



NETWORK  
for ACADEMIC  
RENEWAL

# Global Citizenship for Campus, Community, and Careers: Crossing Borders and Boundaries

October 17-19, 2019  
San Antonio, Texas

[www.aacu.org/conferences/global/2019](http://www.aacu.org/conferences/global/2019)

## PRELIMINARY PROGRAM OF EVENTS

### THURSDAY, OCTOBER 17, 2019

*LOS RIO FOYER, BALLROOM LEVEL*

**9: 00 A.M. – 7:00 P.M. CONFERENCE REGISTRATION**

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

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

*BLANCO/LLANO/PECOS, HILL COUNTRY LEVEL*

#### **Workshop 1: Connecting Without Borders: Designing Effective Collaborative Online International Learning Experiences**

Collaborative Online International Learning (COIL) uses common technology and the Internet to connect students and faculty across national borders. Through COIL, intercultural teams establish trust and social presence online, produce new knowledge through meaningful collaborative projects, and reflect deeply on personal and professional learning. Since COIL is embedded within on-campus or online courses, students gain access to the world and its diversity without additional cost. Led by US and Brazilian facilitators, participants in this hands-on workshop will acquire fundamental skills in COIL course design and facilitation and will apply their learning in a synchronous design collaboration with Brazilian faculty.

**Stephanie Doscher**, Director, Global Learning Initiatives—Florida International University and **Oswaldo Succi Junior**, Virtual Exchange Coordinator—Centro Paula Souza

*LIVE OAK, HILL COUNTRY LEVEL*

#### **Workshop 2: Global Learning and the Professions: Connecting Global Learning to Careers through Curriculum and Storytelling**

Educators across the curriculum and co-curriculum recognize that the most important outcomes for student success involve synthesis, reflection, and integration. Beyond having a collection of courses and experiences, the hallmark of a successful education are students who are able to contextualize and integrate the experiences in which they have engaged with the disciplinary knowledge they have acquired, and who are able to apply these approaches in new ways. While interdisciplinary programs may have more deliberate steps embedded in their curriculum to help students integrate multiple disciplinary ways of knowing, this may not be sufficient. Students must learn the process of integration. In order to make this happen, institutions must intentionally facilitate the linkage between experiential learning and curricular design, and they must invest in creating collaborative partnerships across campus. Participants in this workshop will discuss types of integrative global learning projects, explore curriculum design and professional development needs, and

**draft program, final program available 10/1/2019**

devise strategies for the implementation of an integrative global learning initiative at their own institution. Using the AAC&U Global Learning and Integrative Learning VALUE rubrics and AAC&U's employer surveys as tools, attendees will explore the rubrics' dimensions and their overlap with employer expectations. Through hands-on exercises and examples of practice from different institutions, participants will gain a broad understanding of the building blocks of integrative global learning, improve their understanding of career integration, and develop a basic roadmap for institution-wide application of these principles.

**Paloma Rodriguez**, Associate Director of Undergraduate Academic Programs, International Center—University of Florida and **Caryl E. Waggett**, Associate Professor of Global Health Studies and Director of Healthy Homes-Healthy Children—Allegheny College

*PECAN, HILL COUNTRY LEVEL*

### **Workshop 3: Framing Global Service Learning in an Increasingly Interconnected World**

As attested by recent IIE statistics, U.S. students are increasingly looking for global service learning (GSL) opportunities. This workshop engages participants in exploring how to develop GSL programs that foster mutual learning, collaborative action, and transformative understandings of our growing global interconnectedness. The workshop investigates how GSL can create a nexus of mutuality within that interconnectedness, by building relationships that span (and illuminate) perceived boundaries, acknowledge the assets of all parties, and educate all who are involved. Workshop participants will examine how to build mutually beneficial GSL partnerships, why this can be done in the U.S. as well as abroad, how to foster student learning through framing and reflection, what learning outcomes can result, and why thinking about community impact as well as student learning leads to greater student learning.

**Susan Sutton**, Chancellor's Professor Emeritus of Anthropology—Indiana University-Purdue University Indianapolis

*NEUCES/FRIO, HILL COUNTRY LEVEL*

### **Workshop 4: Assessing Global Learning: The Power of VALUE to Demonstrate What Students Can Do**

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

**David Blair**, Associate Vice President of Institutional Research and Assessment—St. Edward's University and **Debora H. Ortloff**, Vice President for Strategic Initiatives and Assessment—Finger Lakes Community College

REGENCY EAST/CENTER, BALLROOM LEVEL

**7:00 P.M. – 8:15 P.M. KEYNOTE ADDRESS**

**The National Security Threat We are Ignoring—The Failure of American Education to Prepare Students for the Future**

**Margee M. Ensign**, President—*Dickinson College*

Most American students have little knowledge of the rest of the world and the current and future challenges we all face—ecological, economic, political, and cultural. What knowledge and skills are most necessary to prepare students for an increasingly globalized world?

RIO GRANDE BALLROOM, BALLROOM LEVEL

**8:15 P.M. – 9:00 P.M. WELCOME RECEPTION AND POSTER SESSION**

*Affirming Undocumented, Immigrant, and International Students*

**Access and Opportunity Not Barriers**

College of Saint Mary (CSM) is a small catholic college for women in Omaha, Nebraska. This poster will explore CSM's model of support for undocumented students, how the institution has fostered a sense belongingness on a college campus, and how CSM has leveraged academic and community resources in support of these students.

