are often missed opportunities due to the lack of institutional synthesis of the two approaches. This dichotomy prevents understanding of the relationship between local and global factors that affect our ability to engage contemporary challenges holistically. This session will engage participants with theoretical and practical case examples that create opportunities to synergize global education with diversity and social justice in order to support the development of diverse, inclusive and globalized campus communities.

*Amer F. Ahmed, Director of Intercultural Teaching and Faculty Development—University of Massachusetts Amherst*

#### GRAND CRESCENT, FOURTH FLOOR

Disciplinary or Interdisciplinary Case Studies | Global Learning in Your Neighborhood

##### **Session 20: Taking the LEAP: Infusing Community Engagement in General Education**

Standard wisdom dictates mastering subject content before applying it. This session advocates LEAPing into the deep end by introducing students to new disciplines by infusing Community Engagement (CE) courses within general education curricula. This case study focuses on Rollins College, which launched a CE course designation in 2010 and a Foundations curriculum, built around LEAP learning outcomes, in 2014. A group of Rollins faculty, staff, and administration will lead a design process in which participants, working in small groups, will think practically and creatively about developing a CE course, aligning community needs and LEAP outcomes, and building institutional support for CE within their own general education curricula. Facilitators will frame workgroups using their own CE courses (philosophy for kids, designing a walking tour app, and developing community arts projects) and institutional support for CE at Rollins (revised faculty evaluations, HR practices, CE designation, assessment tools and strategic planning).

*Dan Myers, Assistant Professor of Computer Science, Meredith Hein, Director of the Center for*

*Leadership and Community Engagement, Erik Kenyon, Director of Student and Faculty Engagement, Hamilton Holt School, and Nadia Garzon, Adjunct Professor of Theater—all of Rollins College*

ST. HELENS, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Professional Development and Leadership

**Session 21: Building a Community of Practice for Ethical Global Engagement**

Representatives of the Buffett Institute for Global Studies community-engaged scholarship working group will present a case study of their boundary-spanning work to build a community of practice at Northwestern with shared values and concerns for critical service-learning and ethical global engagement. The working group has fostered university-wide dialogue and collaboration among faculty, staff, students, community partners, and other practitioners of community-engaged learning, research and service programs across various schools and multiple campuses. Participants will learn how this interdisciplinary working group has used social change concepts such as collective impact and strategies adapted from asset-based community organizing to move from dialogue to action and implementation on several key themes: developing a common vision and guidelines, student preparation, faculty development, understanding our impact, stakeholder engagement, asset mapping, and identifying institutional opportunities for change.

*Patrick Eccles, Senior Associate Director, Global Engagement Programs, Buffett Institute for Global Studies and Kelly Benkert, Director, Leadership Development and Community Engagement, Division of Student Affairs—both of Northwestern University*

**12:00 P.M. – 2:00 P.M.**

**LUNCH ON YOUR OWN**

**2:15 P.M. – 3:30 P.M.**

**CONCURRENT SESSIONS**

CASCADE 1A, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 22: Universal Global Learning: Embedding Global in the Undergraduate Curriculum and Coccriculum**

Many institutions are faced with the challenge of developing global learning models for undergraduates that meet multiple mandates such as being credit-bearing, financially feasible, assessable, inclusive of cocurricular components (i.e. internships/service-learning), and accessible to non-traditional student groups including disabled, veteran, and first-generation students. This interactive session will discuss two global learning models that meet these criteria by integrating programs through campus-wide common learning experiences such as first-year experiences or signature programs.

*Kati Bell, Director, Global Education—Dominican University of California and Elaine Meyer-Lee, Associate Vice President for Global Learning and Leadership Development—Agnes Scott College*

CASCADE 1C, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 23: Building a Case for Internationalized Curriculum**

This session will explore how to build a strong case for internationalizing curricula. The presenter will discuss her experience conducting a series of surveys and interviews of faculty and students at her university's Singapore campus. Current and past students were asked to discuss whether their cultural experiences and the current realities of their personal and professional lives are adequately represented in the materials and examples used in their classes. Faculty were also surveyed and interviewed to determine whether curricular gaps exist. Additionally, the presenter explored syllabi and textbooks, and

observed classes in Singapore. The findings produced compelling data and strong anecdotal evidence, including the students' own stories of feeling culturally excluded from the curriculum. Participants will learn to identify biases in their own curriculum, explore whether international students find that their cultural realities are excluded from the curriculum, and construct surveys and interview questions that provide convincing evidence for needed change.

**Debra Bourdeau**, *Chair of English, Humanities and Communications—Embry-Riddle Aeronautical University Worldwide*

CASCADE 2, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 24: Catalyzing Global Engagement via Program Interdisciplinarity**

Many higher education institutions' missions include preparing students to be ethical leaders for a diverse and globally competitive workforce. To fulfill this mission, thinking skills that evaluate rather than discount diverse worldviews should be promoted to foster a temperament aptly suited for productive participation in a global society. This session will feature the design and implementation of global challenge modules with broad institutional impact for undergraduates and faculty. Such integrative learning cultivates a disposition for interpersonal engagement and self-assurance. Topics to be covered include: program design to balance professors' discipline-defined priorities with societal challenges of a pressing global nature; orderly engagement of university-wide study sections without excluding or overloading faculty and/or administrators; and assessment of student learning outcomes that balance direct knowledge and indirect disposition assessment components.

**Genevieve Durham DeCesaro**, *Vice Provost of Academic Affairs*, **Aliza Wong**, *Associate Dean*, and **Paul Paré**, *Global Communication Center Director—all of Texas Tech University*

ELLIOTT BAY, FIRST FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 25: Does Our Campus GLO? A Case Study of Global Engagement**

This session will review the methodologies, findings, and lessons learned by members of an interdisciplinary global initiative task force charged with assessing campus-wide engagement and making and implementing recommendations around the campus-wide curriculum, student mobility, administrative structures, faculty development, and the university's strategic plan. Participants will be divided into three sections representing assessment plan/methodology, findings/results, and implementation. Once in these sections, they will imagine how they might assess, what they might learn, and how they would respond and then compare and contrast their results to the lessons learned at a private, faith-based, public, doctoral university. Participants will consider different types of assessment methodologies (e.g., online survey, focus groups) and what they can contribute to formal assessment of global engagement; consider how the profile of their own institution compares to the case study and think about the contextual influences that would alter those results; and think through contextual barriers and supports of change leading to increased global learning outcomes and global engagement.

**Sharleen Kato**, *Professor and Director of Global Engagement*, **Ross Stewart**, *Dean and Professor*, and **Lynette Bikos**, *Professor and Associate Dean—all of Seattle Pacific University*

GRAND 1, FOURTH FLOOR

Disciplinary or Interdisciplinary Case Studies | Connecting Global Learning to Careers and the Professions

**Session 26: From Community College to Global Careers**

Following LaGuardia Community College's mission to "educate and graduate the most diverse student

populations in the country to become critical thinkers and socially responsible citizens who help to shape a rapidly evolving society,” this case-study depicts an all-day global learning experience developed by faculty and student affairs staff where three professional practitioners of global engagement helped students envision academic and professional plans that would build on their identities, experiences, and aspirations. The program entailed a panel discussion, a professional workshop of global careers in activism, arts, and sciences, and class lectures in liberal arts and health sciences courses. Student survey results show that graded written assignments and one-on-one engagement with the global professionals yielded a high-impact learning experience reinforcing LaGuardia’s Global Learning competency. The presentation will look at all aspects of the event including intended goals, student learning outcomes, and possibilities and challenges of replicating this program in other institutions.