**Kristin Mattson**, Professor of Political Science and **Alexis Sherman**, Director of Multicultural Initiatives—both of *College of Saint Mary*

*Equitable Access*

**Inclusive Membership: Creating a Model of Equitable Access**

There is a growing demand for graduating students to be capable of active engagement with global issues. This poster will demonstrate innovative ways to improve equitable access to global learning experiences and sharing strategies for building a model of inclusiveness across cultural, ethnic, racial, and socioeconomic backgrounds and address the challenges faced when developing a global learning model and offer solutions to increase university support for international education.

**Vivian Shannon-Ramsey**, Assistant Professor of Social Work and Director of Field Education—*Bowie State University*; and **Andre P. Stevenson**, Director, Office of International Programs and Professor of Social Work—*Elizabeth City State University*

*Equitable Access*

**Intersections: Faculty Teaching and Retention of Diverse Students**

Faculty are being challenged to educate more first-generation college students, students whose first language is not English, students of varied ethnic and cultural backgrounds, varied socio-economic status', and students with a variety of learning differences, but higher education groups and the public have called into question the teaching skills and preparedness of faculty members to successfully teach. This poster will explore what teaching strategies, if any, undergraduate faculty use to teach and retain diverse student populations.

**Synthia Janeen Schumacher**, Assistant Director of Graduate Admission—*Soka University of American and Doctoral Student—Pepperdine University*

*Global Learning Experiences*

**Curriculum Continuity: Integrated Learning in Study Abroad**

Curriculum continuity between students' main campus and study abroad experience can be designed, implemented and assessed. Central College is a small, private liberal arts institution with five director-led programs abroad, and has created curriculum continuity at the departmental, general education, and

**draft program, final program available 10/1/2019**

institutional levels. This poster will share a broad framework for understanding how to create additional continuity in international programming.

**Matthew Kaye**, *Assistant Dean of International Education—Central College*

*Global Learning Experiences*

### **Globalizing Undergraduate Research: A Global Competency**

Undergraduate research experiences abroad are transformative for students, engaging them in several high-impact teaching practices including global learning, undergraduate research, collaboration, and big questions that go beyond the classroom. Like many institutions, the University of Central Oklahoma (UCO) promotes international undergraduate research experiences because of the benefits for students and the university. Many challenges exist, however, that can make it difficult to establish and maintain research experiences abroad. This poster will share some of the barriers and successful solutions implemented at UCO to broaden international undergraduate research experiences.

**Dana Jackson-Hardwick**, *Assistant Director for the Office of High-Impact Practices— University of Central Oklahoma*

*Global Learning Experiences*

### **Indigenous Learning Models for Global Learning Readiness**

Indigenous learning methodologies based on stories, land, and identity have global power. The power of these methodologies has the potential to transform individual educational experiences and so that they reflect an interface model between indigenous perspectives and conventional academic perspectives. Join us as we explore the interconnections between two-sighted learning and broad learning and cross-cutting skills. **Thomas Barker**, *Professor of Communication—University of Alberta*

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### **It's Not Only About the Money: Paths to Study Abroad Access**

Most students cite cost as the primary barrier to studying abroad but addressing the money problem alone doesn't always yield better results. This poster will explore how mentorship and program design -- including factors like program length, disciplinary relevance and perceived cultural value of the destination -- combined with creative methods of funding support can encourage underrepresented students to participate in study abroad. The poster will focus on efforts to reach out to first-generation students, first-time travelers, and African-American male students at a regional comprehensive institution with large percentages of these populations.

**Maria Doyle**, *Director of Education Abroad*; **John Upson**, *Professor of Management*; and **Morris Council III**, *Assistant Professor, Department of Literacy and Special Education—all of the University of West Georgia*

*Global Learning Experiences*

### **It's a Small World After All: Local Collaboration for Growing International Professional Development**

Participants will hear how the partnership between Montgomery College and the Council of American Overseas Research Centers arose and how they can recreate such a relationship and create professional development opportunities for faculty members and students. In addition, they will be introduced to various strategies that demonstrate how to leverage resources among other colleges and universities and learn about government and private agencies and their resources for community colleges and minority-majority serving institutions.

**Ellen Olmstead**, *Professor of English—Montgomery College*

*Global Learning Experiences*

### **Integrating Global Experiential Learning into the Curriculum**

Over the course of more than a decade, Fairleigh Dickinson University's (FDU) campus wide internationalization process developed a wide range of initiatives offering global learning experiences. Then, in 2015, the University undertook a re-examination of its University CORE program and developed a new sequence of four mandated interdisciplinary courses. Ongoing development of these courses led to the integration of experiential components including required global co-curricular activities and the expansion of field experiences and study abroad options. Participants will learn about FDU's journey of integrating global experiences into the curriculum and results from the ongoing assessment of FDU's co-curricular global experiences will also be shared.

**Kiron Sharma**, Professor of Computer Science and Director of University Core and **Diana Cvitan**, Director of Global Learning and Partnerships—both of Fairleigh Dickinson University

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### **Multidisciplinary Perspectives on Cross-National Learning**

This presentation will show activities that supported a virtual collaboration between colleagues at Northeastern Illinois University in Chicago and the University of Liberia in Monrovia, Liberia for the purpose of developing and implementing a shared, online, global learning between students at the two institutions. This collaboration utilized a hybrid course delivery format that was built on a variety of technological tools including a learning management system and video-conferencing. Most students reported the collaboration increased their understanding of health challenges and disparities in Chicago and Liberia; increased their skills for cross-national communication; and increased their understanding of how to engage with people from a different culture.