**Ece Aykol**, Associate Professor of English and **Regina Lehman**, Associate Professor of Health Sciences—both of LaGuardia Community College

GRAND CRESCENT, FOURTH FLOOR

Disciplinary or Interdisciplinary Case Studies | Connecting Global Learning to Careers and the Professions

### **Session 27: Global Learning Across the Disciplines**

Different disciplines define global learning in a variety of ways, which ultimately affects how faculty prepare students for careers in their field. A shared vision for global learning can assist in aligning curricular opportunities with university-level goals. Additionally, a shared vision can show how each discipline contributes to developing students’ ability to engage meaningfully with global issues and challenges while equipping students with the skills needed for the global workforce. Drawing from expertise establishing and facilitating interdisciplinary learning communities for faculty to globally enhance their courses, the facilitators of this session will discuss how distinct departments (representing STEM fields, social sciences, the arts, and others) have used course syllabi, assignments, and activities to address and contribute to shared global learning outcomes. Small-group activities will lead participants through the process of analyzing the strengths and weaknesses of a university-level shared vision of global learning.

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

VASHON, THIRD FLOOR

Disciplinary or Interdisciplinary Case Studies | Connecting Global Learning to Careers and the Professions

### **Session 28: Developing Cross-Campus Partnerships for Collaborative Online International Learning**

When it comes to facilitating the collaborative problem-solving relationships at the heart of global learning, our institution’s technologists possess powerful tools and strategies that enable faculty and students to bridge divisions of time and space. But our institution’s ability to implement these techniques may be hindered by hardened bureaucratic and cultural borders between divisions of technology, academic, and student affairs. This session will introduce participants to Collaborative Online International Learning (COIL), a pedagogical strategy designed to engage students and faculty in global learning across diverse national, cultural, and disciplinary spaces. It will also address how COIL can be used to encourage mutually beneficial and meaningful professional partnerships between technologists, faculty, and staff. Such partnerships increase students’ global learning, international research collaborations, and authentic local and global problem solving.

**Stephanie Doscher**, Director of Global Learning Initiatives and **Arden Napier**, COIL Instructional Designer, Media Technology Services—both of Florida International University

ST. HELENS, SECOND FLOOR

Disciplinary or Interdisciplinary Case Studies | Professional Development and Leadership

**Session 29: Global Learning Using the Lens of Wicked Problems**

This session will encourage participants to consider how global learning can work in their classroom and institution by using a first-year, project-based seminar program as a case study. This program provides a local to global context for situating some of the world's most wicked problems. The presenters will discuss building institutional support and preparing faculty for bringing global competencies into the classroom by considering team teaching, re-envisioning the role of faculty, and integrating sponsors and other collaborators. Furthermore, we will highlight how to make global learning work in the classroom with a focus on exploring student identities and assets and their impact on team dynamics. Evaluation of this program has demonstrated that these strategies and activities develop students' understanding of global issues. Through examination of our case study and receipt of sample course materials, participants will be prepared to introduce global issues in a project-based learning context. Participants will leave with a framework of steps faculty can take to incorporate global learning at their institutions, understand how global competency can be integrated in a course, program, or across curriculum and work through which elements can be transferred to their home institution and courses. A packet of materials such as sample assignments, resources for student mentors, syllabi, and class activities will be distributed to attendees.

**Marja Bakermans**, Assistant Teaching Professor, **Courtney Kurlanska**, Assistant Teaching Professor, and **Derren Rosbach**, Associate Teaching Professor—all of Worcester Polytechnic Institute

4:00 P.M. – 5:00 P.M.

CONCURRENT SESSIONS

CASCADE 2, SECOND FLOOR

Sponsored Session | Navitas

**Session 30: From Classroom Management to Meaningful Exchanges: The Case for Teaching All Students Global Competencies and How to Do It**

U.S. institutions are more aware than ever of the need to provide all students with the competencies they require to succeed in a shifting global society and ever-evolving workforce. At the same time, we are grappling with a challenging political climate that has led to declines in international enrollment. How can college and university leaders be more intentional and strategic in their efforts to recruit and integrate international students while building the intercultural competences of domestic students and supporting overall campus internationalization strategies? Currently only a quarter of campuses offer professional learning opportunities for staff to address internationalization on campuses, according to the most recent [Mapping Internationalization](#) report from ACE; and more often than not, the training focuses on classroom management, not creating meaningful intercultural interactions that build the global competencies of all students. This panel will discuss best practices in improving domestic/international student integration, including coaching international students to interject their experiences and perspectives into discussions; creating project-based opportunities that benefit from a diversity of perspectives; and framing conversations of academic integrity and cultural norms to strengthen the relationships between students and staff.

**James Applegate**, Visiting Professor in the Center for the Study of Education Policy—Illinois State University; **Sharla Reid**, College Director and Principal, Fraser International College—Simon Fraser University; and **Danielle Williams**, Associate Provost for Enrollment Management & Student Success—Richard Bland College of William and Mary

FIFTH AVENUE, FOURTH FLOOR

### **Session 31: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Embedding Global Learning and Engagement in Institutional Missions

#### **Disrupting the “Old Imperial Dream” in Study Abroad**

To realize authentic community engagement, equity, diversity, and inclusion (EDI), and social responsibility in global learning contexts, we must disrupt the assumptions and habits underpinning study abroad that too often reproduce the “old imperial dream,” to borrow a phrase from cultural theorist Stuart Hall. This session describes an effort to deepen student learning and community impact by creating transatlantic, community-based connections in Trelawny, Jamaica and London, UK. By aligning resources from three institutional offices (study abroad, community engagement, and EDI) at the University of San Diego (USD), and joining with community partners in Jamaica and the Afro-Caribbean communities of London, this session suggests how teachers and students can deepen engagement with the realities of global flows in the colony and the capital: diaspora, migration, transculturalism, and the legacy of colonization. The poetics of this work, including overcoming resistance, informed USD’s strategic plan which seeks to “confront humanity’s urgent challenges.” Participants will develop a plan to review the level of engagement currently happening in their own international programs and develop a list of campus partners with whom they are (or should be) connected in order to move this work forward.

**Esteban Del Río**, Associate Provost and Chief Diversity Officer, Associate Professor, **John Loggins**, Director of Community Engaged Learning, and **Kira Espiritu**, Director of International Studies Abroad—all of the University of San Diego

Campus-Wide Reforms and Connecting Global Learning to Careers and the Professions

#### **I’m Back! Implementing a Post Study Away Curriculum**

In 2016 the Center for Global Learning and Engagement partnered with the Global Studies Department to create a one unit course that would be completed by students the semester after they studied abroad. The Integration and Formation Seminar takes students through the process of integrating their study away experiences with their spiritual, ethical, and vocational development. It provides study away returnees with the opportunity to analyze their experiences with others while understanding the process of negotiating changing cultural norms to become ethical and responsible global learners. Course outcomes, including student feedback and samples of capstone projects, will be presented. Participants will examine the developmental, transitional, and integration needs of students who have studied off campus for a semester and explore ideas on strategies to implement post-study away curriculum at their own institution.

**Erin Thorp**, Assistant Director for Student Development, Center for Global Learning and Engagement and **Vicky Bowden**, Vice Provost for Undergraduate Programs—both of Azusa Pacific University

CASCADE 1C, SECOND FLOOR

Online Global Learning Practices | Global Learning in Your Neighborhood

### **Session 32: Failing Forward—Lessons Learned from Adventures with COIL**

Through a simulation experience and video-taped examples of student engagement drawn from classrooms locally and internationally, conference participants will learn how to embed Collaborative Online International Learning (COIL) strategies into an existing course. Participants will work with a highly diverse team of University of Washington-Bothell COIL practitioners, back from the front lines, who will share experiences from more than a dozen COIL courses they have designed and led. Using examples from course collaborations in multiple areas of study and countries, participants will acquire

new teaching strategies and understand how to use video conferencing, student-produced videos, and global problem-solving teams more effectively in the classroom. The course design is ideal for hybrid courses that combine in-class learning with out-of-classroom online learning. Participants will understand the eight key components for effective video conferencing and leave with a framework for creating effective assignments using global teamwork models for student engagement

**Greg Tuke**, *International Collaboration Facilitator, Lecturer—University of Washington-Bothell*

CASCADE 1B, SECOND FLOOR

Facilitated Discussion | Professional Development and Leadership

### **Session 33: Assessment Trends: Ideas and Options for Global Learning**

What are key assessment trends and themes related to global learning and engagement? Join leaders from the Assessment Institute in Indianapolis, the nation's oldest and largest event focused exclusively on outcomes assessment, hosted by Indiana University Purdue University at Indianapolis for a rich, lively discussion. The presenters will identify common trends in global learning and engagement; discuss their relationships to other teaching-learning practices and interventions; and examine several emerging trends in assessment. Participants will share their own promising practices, lessons learned, and assessment approaches, and engage in action planning to strengthen and scale assessment of global learning and engagement in their own context. Sample resources and ideas related to assessment trends will also be provided.

**Leslie Bozeman**, *Director of Curriculum Internationalization and Stephen Hundley*, *Senior Advisor to the Chancellor and Chair, Assessment Institute in Indianapolis—both of Indiana University Purdue University at Indianapolis; and Dawn Whitehead*, *Senior Director for Global Learning and Curricular Change—AAC&U*

ELLIOTT BAY, FIRST FLOOR

Facilitated Discussion | Connecting Global Learning to Careers and the Professions

### **Session 34: Building Social Responsibility via Global Engagement**

Real-life problem solving that integrates interprofessional education (IPE) strategies and global engagement immerses students into diverse environments with scarce resources. During these experiences students are called on to collaborate in search of workable solutions for advancing education, and community health and wellness. This session presents an emerging IPE model that advances student readiness for professional careers, and provides an experiential foundation in social responsibility that exceeds the capacity of the classroom alone. Participants will adapt a model syllabus for their own use for integrating interprofessional core competencies into global engagement courses, discussions and events; compare sample learning outcomes assessments with intended IPE student outcomes; and brainstorm methods for measuring impact and longitudinal assessment of global engagement on social responsibility.

**Diana Venskus**, *Associate Professor, Jennifer Tripken*, *Assistant Professor and Department Chairperson, and Clara Hauth*, *Assistant Professor—all of Marymount University; and Faith Claman*, *Associate Professor, School of Nursing—University of Portland*

CASCADE 1A, SECOND FLOOR

Facilitated Discussion | Professional Development and Leadership

### **Session 35: Globalizing the Campus: The University of North Carolina at Greensboro (UNCG) Experiment**

UNCG has long been a leader in internationalization across and beyond North Carolina's 17-campus public university system. UNCG has earned recognition as a leader in preparing its highly diverse (nearly 50% minority) student body to connect meaningfully and mindfully with their increasingly globalized

twenty-first century world. In this session, four global engagement champions from UNCG's administration, faculty, and staff will introduce participants to the successes and challenges of the UNCG experiment. Highlights and take-aways will include steps for moving global engagement and internationalization from a peripheral concern to a core priority in a variety of institutional settings; methods for building trans-organizational capacity through collaboration with administrators, faculty, student affairs educators, and other student providers; and techniques for implementing global engagement assessment adapted from AAC&U's Global Learning VALUE rubric.

**Roberto Campo**, Director of International and Global Studies and Professor of French, **Penelope Pynes**, Associate Provost for International Programs, **Elizabeth Natalle**, Associate Professor of Communication Studies, and **Patrick Lilja**, Assistant Director, Global Engagement Office—all of The University of North Carolina at Greensboro

GRAND 1, FOURTH FLOOR

### **Session 36: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Embedding Global Learning and Engagement in Institutional Missions

#### **Interdisciplinary Systems Thinking in Global Issues Course**

In order to develop innovative solutions for the many complex, global issues currently facing today's world, our students must be equipped in systems thinking. University educators and administration must therefore provide the structure, programming, and curriculum to promote this interdisciplinary approach to develop successful, globally minded graduates. This presentation highlights a case study from undergraduate students enrolled in a college-wide global issues course. Students were introduced to an interdisciplinary classroom that explored the interconnectedness between international issues and their field of study through systems thinking. This presentation provides the content, pedagogy, and delivery for how to effectively and experientially introduce the concept of systems thinking. Participants will leave this presentation with a scholarly, theoretical, and practical understanding of systems thinking within global contexts; tools to implement a systems thinking exercise into their global courses or programming; and ideas for introducing systems thinking and interdisciplinary pedagogy into our academic institutions. Participants will also learn from instructor reflections and outcomes how to develop similar interdisciplinary, collaborative, college-wide programming and curricula that highlight the development of global competencies.

**Caitlin Bletscher**, Clinical Assistant Professor—Washington State University

Campus-Wide Reforms and Connecting Global Learning to Careers and the Professions

#### **Realizing Global Responsibility and Leadership via the Sustainable Development Goals**

Today's challenges reflect the dynamic and complex state of world affairs and cut across various academic disciplines. Students need to be educated in inter- and transdisciplinary research methods and trained in global awareness in order to succeed in the workplace. This is what the cutting-edge BSc Global Responsibility and Leadership degree offers. The program is the first undergraduate program that is uniquely inspired by and dedicated to the United Nation's Sustainable Development Goals. Transformative global learning is integrated in the entire undergraduate experience: in curricula, syllabi, and course assignments; in the extensive study abroad program; and through challenging community-based research projects. The session will give numerous practical examples of global learning classroom activities that can be adapted by participants' own institutions.

**Indira van der Zande**, Programme Manager—University of Groningen/Campus Fryslân

GRAND CRESCENT, FOURTH FLOOR

Facilitated Discussion | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 37: Global Education: Efforts in Curricular Restructuring**

Miami Dade College (MDC), North Campus in Miami-Dade County is working to globalize/internationalize the College by making it more feasible for faculty and students to have direct access to other cultures, academic systems, and experts in the targeted areas. The session will provide an opportunity for participants to hear about the experiences of MDC in curricular restructuring to complement efforts in providing faculty and students a more international focus through various types of programs, including interdisciplinary projects, lecturers on global topics, faculty development opportunities, and study abroad. Participants will identify ways in which their institution/discipline can implement a similar program and discuss ways in which the proposed program goals would be measured.

**Leon Palombo**, Associate Professor, **Myra Medina**, Professor, and **Catherine Hanus-Zank**, Chairperson, Department of World Languages—all of Miami Dade College

ST. HELENS, SECOND FLOOR

Facilitated Discussion | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 38: Dreamers and Doers: Institutions Engaging Challenging Times**

The session will address the implementation of a college-wide strategic plan mandate of internationalization, covering strategies for translating the theoretical concept into concrete actions both within curricula and in extra-curricular activities. The presenters will introduce creative solutions for institutions to break down walls in four areas: academic disciplines; student affairs activities and the classroom; divisions among international students/scholars, study abroad, and diasporic populations; and traditional models of engagement versus new approaches to global relationships through technology and reconfigured types of exchanges. The facilitators will involve participants in a conversation that combines a big picture perspective, an institutional guide to civil and civic discourse in a polarized global context, and concrete approaches to creating meaningful and durable international engagement for the campus community. Participants will identify tactics for engaging large numbers of students from all backgrounds into international exchanges of many types, even in a time of fiscal challenges, and share best practices about ways that barriers—e.g., institutional, disciplinary, societal, and geographic—can be challenged and transformed.