**Isidore A. Udoh**, Assistant Professor of Public Health and **Jennifer Banas**, Associate Professor of Public Health—Northeastern Illinois University

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### **The Global Mind of a Virtual Scholar**

The Global Mind of a Virtual Scholar will show you how you can start using the vast global network around you to engage your students virtually. This poster presentation will show you how global learning has been successfully implemented in both a language-based Key-Pal program and non-language specific multidisciplinary courses to help engage students across the globe.

**Luz E. Gamauf**, Associate Professor of Foreign Languages and Coordinator of Foreign Languages—Montgomery County Community College and **Daniel Alejandro Hernandez Bravo**, Coordinator of Languages—INACAP Universidad Tecnológica de Chile

*Global Learning Experiences*

### **Assessment Abroad: Measuring Student Learning and Engagement**

Since 2007, faculty at our institution have led five-week global service-learning courses; now more than 300 students participate each summer. We have developed and implemented an assessment plan to help capture student learning and growth while identifying areas for improvement for faculty. Our preliminary findings will be shared, and recommendations made for implementation at other institutions. Participants will learn how to identify global service-learning opportunities and leave with assessment strategies that can be adapted to their home institutions.

**Hannah Vann**, Associate Director of Research That Reaches Out—Mercer University

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### **Advancing Intercultural Learning through Divisional Partners**

Global learning skills can and should be developed in a student's own community. The collaboration between student services and faculty can help students begin to develop those skills before studying abroad, adding impact to the study abroad experience. Using the local also allows students who may not have the resources to

go abroad to see the opportunities in their own community to develop global learning. Participants will learn a technique to use in the classroom or in an advising situation.

**Janice Rye Kinghorn**, Associate Professor of Teaching and Director of Assessment; **Monticha Sompovorachai**, Assistant Professor of Teaching; and **Emily Akil**, Academic Advisor—all of Miami University

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### **TCU's Global Academy: A Model for Interdisciplinary Intercultural Learning**

Texas Christian University's (TCU) innovative Global Academy brings together students of diverse backgrounds, disciplines, and ages for an intensive and high-impact experience. With funding from administration, the program reduces financial barriers to provide increased access to high need students and promotes an inclusive, problem-solving approach to working on global issues both in the U.S. and abroad. Participants will learn more about the successes and challenges of this program and will learn how to design their own interdisciplinary assignments and activities.

**Tracy Williams**, Associate Director of the Center for International Studies—Texas Christian University

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### **Students Say What?! Student Perspectives on an Internationalized Curriculum in Technical Colleges**

New research conducted at two technical colleges helps shine a light on students' experiences with an internationalized curriculum and how they see this learning applying to their personal and professional lives. Students found interest in and were able to make connections with an internationalized curriculum because of the people in their lives; these individuals served as pavers, shapers, and weavers in students' personal and academic spaces. Family members, classmates, and instructors presented as opportunities for students, and this poster will address ways two and four-year colleges can help enhance global learning for place bound students.

**Rachel Dobrauc**, Internationalization of Curriculum Lead Faculty—Waukesha County Technical College

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### **Equipping Interfaith Leaders for Careers**

As our students head into a diverse workforce, how are we equipping them to engage with worldview differences and across the lines of religious, spiritual, and intentionally secular identities? This poster presentation will lay the foundation for need of interfaith engagement on college campus, and evaluate and equip educators to engage this work when they return to their campuses.

**Ellie Anders Thompson**, Reflection Center Coordinator—Utah Valley University

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### **Effects of Study Abroad Experience on Cultural Competence**

This poster will share an investigation of psycho-social predictors, pedagogical strategies, and quality of study abroad experience on targeted educational outcomes e.g., cultural competence, self-efficacy, ethnocentrism.

**Natalie B. Quintero-Flores**, Honors College Undergraduate Student and **Maria Czyzewska**, Professor and Academic Program Director of Study Abroad—Texas State University

*Global Learning Experiences*

### **Global Education and Cosmopolitanism of Immigrant Students**

This poster presentation explores the potential contributions of immigrant students to global education at universities. Based on a case study of the Global Studies undergraduate program at the University of Maryland, Baltimore County, it argues that: (1) immigrant students are likely more cosmopolitan than their peers; (2) students appreciate learning opportunities that can leverage immigrant students' cosmopolitanism, (3) universities should take advantage of immigrant-driven diversity in classrooms to promote the global learning of all students.

**Felipe A. Filomeno**, *Assistant Professor of Political Science and Global Studies—University of Maryland, Baltimore County*

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#### **Learning from a Directed Study Course in Costa Rica**

Rural communities in Costa Rica offer a unique setting for students to compare cultural aspects and broaden global/intercultural perspectives, which cannot be replicated on their home campus. In a two-week study abroad course in Costa Rica, students participated in an action-oriented examination of various aspects of international agricultural development issues. The course was buttressed with assignments that included independent investigations, and documentation of trip experiences that increased written, visual, and oral communication skills.

**David R. Walther**, *Assistant Lecturer* and **Gary Wingenbach**, *Professor and Senior Scientist—both of Texas A&M University*

*Global Learning Experiences*

#### **Holistic Global Perspective Development through a Short-Term International Travel Experience**

Learning more about student development related to international travel experiences provides valuable insight into benefits of global learning programs and improvements needed to ensure that students develop global perspective. Holistic student development focuses on developing the mind, sense of self, and relationships with other. This poster will focus on explaining the process that students undertake to accomplish holistic global perspective development.

**Molly R. Shepard**, *Research Analyst—Drake University*

*Global Learning Experiences*

#### **Summer Global Research Experience**

University of Houston - Downtown created a summer experience program for undergraduates based on student exchange for six to eight weeks of research. This cross-disciplinary academic program includes biology, biotechnology, chemistry and geology. Students participate in research projects at the host university and also in summer schools when offered. External funding provides financial means for the support of this program.

**Janusz Grebowicz**, *Professor of Physics—University of Houston - Downtown*

*Global Learning Experiences*

#### **How Digital Portfolios Deepen Learning in Study Abroad**

This poster session will discuss digital portfolios and how their implementation furthered the university's mission of educating global citizens. A road-map is offered of the online course design for students while abroad, the curation of artifacts for the digital portfolio, and ultimate presentation of said artifacts to the campus community. In addition, the poster discusses advising and assessment models that promote diversity and inclusion of global learning and connect global learning with academic and career planning for undergraduate students.

**Giulia Welch**, *Assistant Director for Global Learning and Integrative Coach—Dominican University of California*

*Global Learning Experiences*

#### **Using Corporate Partnerships to Support Global Learning Experiences: Best Practices and Pitfalls**

This poster session describes a pilot program between North Carolina A&T State University College of Business and Economics and Deere and Co., a global agricultural equipment company. Because of the collaboration, students were able to experience the complexities of global business on-site in an emerging economy. The partnership targeted academically talented freshmen and sophomores in business and engineering disciplines as a mechanism to jump-start students' awareness of global business issues and promote students' professional development. The poster describes the program, identifies best practices, identifies program and

pedagogical issues in implementation, and reports results of the Global Mindset Inventory assessment.

**Alice C. Stewart**, *Professor of Strategic Management*; **Lisa A. Owens-Jackson**, *Associate Dean, College of Business and Economics*; and **Maranda McBride**, *Director of the Transportation Institute—all of North Carolina A&T State University*

*Global Learning Experiences*

### **Humanitarian Missions as High Impact Practices in a Clinical Program**

The poster describes the way in which a humanitarian mission can be used as a mini capstone course, incorporating a number of high impact learning factors. This enhances the students' integration of clinical knowledge and real-world application.

**Yutaka Maki**, *Assistant Professor, Chief of Vision Therapy*; **Timothy A. Wingert**, *Dean—University of the Incarnate Word Rosenberg School of Optometry*; and **William L. Miller**, *Associate Dean of Academic Affairs—all of the University of the Incarnate Word Rosenberg School of Optometry*

*Global Learning in Today's Global Context*

### **The Cultural Feast—An Interdisciplinary/Experiential Event**

Would you like to offer an alternative to study abroad that leverages the global connections of your own student, staff, faculty, and community populations? Learn about a campus-wide, experiential learning initiative that includes "Skyping the World" (real-time interactions with international partners), "Global Speed-Dating" (a living-library where participants can "check out" a person from another country for 10 minutes before moving on to another global interaction), and "A Cultural Feast" (a multi-sensory taste and see and hear and touch and talk walk through the world's cultures, religions, issues, agencies, and celebrations). You'll learn how easy it is to bring the world to your campus with a Global Citizenship Awareness Event.

**Tony Roberts**, *Professor of Philosophy and World Religions* and **Laura Wood**, *Professor of History and Government—both of Tarrant County College - Northwest*

*Global Learning in Today's Global Context*

### **A Study of Global Learning at an International Branch Campus: Meaningful Learning in a Changing World**

Within the context of a curricular-based, global engagement program at an international branch campus, this poster will focus on initial case study findings as to how faculty integrate global learning to facilitate students' knowledge and development to be responsible global citizens. Findings may be useful to educators and key administrators interested in understanding how students in highly diverse contexts enact the idea of global competency and deciphering programmatic and pedagogical variations that lead students to meaningful learning and engagement. Findings may also be useful to those tasked with advancing institutional internationalization plans to positively shape societies.

**Jacquelyn A. Williams**, *Head of Teaching, Learning and Strategic Engagement, VCUarts Qatar Libraries—Virginia Commonwealth University*

*Global Learning in Today's Global Context*

### **The Language Requirement: Preparing Global Citizens**

This poster presents the results of a pilot study that was conducted among two sections of a core curriculum Spanish class in a private Christian university as an approximate replication of a study done by David Wright at the University of Texas. The study utilizes the Cross-Cultural Adaptability Inventory to measure the effects of implementing a cultural portfolio project and accompanying assignments in a process-oriented approach to culture and language study. The results and implications of these findings to language programs and their strategic contribution to university efforts at fostering global citizenship as well as future directions for research are discussed.

**Julianne L. Bryant**, *Associate Professor of Spanish—Biola University*

*Global Learning in Today's Global Context*

### **A “Boatload of Knowledge”: New Ideas in a Would-Be Utopia**

When we think of learning from travel, we often think of foreign countries and languages, but exploring local community diversity enables meaningful (and affordable) global learning experiences. Carefully curated, affordable, and brief experiences make travel accessible for working students and prepares them to take full advantage of more ambitious travel opportunities later in their academic and professional careers. Students can consider other perspectives, value differences, and engage with the unexpected in their local communities--they may not leave the state, but this is global learning.