**Jane Marcus-Delgado**, Associate Professor and Director of International Studies Program and **Stephen Ferst**, Director, Center for Global Engagement—both of the College of Staten Island, City University of New York

VASHON, THIRD FLOOR

Facilitated Discussion | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 39: Border Crossing, Boundary Spanning: The Promise of Critical Cosmopolitanism for Global Learning and Engagement**

This session invites attendees to examine the way that critical cosmopolitan frameworks might enrich and invigorate global learning efforts in higher education. Critical cosmopolitanism offers a socially relevant and transformative language for global learning and engagement, as it insists on thinking of the local and global relationally; complicates and decolonizes ways of thinking about social identity and power; resists abstract and universal truths about the human or global community; promotes a strong and broad ethical concern for the other that does not disregard difference; and challenges the uncritical commodification of cultural differences of all kinds. For these reasons, critical cosmopolitanism is in a position to help us develop important and pointed questions about the role of global engagement and learning in crossing—and complicating—borders and boundaries of all kinds. In this session participants

will share a conceptual framework for critical cosmopolitan learning and engagement and think together about the way that this new framework might invigorate efforts to build more aspirational forms of global learning and engagement on home campuses.

**Tammy Birk**, Director, Women's, Gender, and Sexuality Studies—Otterbein University

GRAND 3, FOURTH FLOOR

#### **Session 40: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Embedding Global Learning and Engagement in Institutional Missions

##### **Sociocultural and Educational Needs of Global Learners**

This session will address the cultural and educational needs of international students. The session will shed light on existing literature focused on issues related to globalization and the internationalization of higher education in the United States. Participants will leave with applicable strategies for promoting inclusion of students of different nationalities. Participants will have an overall understanding of international students mobility and of the cultural and economic impacts of international student mobility; recognize intercultural differences and stereotypes; and identify teaching strategies that promote an inclusive classroom environment.

**Sami Mejri**, Assistant Dean/Assistant Professor of Science—Tiffin University

Campus-Wide Reforms and Connecting Global Learning to Careers and the Professions

##### **International Degree and Global Learning Certificate**

The International Double Degree (ID) program began at Oregon State University in 1992 with the objective of allowing students to integrate their primary academic interests with an international experience and a high level of language education. Despite its past success, the ID over time serves fewer and fewer students. The profile of the current ID student is likely to be an honors college, white female, studying in a STEM field, and not Pell eligible. We set out in 2012 to seek new ways to reach a broader spectrum of the student body by creating a Global Learning Certificate and redesigning the ID. The Global Learning Certificate allows students who do not have the time or the financial resources to finish the requirements of the ID an opportunity to have their study abroad experience recognized and institutionalized. Participants will learn about our challenges and successes in designing the curriculum for a new Global Learning Certificate.

**Dwaine Plaza**, Professor of Sociology, **Michelle Justice**, Director of International Programs, **Bradley Boovy**, Assistant Professor of German and Women, Gender, and Sexuality Studies, and **Larry Becker**, Professor of Geography and Director of Environmental Sciences—all of Oregon State University

GRAND FOYER, FOURTH FLOOR

#### **5:00 P.M. – 6:00 P.M. HAPPY HOUR AND ROUNDTABLE DISCUSSIONS**

*All roundtable discussions will take place in Grand 2, located on the fourth floor.*

Roundtable Discussions|Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

##### **Roundtable Discussion 1: Pedagogy of Reciprocity: Politics of International Education**

This roundtable will discuss an emerging set of engagements at the University of Washington around reciprocity and social justice in study abroad and international education, including research collaborations with partners in the Global South, as well as a new year-long opportunity for students to engage more deeply with these questions. Participants will leave this discussion familiar with a number of approaches to building more ethical international education programs and consider possibilities for adopting or adapting similar kinds of approaches on their own campuses.

**Ron Krabill**, Associate Professor of Interdisciplinary Arts and Sciences—University of Washington Bothell and **Anu Taranath**, Senior Lecturer, English and Comparative History of Ideas—University of Washington Seattle

Roundtable Discussions | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Roundtable Discussion 2: Student Access to Study Abroad: A Multifaceted Approach**

Lewis and Clark College (LC) is committed to providing access to study abroad to all enrolled students. More than sixty percent of LC students study abroad before graduation. LC offers no short-term programs; students participate in semester or year-long programs. For many students, significant barriers exist to studying abroad, whether financial, curricular, emotional, or logistical. LC has found that, by investing in the overseas experience for both faculty and students, the school can attract and maintain a stronger, more diverse community.

**Blythe Knott**, Director of Overseas and Off-Campus Programs and **Bruce Suttmeier**, Interim Dean of the College—both of Lewis and Clark College

Roundtable Discussions | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Roundtable Discussion 3: Effectively Infusing Global Learning into Student Experience**

This discussion will address the significant success Carthage College has had globalizing its curriculum through an institutional mission. Through a number of initiatives and curricular requirements, Carthage has ensured that every student will experience the world from a global perspective and that they will likely have the opportunity to travel overseas. This discussion will approach how Carthage has embedded the institutional mission of global learning and engagement throughout the curriculum through three specific foci: interdisciplinary study, short and long term study abroad, and common experiences and critical conversations for all students through our general education curriculum.

**Maribel Morales**, Assistant Professor of Modern Languages, **Stephen Udry**, Professor of History, and **Corinne Ness**, Dean of Arts and Humanities—all of Carthage College

Roundtable Discussions | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Roundtable Discussion 4: Being Versus Seeming: Practicing Values Globally**

For the past 14 years faculty members and administrators from the University of San Diego and California State University, San Bernardino have successfully offered an intentional learning space on the north coast of Jamaica that allows participants meaningful opportunities for connection and growth. Each experience and connection point provide incredible moments that challenge participants to practice and live out named values. Stating a value or mission but never publicly wrestling with its complexity when things become challenging is an insufficient way to model, teach and espouse that value. This session makes the case that global learning experiences are fertile ground to observe, name, examine and wrestle with system dynamics that we have become blind to at home. These international experiences, if created and led by university faculty/administrators, provide a rich and unique space for members of an institution to lean into discomfort in order to develop and practice the mission and values of their institutions.

**John Loggins**, Director of Community Engaged Learning—University of San Diego and **A. Rafik Mohamed**, Dean, College of Social & Behavioral Sciences—California State University, San Bernardino

Roundtable Discussions | Global Learning in Your Neighborhood

**Roundtable Discussion 5: Ethics of Promoting Service-Learning in Immigrant Populations**

This discussion will ask participants to examine the ethical questions that surround community based service-learning that immerses students in immigrant populations. Participants will explore important ethical questions, including: What are the ethical considerations in promoting student learning from immersion experiences in immigrant communities? What can colleges and universities provide for these

populations and how do we identify those needs? What responsibility do colleges and universities have to respond to those needs? How do we adequately train students to support, empathize, and respond to the needs of a population living in tenuous residency situations?

**Alison Barlow**, *Coordinator of Leadership and Community Service-Learning and Madi Michael*, *Community Liaison, Campus Compact Mid-Atlantic AmeriCorps VISTA—both of the University of Maryland*

Roundtable Discussions | Connecting Global Learning to Careers and the Professions

#### **Roundtable Discussion 6: Toward Equitable Transdisciplinary Global Learning**

Last year a transdisciplinary, binational instructor team launched Nepal: Community, Technology and Sustainability, a program that enrolled culturally diverse, multidisciplinary cohorts of University of California, Davis and Nepalese university students in a parallel fall seminar; students connected virtually to plan joint in-person projects conducted in a Nepalese village during a three-week winter intersession. In this session, UC Davis faculty-members will share insights gained into the challenges and potential of study away that engages highly diverse, underserved student populations and builds capacities key to employment, robust civic participation, and global problem-solving (e.g. cultural humility, intercultural communication, transdisciplinary applied research, teamwork, and respectful community engagement). Participants will discuss lessons learned regarding supporting diverse student engagement, fostering transdisciplinary teamwork, and facilitating respectful, equity-oriented global community engagement.