**Emily Clare Watson**, *Coordinator of Global Education and Associate Professor of English—Ivy Tech Community College*

*Global Learning in Today's Global Context*

### **International Employment in Higher Education: Lost Hope or Opportunity?**

The presence of international faculty within higher education institutions and systems around the world is an important dimension of higher education in today's global society of knowledge. Increased global competition for talent, research, funding, and reputation/profile/branding not only implies that universities must compete for the best and brightest of undergraduate and graduate students, but they must also seek out talented researchers and teachers on a worldwide scale. However, there is a growing disparagement against internationalization in all spheres of life as a result of recent geopolitical events and increased populist trends in society. In Knight and de Wit's words (2018), “the danger of isolationism, racism and monoculturalism is a threatening cloud hanging over the present interest in the internationalization of higher education.” With the years, that cloud has only grown into a more threatening one and may define the present and future challenges of internationalization more than ever.

**Polina Kaniuka**, *Doctoral Student—Indiana State University*

*Powerful Pedagogies*

### **Theory of Value Applied to Experiential Learning**

This poster session will present new research on Soka education's Theory of Value and how it aligns with experiential learning in higher education. Participants will be given an illustration of how a Theory of Value is applied to study abroad, as well as explore how their own experiential learning course can be framed within the values of beauty, gain, and good.

**Paul Sherman**, *Program Head/Professor* and **Olivia Boukydis**, *Professor—both of the University of Guelph-Humber*

*Powerful Pedagogies*

### **Interpreting for Asylum-Seekers at the Border**

This poster presentation will describe an immersion program in a detention center for asylum seekers at the U.S. border, appropriate for students in law, Spanish language, interpreting, and social work. The preparation course and on-site features will be explained, with more attention paid to the process of interpreting between a legal team and an asylum-seeker. Concepts of neutrality, advocacy, activism, and professionalism are explored as well.

**Robin Ragan**, *Associate Professor of Modern Languages—Knox College*

*Powerful Pedagogies*

### **A Service-Learning Model: Deepening Partnerships and Expanding Engagement with Social Justice Issues**

This presentation will showcase Jacksonville University's service-learning program model that deepens students' service-learning engagement with social justice issues through academic offerings including a longstanding service-learning certificate, service-learning independent studies, and a community service-learning minor. It will highlight academic and organization-based strategies that meet community partners'

needs for more meaningful and sustained service support.

**Laura C. Atkins**, *Assistant Professor of Sociology and Director of Service-Learning—Jacksonville University*

*Powerful Pedagogies*

**Look Up—A New Model for Preparing Students for the Twenty-First Century**

This poster will highlight a model of experiential education that prepares students to meet the age accelerations prepared with an intellectual, emotional, and cultural pliability and a mindset that allows them to fulfill their potential personally, professionally and civically. Incorporating research from their new book, "Look Up-Gaining Insight and Direction Through Experiential Learning", the authors will share approaches to experiential learning and seek innovative new ways to use in and out of the classroom activities to improve student development of skill and competencies for the changing workplaces and educational environments of the twenty-first century.

**Jonathan Andrew**, *Associate Cooperative Education Faculty*; **Joani Lamachia**, *Senior Cooperative Education Faculty*; and **Rebecca Westerling**, *Associate Cooperative Education Faculty—all of Northeastern University*

*Powerful Pedagogies*

**Creating an Inviting, Engaging, Multicultural Classroom, through Course Redesign**

This poster presentation is applicable to any culture or educators interested in providing relevant materials in a manner that will resonate with genuine learners. The poster will share hands-on tools grounded in the practice of culturally relevant teaching and curriculum development.

**Craig E. Soaries**, *Assistant Professor—Gordon State College*

*Powerful Pedagogies*

**Civic Engagement as Global Citizenship**

To live, compete, and innovate in a global society, students need learning experiences that are rooted in the messy intricacies of the real world. To provide such experiences, "Civic Engagement as Global Citizenship" is a field-based, experiential, fully-online course that provides non-traditional undergraduate students with much needed boundary-spanning approaches to learning about community-based issues within the context of global citizenship. Participants will take away ideas on innovative course features transferable to their civic engagement courses.

**Omar S. Lopez**, *Associate Professor—Texas State University*

*Powerful Pedagogies*

**Global Citizenship in the Franciscan Tradition**

This poster will present a model for global citizenship in the Franciscan Tradition. The model lifts the concept of global citizenship up to the level of interpersonal communication and interdependence, of allowing to be changed in the process of meeting a different person in the environment of noticed and verbalized needs, and of generous response one might offer and shifts the discussion on civic engagement from global/local action to developing an open-minded individual-in-relationship with others.

**Honorata Grzeszczuk**, *Assistant Professor, Global Studies—Felician University*

*Powerful Pedagogies*

**Promoting Global Engagement through the Curriculum at Montgomery College**

The Global Humanities Institute is at the center of Montgomery College's comprehensive effort to provide a twenty-first century global education for students, faculty, and staff. This poster presentation features two model programs that promote global learning and engagement through the curriculum: Global Classrooms and the Introduction to Global Humanities course. The pedagogy of both of these initiatives is based on student learning outcomes aligned with AAC&U's Global Learning VALUE Rubric. In this poster session, participants will explore these effective models and examine specific examples of curricular content such as global learning

outcomes, course design, assignments and syllabi to inform and enhance their own global learning initiatives. **Rita Kranidis**, Director of the Global Humanities Institute and Professor of English; **Carol Moore**, Adjunct Professor of Humanities; and **Joan Naake**, Professor of English—all of Montgomery College

*Powerful Pedagogies*

### **Integrating Civic Engagement into Global Citizen Curricula**

The Levine Scholars Program integrates two mutually enhancing goals for the students in the program: civic engagement and global citizenship through curricular and co-curricular experiences. We will present the course curricula, assignments, workshops, pre-departure strategies, and assessment tools designed over the last nine years of the program. Concrete strategies employed for program-led study abroad programs, short stay alternative spring break programs, and students enrolled in semester-long education abroad experiences will be presented. The poster will also share the ways civic engagement opportunities created in international settings further enhance students' development in global learning.

**Diane Zablotzky**, Director of Levine Scholars Program and **Heather Smith**, Faculty Fellow, Levine Scholars Program—both of the University of North Carolina, Charlotte

*Strategic Planning for Global Learning*

### **Innovation in Higher Education through Outreach to Muslim-Majority Countries**

Through the Barzinji Project for International Collaboration to Advance Higher Education, Shenandoah University (SU) is crossing borders and expanding international perspectives through interdisciplinary and intercultural exchange and travel to Muslim-majority countries. SU partnered with Bridgewater College, the University of Sarajevo in Bosnia, and the International Islamic University Malaysia (IIUM) to explore diverse interpretations of the role of the university in promoting and facilitating civil discourse, both on campus and in diverse societies generally. The poster will share this model for developing global learning experiences, intercultural engagement, and campus collaboration that offers inclusive and interdisciplinary opportunities for the advancement of global learning skills.

**Younus Y. Mirza**, Director of the Barzinji Project to Advance Higher Education Through International Collaboration—Shenandoah University; and **Jamie Frueh**, Director of Engaged Learning —Bridgewater College

*Strategic Planning for Global Learning*

### **City as Text: Interrogating Global Identity**

Global Liberal Studies at New York University provides a unique interdisciplinary learning community that engages students in interrogating great works from antiquity to the present moment. A cornerstone of this curriculum is the "City as Text" place-based experiential learning sequence, where the site city becomes the subject of study itself. The course, designed in New York and taught across nine global sites, provides a context for understanding the multi-layered aspects of civic identity and prompts students to interrogate their own identity as inhabitants of cities around the world. This poster will examine the curricular design of Global Liberal Studies as a pioneering interdisciplinary degree that brings the liberal arts to the global twenty-first century.

**Kevin M. Bonney**, Assistant Dean of Faculty Development and Program Advancement and **Molly M. Martin**, Associate Dean of Academic Affairs—both of New York University

*Strategic Planning for Global Learning*

### **Global Bilingual Community Healthcare Initiative at Texas Woman's University**

This poster session will provide a roadmap to build a global bilingual healthcare certificate that prepares students to become medical interpreters or bilingual healthcare providers. This certificate utilizes online synchronous teaching as well as short study abroad opportunities to Latin America. Participants will learn how to build similar programs in interpretation and translation.

**William R. Benner**, Assistant Professor of Spanish and Coordinator of Foreign Languages and **Annie Phillips**, Executive Director for International Affairs—both of Texas Woman's University

*Strategic Planning for Global Learning*

### **Embedded Global Learning for All**

This poster presentation will showcaseing a short-term study abroad model for all sophomore level students at a small liberal arts institution. Course assignments, in-country experiences, and assessments from the March 2019 short-term study abroad to Australia will be presented. Conference attendees can take a sample syllabus, assignment sheet and assessment rubric.

**Karen Polon**, Professor of Physical Education and **Denise Hedges**, Director of Leadership Development—both of Cottey College

*Strategic Planning for Global Learning*

### **A Comprehensive Collegiate Approach to Globalization**

Taking a comprehensive view of globalization in the American university system, this poster explores ways to support multiple stakeholders. Using Auburn University as an example, we look at strategies for supporting international students' success academically and socially and learn how to create collaborative learning environments integrating community leadership, equipped faculty, and domestic and international students.

**Sydney B. Bassett**, English Program Specialist, Auburn Global and **Jennifer K. Smith**, Visiting Assistant Professor, Auburn Global—both of Auburn University

*Strategic Planning for Global Learning*

### **Who Gets to Go: Engaging the Underserved in Study Abroad**

Presenters will share new models and innovative practices of short-term programs that are affordable, intensive, and serve to recruit those college students who generally would not dream it possible to go abroad. The program to Costa Rica which focuses on biodiversity and sustainability introduces students to global environmental issues, and the program to Morocco offers students opportunities to study Arabic language and understand Arabic culture with native-speaker inhabitants in home-stay environments.

**Barbara Jean Hall**, Associate Professor of English—Georgia State University/Perimeter College; and **David J. Marcus**, Arabic Lecturer, School of Modern Languages—Georgia Institute of Technology

*Strategic Planning for Global Learning*

### **Idea to Implementation: The Two-Year Global Studies Degree**

Is it possible for a community college to design and execute a global studies degree plan while working under the constraints of state guidelines? You are invited to explore the creative strategies necessary to create and implement new programs that answer the need for globally competent citizens.

**Jill E. Bosche**, Global Studies Coordinator; **Shirin Catterson Khosropour**, Director, Center for Peace and Conflict Studies; **Shih-Ting Lee**, Instructional Designer; and **Marian Moore**, Instructional Designer—all of Austin Community College

*Strategic Planning for Global Learning*

### **The Global Citizens Credential Program**

Are you looking for ways to further internationalize curriculum, develop student global knowledge and foreign language skills, increase participation in study abroad, encourage student global engagement, and prepare graduates for the global workforce? If so, we would like to invite you to learn more about the Global Citizens Credential Program, a global learning certificate program offered at the University of Houston.