**Nancy Erbstein**, *Academic Assistant to the Vice Provost and Associate Chancellor, Global Affairs and Researcher in Human Ecology and Jonathan London*, *Associate Professor—both of the University of California, Davis*

Roundtable Discussions | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

#### **Roundtable Discussion 7: Faculty Led Study Abroad: Dual Course Immersion**

Student success in the classroom and future professions can benefit from global learning. In today's world, themes of racism, oppression, prejudice, and restorative justice can be explored within the classroom setting. However, they can best be seen in reality. South Africa is uniquely placed to provide students with firsthand evidence of such themes. The professors discuss their experience of dually teaching two courses on Comparative Criminal Justice Systems and Race & Ethnicity demonstrating the above themes from a criminological and sociological point of view. Students then actually travel to South Africa for an 11-day education excursion where they see the themes. The experience is designed to teach students in the classroom and through a global experience.

**Kerryn Bell**, *Associate Professor of Criminal Justice and Robert Bartlett*, *Senior Lecturer of Sociology—both of Eastern Washington University*

Roundtable Discussions | Connecting Global Learning to Careers and the Professions

#### **Roundtable Discussion 8: Developing Global Engineers: Program Design and Growth**

This roundtable will provide an overview of the Rising Sophomore Abroad Program (RSAP) as an example of a global program for engineers. RSAP combines a three-credit spring semester course on global engineering with a two-week international module in May. The program covers topics including global challenges, intercultural communication, and what it means to be a global engineer. A systems-thinking framework that considers contextual factors, stakeholder viewpoints, and historical perspective is used as the conceptual guide throughout the course. This session will describe the RSAP syllabus, which includes speakers from various disciplines and mini-projects that address engineering-specific global learning outcomes. It will also cover the program evaluation process, which has helped to improve the program from year to year. RSAP has been scaled up from 20 to 180 students over the past

few years, and the session will address the decisions and challenges faced in this process.

*Kirsten Davis, Ph.D. Candidate—Virginia Tech*

Roundtable Discussions | Connecting Global Learning to Careers and the Professions

### **Roundtable Discussion 9: Communication and Community for Study Abroad Students**

This roundtable will provide a model for a supportive framework for students studying abroad: the Global Skills Program at Pacific University. It offers a three-course program that includes preparation before study abroad, support during, and engagement after; all three courses focus on the skills, behaviors, and attitudes that foster intercultural competence. Moreover, the program builds a community of learners who support each other and refocus the learning goals of the study abroad experience as a collective endeavor. The supportive framework of the Global Skills Program aims to encourage students who have traditionally been under-represented in study abroad programs. It also connects students to the benefits of study abroad for their career and educational pursuits by helping students to identify and articulate their learning outcomes.

*Jann Purdy, Chair of International Studies and Associate Professor of French—Pacific University*

Roundtable Discussions | Professional Development and Leadership

### **Roundtable Discussion 10: Building Capacity in Students and Instructors**

The University of Denver has developed and implemented a credit-bearing curriculum to support students' study abroad experiences with both culture-general and culture-specific learning opportunities. This presentation will address the layered goals of the curriculum, including fostering change in campus culture and creating opportunity for explicit intercultural learning for students informed by ongoing assessment. Presenters will also describe how this program is designed to foster an intentional community of practice through ongoing professional development around the instructors' own craft of teaching and understanding of intercultural education. This space for personal and professional reflection then promotes further commitment and engagement.

*Casey Dinger, Assistant Director for Internationalization and Sarah Catanzarite, Program Manager—both of University of Denver*

Roundtable Discussions | Professional Development and Leadership

### **Roundtable Discussion 11: Shared Domestic and International Study Abroad Experiences**

This presentation will describe study abroad programs based on university partnerships that pair inbound and outbound study abroad undergraduate students. These programs were developed to create international educational experiences that increase student engagement through person-to-person relationships and extend the learning experience beyond the time frame of a traditional program. Two programs that link domestic and international students in related programs will be highlighted. One program involves a year-long engagement period followed by a two-week international program in Japan, Taiwan, and China. The second program involves a five-week student teacher exchange in China. The challenges and opportunities related to program development will be discussed and participants will learn about the impact of these programs through preliminary assessment data on student global engagement.

*Brian Thomas, Director of Global Engagement, Aileen Ash, Study Abroad Coordinator, and Louise Chen, Coordinator of Study Abroad Programs—all of Saginaw Valley State University*

Roundtable Discussions | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

### **Roundtable Discussion 12: Interfaith Cooperation in Higher Education**

Colleges and universities are increasingly religiously diverse, as is the society students enter upon graduation. As such, campuses need to both intentionally engage the religious diversity in their

community as well as prepare students for engaging across lines of difference as part of cultivating responsible global citizens. In light of our shared understanding of the transformative power of higher education and the importance of religious competencies for civic leadership, Interfaith Youth Core and AAC&U have launched a partnership to increase interfaith engagement at American colleges and universities. This discussion will explore Interfaith Youth Core's methods and theories for integrating interfaith cooperation into higher education. It will include a discussion of best practices for attending to religious diversity and increasing interfaith cooperation on campus as well as examples from a diversity of contexts.

**Carolyn Roncolato**, *Director of Academic Initiatives—Interfaith Youth Core*

## SATURDAY, OCTOBER 13, 2018

GRAND REGISTRATION, FOURTH FLOOR

**8:00 A.M. – 11:00 A.M.**

**CONFERENCE REGISTRATION**

GRAND FOYER, FOURTH FLOOR

**8:00 A.M. – 8:30 A.M.**

**CONTINENTAL BREAKFAST**

**8:30 A.M. – 9:30 A.M.**

**CONCURRENT SESSIONS**

CASCADE 1AB, SECOND FLOOR

### **Session 41: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Global Learning in Your Neighborhood

#### **Student Impact of Globally Connected Courses**

Are globally connected courses associated with greater learning? In this session, presenters will discuss the preliminary results of a longitudinal study of a series of globally connected courses that were conducted across 13 countries among 19 universities (N = 590 students). Over 40 separate courses were assessed to evaluate if globally connected courses increased students' intercultural competencies, and if so, what course variables and instructional modalities were associated with students' intercultural curiosity, knowledge, strategy, and behavior. Additionally, presenters will discuss whether globally connected course experiences increase or decrease intergroup homophily (perceived similarity), and whether the effect of these courses varies as a function of students' pre-existing global exposure, intergroup homophily and intergroup anxiety.

**Irene Lopez**, *Associate Professor—Kenyon College* and **Deirdre Johnston**, *Professor—Hope College*

Global Learning in Your Neighborhood

#### **A Transnational Partnership for Effective Local Engagement**

This presentation explores an ongoing partnership between two instructors at Oberlin College (Ohio) and Lingnan University (Hong Kong) initiated in 2017 through the Global Liberal Arts Alliance Globally Connected Course Program, which paired community-based learning courses at each institution. The classes introduce students to history, methods, and best practices in the field of service-learning/community-based learning and foster cross-cultural dialogue about locally-based approaches to global challenges. Students in the paired courses explore and connect with one another around issue areas (such as economic inequality, food insecurity) as they are being addressed locally in Oberlin, Ohio and in the Tuen Mun District, Hong Kong, and identify

opportunities for engagement with these issues based on community-expressed needs and by establishing reciprocal relationships with community partners. Participants will explore a framework for applying community-based learning pedagogy and exploring campus-community collaborations in comparative, transnational contexts.