**Corissa Wandmacher**, Assistant Director of Global Initiatives—University of Houston

*Strategic Planning for Global Learning*

### **The Role of Community Colleges in Public Health Education**

Community colleges have long served as essential training sites for allied health professionals, and have also become increasingly involved in public health education on a national scale. This poster examines recent learning about the high-impact practices and program design elements used in public health programs across a national network of community colleges.

**Katherine Johnson**, Assistant Professor of Public Health Studies—Elon University—

## FRIDAY, OCTOBER 18, 2019

*LOS RIOS FOYER, BALLROOM LEVEL*

**7:30 A.M. – 5:00 P.M. CONFERENCE REGISTRATION**

*REGENCY FOYER, BALLROOM LEVEL*

**8:00 A.M. – 8:45 A.M. BREAKFAST**

*LIVE OAK, HILL COUNTRY LEVEL*

**8:00 A.M. – 8:45 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

\*Breakfast will be available in the room.

*REGENCY EAST/CENTER, BALLROOM LEVEL*

**9:00 A.M. – 9:30 A.M. FEATURED SESSION**

### **Mountaintop Initiative: From Creative Inquiry to Sustainable Impact**

Millions of new ideas emerge from academia every year. Ideas for new products and new policies, new plays and new pedagogies, new questions and new answers. Ideas that can make our lives better, more fulfilling, more fun. Ideas that can solve problems and build a freer, fairer, friendlier, and more sustainable world. It all starts with an idea . . . but ideas by themselves are worthless. The challenge is in the execution—in taking the lead, playing by strengths, and getting things done in an effective, harmonious, and ethical manner. How do we teach students the art and science of getting things done? This fast-paced and candid talk will employ a series of micro case-studies to provide practical and actionable insights on how to build curricular programs and engagement ecosystems that traverse the journey from creative inquiry to achieving measurable, tangible impacts.

**Khanjan Mehta**, Vice Provost for Creative Inquiry and Director of the Mountaintop Initiative—Lehigh University

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

*BLANCO, HILL COUNTRY LEVEL*

### **Session 1**

#### **INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Global Learning Experiences*

### **High Impact Practices for Study Away Programs**

In this presentation, you will learn what are the most important things to consider when designing a study away class. Beyond the course disciplinary objectives, how do you decide what type of activities students should engage in while in a faculty-led program? Using a pre-test post-test design we look at the individual effect of internships, homestays, international field research, digital storytelling, and merged classes with international partners.

**Katsuo Nishikawa Chavez**, Director Center for International Engagement, **Jacob Tingle**, Director of Experiential Learning, and **Mario Gonzalez-Fuentes**, Associate Professor of Marketing—all of Trinity University; and **Makiko Fukuda**, Senior Lecturer—University of Texas San Antonio

*-Global Learning Experiences-Powerful Pedagogies*

### **Multi-Faceted Global Learning: Campus/Community Partnerships**

Indiana University and community partner the Alliance for Freedom, Restoration, and Justice will co-facilitate this session about the Combatting Human Trafficking through Education project, which develops online education designed to accelerate the end to human trafficking. The project is multifaceted and multidisciplinary with curricular and co-curricular components that engage faculty and student participants from across campus. After presenting this dynamic project and demonstrating how a similar project could be implemented on other campuses, we will engage attendees in conversation about how other institutions have conducted successful campus/community partnerships.

**Elizabeth Konwest**, Assistant Director, Center for the Study of Global Change; **Deborah Getz**, Clinical Assistant Professor, School of Public Health; **Jessica Samuel**, Educational Initiatives Consultant; and **Teresa Nichols**, Grant and Program Manager, Center for the Study of Global Change—all of Indiana University, Bloomington

*PECAN, HILL COUNTRY LEVEL*

## **Session 2**

### **INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*-Global Learning Experiences-Affirming Undocumented, Immigrant, and International Students-Powerful Pedagogies*

### **Bringing Arabs to Class: Arabic, Diglossia, and Effective Language Pedagogy**

A workshop for non-specialists on the language teaching challenges posed by the reality of Arabic multiglossia, given by a non-native speaker who has taught Arabic since 1988 and has long debated these pedagogic problems. Participants will learn exactly how the Arabic dialects and Modern Standard Arabic differ from each other, how American institutions of higher education have approached Arabic's multiple varieties, why Arabic proficiency remains relatively low in America, and how we might raise proficiency standards in the future. The workshop will also show video of the presenter's attempts to connect Arabic language students to Arab students on campus and to the wider Arab and Muslim community in Georgia through music, dance, language exchange, and "hafalaat" (parties).

**David Marcus**, Arabic Lecturer and MENAS Co-Ordinator, School of Modern Languages—Georgia Institute of Technology

*-Strategic Planning for Global Learning*

### **Global Education Seminar: Leveraging Faculty Engagement**

The Global Education Seminar serves as a key element for faculty development and supports academic units' strategic plans for internationalization. The program is an educational and scholarly initiative, providing an exciting opportunity for a cohort of faculty from across disciplines to be immersed in

international locales. Faculty bring their own projects to the program and participate in an academic year of monthly seminars in advance of the three-week exploratory visit. The initiative seeks to expose faculty to critical areas of the world (Africa, Latin America, Asia), broaden their pedagogical and scholarly horizons, provide them with concrete, site-specific resources and relationships that can motivate and shape revision of the courses they teach in order to advance global learning across the curriculum.