**Tania Boster**, *Director of Bonner Center Curricular Initiatives and Assistant Professor First-Year Seminar Program and Department of History—Oberlin College*

ST. HELENS, SECOND FLOOR

Facilitated Discussion|Global Learning in Your Neighborhood

**Session 42: Intentional Learning Spaces: Living and Learning Communities**

A holistic approach to student learning and engagement can be achieved through the careful planning for and implementation of a living and learning community on a college campus that brings together staff from student affairs and faculty and staff from academic affairs who work to support intellectual growth and emotional and social development through a globally-themed intentional learning space. Participants will evaluate the theoretical and best practice models for the development of a living and learning community and apply this evaluation to an initiative on their own campus.

**Kati Csofan**, *Dean of International Education*, **Matthew Damschroder**, *Vice President and Dean of Students*, and **Holly Hayer**, *Associate Professor of Spanish—all of Juniata College*

CASCADE 1C, SECOND FLOOR

Facilitated Discussion|Connecting Global Learning to Careers and the Professions

**Session 43: Global Engagement at Central Piedmont Community College**

This session will focus on how global education can be combined with work-based learning programs to contribute to twenty-first century employability for community college students. Given the limited financial resources of both students and community colleges, it is possible to develop global programs that can be delivered both on campus and in study abroad settings. Creativity, partnerships, and continuous involvement in national and local organizations has been crucial to the growing success of Central Piedmont Community College (CPCC) programs. A large number of foreign businesses are located Charlotte, North Carolina, including several large German manufacturing operations. CPCC has developed programs, especially in the STEM areas, to work with these employers to train students on specific equipment and to prepare them to join their workforces. The NC Scholars of Global Distinction, a state-wide honors program, provides faculty and students a framework for globalizing all curriculum courses, from cosmetology and culinary to sociology. Participants will consider how they can globalize all areas of their institutions, from student services to curriculum to continuing education and work-based learning; and how to apply global learning to all areas of curriculum and training.

**Nadine Russell**, *Director of Global Learning, Global Learning Office* and **Mike Hogan**, *Associate Dean, STEM—both of Central Piedmont Community College*

CASCADE 2, SECOND FLOOR

Facilitated Discussion|Connecting Global Learning to Careers and the Professions

**Session 44: Bridging the Gap between Global Learning and Career Paths**

This session will address the ways that James Madison College at Michigan State University (MSU) is guiding students to unpack, draw meaning from, and effectively explain the value of their interdisciplinary, global learning experiences. The college is aiming to provide more intentional programming and thoughtful, reflective approaches on this front—from unpacking seminars, curriculum-based career/purpose discussions, and robust education abroad/study away opportunities to outcome-driven undergraduate research and creative involvement of practitioners and alumni. This work, aimed at empowering students to professionally articulate and present their competencies to a

number of audiences (employers, graduate programs, etc.) is still in a development stage at MSU. As such, this discussion will provide participants tackling similar work the opportunity to engage in an exchange of expertise and experience along with some ideas, strategies, and best practices to bring back to their own spaces—regardless of professional realities and resources.

**Karissa Chabot-Purchase**, Career Consultant and **Maxwell Olivero**, Field Experience Coordinator—both of James Madison College at Michigan State University

GRAND CRESCENT, FOURTH FLOOR

Facilitated Discussion|Global Learning in Your Neighborhood

#### **Session 45: Classroom and Community: Global and Local in Spanish Courses**

In this session, participants will learn innovative language learning and teaching frameworks and strategies for incorporating local and global engagement that can be employed in any campus-based or study away program. Participants will learn the frameworks of translanguaging and popular education that inform dynamic language pedagogies used in two different geographical contexts in the U.S.: Richmond, Indiana and Tucson, Arizona. Participants will come away with specific ideas and strategies to include community members in both teaching and introducing local and global themes in any class and learning environment. Participants will also be provided with specific activities for Spanish-language learning. In addition to experiencing a typical lesson, participants will engage in discussions about strategies for assessment. A packet of information, including sample lessons to bring the community into the classroom and the classroom into the community will be distributed to attendees.

**Patricia Lamson**, Director of Center for Global Education, **Cristen Poynter**, Director of Spanish Language Curriculum, and **Christine Swafford**, Professor of Spanish and Hispanic Studies—all of Earlham College

ELLIOTT BAY, FIRST FLOOR

#### **Session 46: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Global Learning in Your Neighborhood

#### **Local Research with Global Impact through Citizen Science**

Citizen science, or public participation in scientific research, can provide course-based undergraduate research experience that is authentic and relevant to students, thereby increasing student engagement, scientific literacy, and self-efficacy. This session addresses how online data collection and social networking platforms can facilitate student participation in large-scale citizen science research projects. Such projects can provide students with a global perspective on local issues by allowing them to contribute data to global datasets and network with professional and community researchers around the world. Through partnerships with local community organizations, citizen science projects can also engage students in community-based research and link course content to broader issues of social justice and sustainability. This session will describe a promising effort to integrate citizen science into a non-majors general biology course in order to enhance student learning and foster connections between students, nature, and the local community.

**Jessica Blickley**, Adjunct Instructor, **Suzanne Iwanicki**, Instructor, and **Katie Rodriguez**, Associate Professor—all of Pasadena City College

Connecting Global Learning to Careers and the Professions

#### **Global Health: Linking the Professions and Liberal Arts**

Nationally recognized by the U.S. Department of Education's Title VI Program, the University of Wisconsin-Milwaukee's (UWM) Bachelor's Degree in Global Studies combines the strengths of

liberal arts and pre-professional education as it offers students a knowledge base and the opportunity to develop competencies that are central to understanding global trends, processes, and impacts. Jointly sponsored by UWM's College of Letters and Science and four of UWM's professional schools, the degree requires global studies core courses, eight semesters of foreign language, study abroad, and an internship abroad. The program offers six different pre-professional tracks, and this session will discuss the framework used and lessons learned in developing the newest track and curriculum in global health, which includes coursework from the College of Nursing, Zilber School of Public Health, College of Health Sciences, and the College of Letters and Science. Participants will formulate ideas of how to bridge the gap between professional health disciplines and the liberal arts and discuss the challenges involved in integrating global content into proscribed professional school curricula, such as nursing.

**Anne Dressel**, *Assistant Professor of Nursing and Director, Center for Global Health Equity—University of Wisconsin-Milwaukee*

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

CASCADE 2, SECOND FLOOR

#### **Session 47: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

#### **Community-Based and Inclusive: The Sustainable City Year**

Since 2015, the Sustainable City Year Program (SCYP) at California State University Monterey Bay has paired local government and faculty to identify projects in which student research and outreach can support community needs. This presentation will share an overview of three years of SCYP integration into a range of courses, including business, community media, and environmental studies; faculty survey results; student and city reflections; and lessons from integration into two different environmental studies courses that sought to promote cultural inclusion and progressive planning with local communities. From tactical urbanism to oral histories, the presentation will share how the partnership pushed students to consider economic and political responsibility, ecological integrity, and cultural identity while engaging ethnically diverse communities; how students across disciplines engaged with each other; and how support materials with a global lens helped students consider the shifting terrain of communities in Salinas and Seaside, California.

**Victoria Derr**, *Assistant Professor—California State University Monterey Bay*

Global Learning in Your Neighborhood

#### **From Classroom Spaces to Global Places**

The Global Passport Program is an initiative at St. John's University in New York City that engages first-year students in high-impact learning experiences at home and abroad at the beginning of their university studies. This session outlines the history of the program, specific disciplinary participation, and provides examples of its implementation in a First Year Seminar Course known as Discover New York. The session addresses how this initiative can incorporate mission-based experiences with academic rigor in ways that engage students in collaborative learning across the disciplines. Participants will gain understanding of the process of connecting core curricula to aspects of the university mission. They will consider how a metropolitan university develops a global learning initiative targeting students historically excluded from study abroad with the intention of increasing participation rates in future international experiences. Activities highlighting specific interdisciplinary classroom practices that cross boundaries at home and abroad will enable

participants to imagine implementing similar initiatives in courses on their own campuses.  
**Gregory Bruhn**, Director of Global Studies—St. John's University

GRAND CRESCENT, FOURTH FLOOR

Facilitated Discussion | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

**Session 48: Internationalizing Curricular and Cocurricular Partnerships**

Participants will have an opportunity to review a framework that translates a vision of global learning into practice using four steps to guide students toward enhancing their perspectives. These four steps are explained by Mezirow's transformational learning, which are life experiences, critical reflection, reflective discourse, and an action. Each step includes a concrete example and is followed by a strategy. The goal of cocurricular and curricular events is to foster exposure, appreciation, intercultural competencies, and ultimately, to develop laddered meaningful and intentional programs that funnel students toward a deeper involvement in global learning. Participants will work through a framework of possible curricular and cocurricular activities based on evidence-based outcomes adapted from the psychology literature on the impact of study abroad. They will create transformative experiences for students on their home campus and an overall plan to integrate international education onto their campus. Participants will also consider opportunities for student and academic affairs partnerships to reach campus wide in both curricular and cocurricular activities.

**Leslie Kaplan**, Associate Director, Hicks Honors College, **Alyssa Kyff**, Study Abroad Advisor, International Business Flagship Program, and **Luisa Martinez Joyce**, SAILS Scholarship Coordinator—all of the University of North Florida

ST. HELENS, SECOND FLOOR

Facilitated Discussion | Global Learning in Your Neighborhood

**Session 49: Reframing Local Experiences to Deepen Global Connections**

Through experiential learning, faculty can challenge students to delve into any local issue, to connect it to analogous global issues, and to use interdisciplinary frameworks to examine the issue deeply and to propose informed responses. Success with the structured integration of experiential learning in a boutique course at an institution lacking systemic support for experiential learning motivated the development of a framework to aid faculty in this high-impact practice and to deepen students' understanding of local-global connections. This approach outlines four steps connecting the experience to learning outcomes: (1) priming, (2) scaffolded experiences, (3) reflections, and (4) assessment of success of learning outcomes. Facilitators will briefly present three courses representing different disciplines with populations ranging from first-year to seniors in order to illustrate how the model can be applied to any context, regardless of faculty experience or extant engagement efforts. In order to help participants strategize, they will first be asked to describe their global and engagement goals and any potential obstacles that would impede their successful integration. Participants will respond to targeted questions to aid them in identifying unexpected allies and resources and collectively brainstorm possible steps forward.

**Patricia Moore-Martinez**, Associated Chair of Spanish and Portuguese and Global Society and US Society Area Coordinator, General Education, **Dana Dawson**, Associate Director, General Education Program, and **Joshua Pongan**, Language Program Director—all of Temple University

VASHON, THIRD FLOOR

Facilitated Discussion | Connecting Global Learning to Careers and the Professions

**Session 50: Global Learning through Liberal Arts Internships**

In recent surveys by LinkedIn, McKinsey, and the Chronicle of Higher Education, employers tell us the typical college graduate lacks the professional competencies an increasingly globalized workplace

requires. This comes at a time when more and more students are completing internships, a high-impact experience employers rely heavily upon to predict whether a potential hire will meet their needs. Although employers in recent AAC&U and Chronicle of Higher Education surveys ranked a potential hire's major (and the alignment between major and internship context) rather low among criteria considered, universities and academic departments continue to frame an internship as legitimate only if it is tied closely to a student's major. This session explores approaches that seek to reconcile the tension between employers' stated needs (global competency learning) and academic departments' framing and oversight of internships. It asks participants to explore programmatic and curricular approaches that facilitate learning that meets employer needs. Participants will leave this session with the beginnings of a strategy for adapting or creating an internship program that better prepares students for professional life after graduation.

**Danny Damron**, College Internship Coordinator and **Sherami Jara**, Director, Liberal Arts Advisement and Careers—both of Brigham Young University

FIFTH AVENUE, FOURTH FLOOR

### **Session 51: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

#### **Engaging the Self and the Other through Oral Histories**

This session explores the value of interviewing as a way to engage students in exploring their own intersectional identities and those of others. Presenters will discuss how interviews can be a powerful tool to integrate local and global perspectives and a means to question narratives on contemporary issues such as “Whiteness”, migration, or geopolitical conflicts like the Cold War. By interviewing community members, including in their native language, and by documenting and archiving their stories for an oral history project, students confront the complex interconnections between power relations and identity, including their own. Participants will learn how to manage interview projects, from simple assignments to more complex oral history projects, and will receive project guidelines, digital resources, and samples of student work. Participants will also learn how to work collaboratively with other units on campus including those with a focus on diversity and equity, service-learning, and digital technologies.

**Paloma Rodriguez**, Associate Director of Undergraduate Academic Programs, QEP Management Leadership Team, **Ingrid Kleespies**, Associate Professor of Russian Studies, and **Kathryn Dwyer-Navajas**, Senior Lecturer of Spanish—all of the University of Florida

Global Learning in Your Neighborhood

#### **Intercultural Global Learning Experiences**

This session will explore the interconnected work of three programs at St. Lawrence University that are intended to help bridge divides between international and domestic students, both on campus and at various off-campus study programs. The Center for International and Intercultural Studies, the Global Gateways Program, and the Arthur O. Eve Higher Education Opportunity Program help students engage with people different than themselves. Each program offers students intensive courses in preparation for either study off-campus or the First-Year Program. Discussion will focus on how the three programs engage students' ideas about identity and difference as well as ways in which collaboration between the three programs enhances the learning process of our students. Participants will explore creating learning experiences for students from widely varied cultures involved in different programs, but with the common goal of addressing big questions together: Who am I in this new place? What contributions can I make to this community, my home

community, or the world? What does it mean to be a global citizen? This session will share program philosophies, course designs, syllabi, activities, assessment tools, and best practices.

**Marina Llorente**, Associate Dean for International and Intercultural Studies and Professor of Hispanic Studies, **Evelyn Jennings**, Associate Dean for Faculty Affairs and Professor of History, and **Bill Short**, Director of the Arthur O. Eve Higher Education Opportunity Program—all of St. Lawrence University

ELLIOTT BAY, FIRST FLOOR

Disciplinary or Interdisciplinary Case Studies | Embedding Global Learning and Engagement in Institutional Missions and Campus-Wide Reforms

### **Session 52: How to Go from a Set of Learning Outcomes to a Full Blown Global Interdisciplinary Studies Program**

This session will address several interrelated concepts: place based instruction, interdisciplinary studies, global studies, and curriculum development. People who have started their global interdisciplinary programs or plan to start their own can take this opportunity to engage in a dynamic conversation on curriculum design. Austin Community College has completed an expert panel validation process to identify units of essential competencies for a new Global Interdisciplinary Studies program. A copy of the competencies will be shared with participants. Participants will delve deep into potential issues as well as brainstorm innovative solutions to help the college promote interdisciplinary course design, train faculty members, and incorporate global interdisciplinary competencies and outcomes into existing courses.

**Shirin Khosropour**, Department Chair of Interdisciplinary Studies and Director of Center for Peace and Conflict Studies, **Shih-Ting Lee**, Instructional Designer and Faculty of Student Development Department, and **Marian Moore**, Instructional Designer—all of Austin Community College

CASCADE 1C, SECOND FLOOR

Online Global Learning Practices | Connecting Global Learning to Careers and the Professions

### **Session 53: Engaging Contact: Global Classrooms across the Curriculum**

Engaging global learning and engagement across the curriculum requires the involvement and collaborations of various programs on campus, especially those in teaching centers, research units and international offices. Session facilitators will talk about joint efforts of the Department of Spanish and Portuguese, International Relations and Global Studies, the Faculty Innovation Center, and the International Office in designing and framing activities to construct Global Classroom models that are embedded in key areas of curricula. Students at the University of Texas at Austin have been able to engage in online cross-cultural dialogues, learning about themselves and others through conversations with students from diverse cultural or professional backgrounds through intercultural communication courses and capstone courses that enhance their professional development. A number of tools and resources that support the integration of global engagement and curriculum design will also be discussed and shared with participants.

**Matthew Russell**, Blended and Digital Pedagogy Design Specialist, **Orlando Kelm**, Professor of Hispanic Linguistics, and **Stephanie Holmsten**, Professor of International Relations and Global Studies—all of the University of Texas at Austin; and **Milton Torres**, Professor of Graduate Studies—Centro Universitário Adventista de São Paulo, Brazil

CASCADE 1AB, SECOND FLOOR

### **Session 54: Promising Classroom Practices for Global Learning**

*This session includes two distinct presentations with time for questions and comments.*

### **Developing Global Citizens through Place-Based Education, Community Engagement, and Project-Based Learning**

Today, more than ever before, globalization is part of our everyday local lives. We are linked to others on every continent socially, culturally, economically, environmentally, and politically. In a fast-changing and interdependent world, education can, and should, help people to meet the challenges they will confront now and in the future. Global citizenship is essential in helping people rise to those challenges. The presenters will define global citizenship and discuss what steps need to be taken to prepare our students to become global citizens. Discussion will highlight the following pedagogical strategies that can assist in educating our students on what it means to be a global citizen: place-based education, community engagement, and project-based learning. Participants will walk away with pedagogical tools to help develop global citizens in their courses and brainstorm best practices.

**Roxanne Lewis**, *International Student and Scholar Services Coordinator—Stetson University*

### **Teaching Global Citizenship through Public Exhibitions**

Colleges and universities have the opportunity not only to serve their student populations but also the communities in which they are situated. Service-learning programs allow schools to fulfill both their functions as educators and resources for the local community. This presentation provides a case study of a service-learning course in which students provided global citizenship education to the general public by creating interdisciplinary exhibits that were displayed in public spaces. The session will include a discussion of the structure of the course, student experiences and learning outcomes, and community members' reactions toward the project. The design of this featured course holds promise for expanding global citizenship education beyond the confines of a college classroom and for nurturing students' creativity. Furthermore, such a course fosters collaboration between institutions of higher education and community spaces.

**Lisa Vu**, *Assistant Professor of Global Development Studies* and **Maddie Zgonc**, *Student of Global Development Studies—both of Mercer University*

GRAND 2 AND 3, FOURTH FLOOR

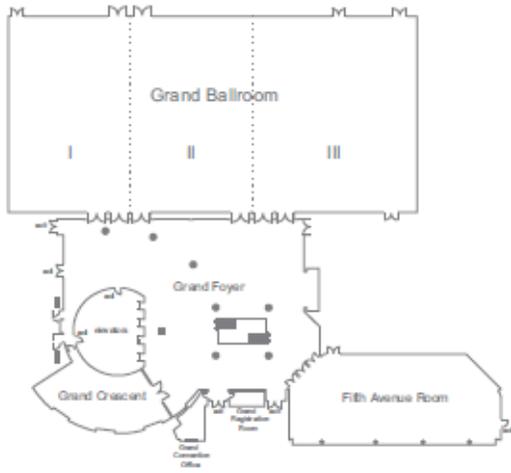
**11:00 A.M. -12:00 P.M. CLOSING PLENARY**

### **Where Is the University? Thoughts on Place, Thinking, and Thinking in Place**

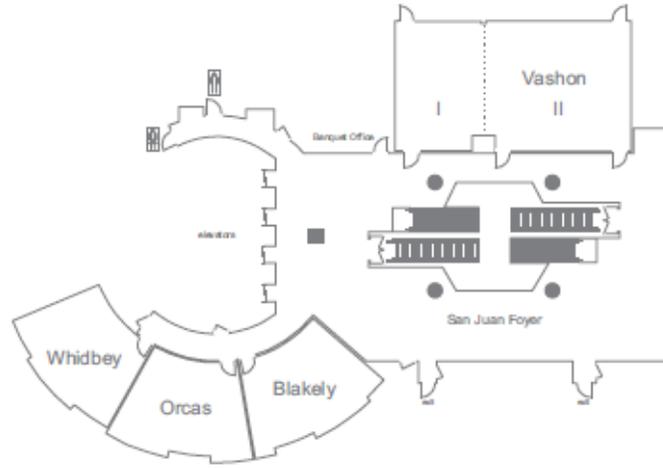
In his plenary, Professor Kingwell will ask: Where are the places of learning and thinking at colleges and universities? Is global learning situated in the same places? What are the barriers and apertures to learning in those places? What has changed, and what is the same, when we consider the challenges of global learning as educators and scholars? Based on years of experience in higher education, Professor Kingwell will combine theoretical reflections with personal outreach and in-reach experiences. He will conclude by stating that there is an urgent need for us to rethink the relationship between place and thinking.

**Mark Kingwell**, *Professor of Philosophy—University of Toronto*

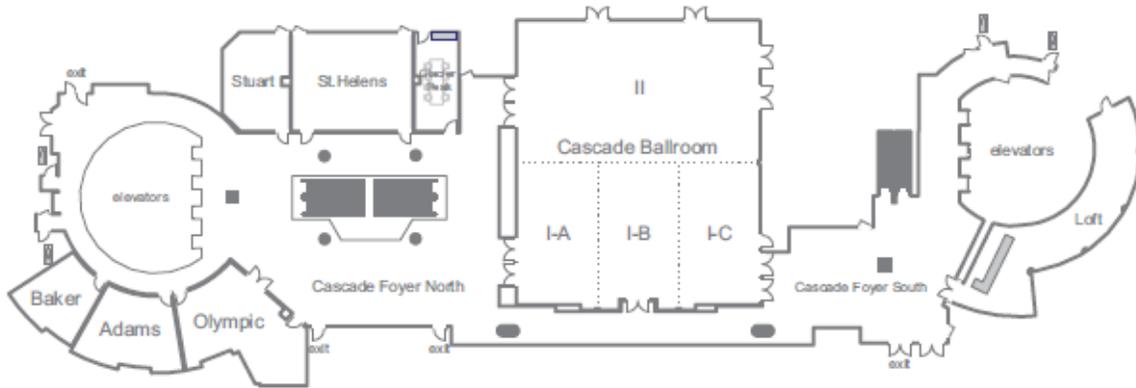
# WESTIN MEETING SPACE FLOOR PLAN



GRAND LEVEL (FOURTH FLOOR)



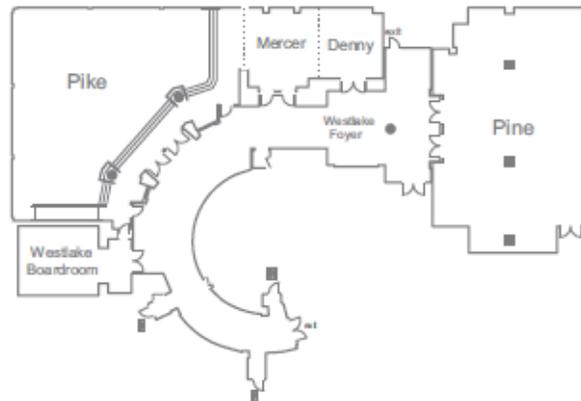
SAN JUAN LEVEL (THIRD FLOOR)



MEZZANINE LEVEL (SECOND FLOOR)



LOBBY LEVEL (FIRST FLOOR)



WESTLAKE LEVEL (LOWER LEVEL)