**Amy Anderson**, Associate Provost for Global and Intercultural Affairs; **Sangita Gosalia**, Director of Campus Engagement; and **Julius A. Amin**, Professor and Alumni Chair in Humanities—all of University of Dayton

NEUCES/FRIO, HILL COUNTRY LEVEL

### Session 3

#### INNOVATION/IDEATION SESSION

This session includes the two separate presentations listed below.

*-Global Learning in Today's Global Context-Powerful Pedagogies*

#### **Promoting Cultural Humility in Global Health Education**

Demand for experiential learning opportunities and internationalization in higher education coupled with a growing interest in global health has led to a dramatic increase in short-term experiences in global health (STEGHs). While global health experiences offer benefits to both trainees and sending institutions, these experiences are sometimes problematic and raise unique ethical challenges with respect to working with vulnerable populations. With this in mind, and in light of our team's collaborative assessment work, one of the standout areas for further development is the notion of teaching and learning cultural humility. This session will explore the applicability of this concept with respect to AAC&U's global learning goals as well as specific campus contexts.

**Dennis McCunney**, Director of Intercultural Affairs—East Carolina University; **Erin Sabato**, Director of International Service and Learning—Quinnipiac University; **Robin Young**, Managing Director—Child Family Health International; and **James Peterman**, Director of Civic Engagement—Sewanee: The University of the South

*-Powerful Pedagogies*

#### **Interconnection of History and Microbiology**

This session will introduce participants to a novel approach to curricular integration across the humanities and the sciences. Presenters will discuss the lessons learned in developing an instructional model in which separate courses in the study of history and microbiology came together at multiple points throughout the semester to explore the significance of different hurricanes in Puerto Rico from diverse perspectives. Presenters will share practical strategies for developing assignments that promote disciplinary integration and preparing questions that guide students to identifying connections between two disciplines in relationship to a course theme.

**Rosa Elena Carrasquillo**, Professor of History; **Madeline Vargas**, Professor of Biology; and **Lauren Capotosto**, Assistant Professor of Education—all of College of the Holy Cross

REGENCY WEST 4, BALLROOM LEVEL

### Session 4

#### INNOVATION/IDEATION SESSION

This session includes the two separate presentations listed below.

*-Strategic Planning for Global Learning*

#### **Toward a Global Institute for Border Studies**

Borders can be broadly defined to include all lines that divide, whether territorial, political, ideological,

social, economic, or cultural – borders create conflicts, dysfunctions, and inequities that impact quality of life. The presenter will lead a discussion on a transnational platform that will convene a global network of thoughtful generational leaders across the spectrum of society to foster opportunities for exchange and dialogue that will enhance our collective understanding and response to border issues.

**Shafik Dharamsi**, *Dean, College of Health Sciences, and Professor of Public Health Sciences—The University of Texas at El Paso*

*-Global Learning Experiences-Powerful Pedagogies*

### **Civic Engagement for Refugee Students**

Civic engagement and professional development are important topics for any student to learn, and three years ago a course was created to teach these concepts to students with a refugee background. This class introduces students to the importance of being involved in their communities and in different levels of US government, provides tangible ways for them to do this, and fosters an inclusive classroom environment to cultivate participation and sharing. Participants will learn about the benefits of offering a specialized course that can be adapted to meet the needs of different student groups, as well as assignment suggestions to foster global learning and long-term engagement.

**Michelle Conley**, *Refugee Program Director—University of Utah*

*RIO GRANDE WEST, BALLROOM LEVEL*

*-Powerful Pedagogies-High Impact Practices*

### **Session 5: Helping Students Tell a Powerful Story about the Professional Value of Their Experience**

This session walks participants through the storytelling process as a way to help students identify and narrate learning experiences that illustrate their professional value. Participants will come away from this session better understanding the power of the storytelling approach and how they can adopt it into their own classes and professional experiences.

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

*NAVARRO, LOSOYA CONFERENCE CENTER*

*-Global Learning Experiences-Equitable Access*

### **Session 6: Facilitating Integration of Global Learning Experiences**

This session will focus on students' integration of global learning experiences into the home campus. We will present research findings on students' reflections on re-entry experiences upon returning from study abroad or from off-campus domestic study, examine unique curricular and co-curricular models that facilitate integration of global learning experiences, and brainstorm innovative future pathways that maximize the benefits of global study in order to prepare students for ethical and meaningful engagement with diverse communities in their future careers.

**Maureen Vandermaas-Peeler**, *Director of Center for Research on Global Engagement and Professor of Psychology*; **Olivia Choplin**, *Associate Professor of World Languages and Cultures*; and **Matthew Buckmaster**, *Assistant Dean of Global Education and Associate Professor of Music—all of Elon University*

*Llano/Pecos, Hill Country Level*

*-Powerful Pedagogies*

### **Session 7: They Made Global Learning Their Own: Stories from the “Making Global Learning Universal” Podcast**

In May 2019, Florida International University released the first season of the “Making Global Learning Universal” podcast, conversations with 11 faculty about engaging diverse students in collaborative global problem solving—on campus, online, in local communities, and abroad. These revealing interviews are full of insights into how a diverse group of teachers found their “way in” to global learning and how they facilitate the

same for their students. This session will explore how we can help faculty discover and articulate diverse connections to global learning and how we can use the podcast recordings, transcripts, show notes, and discussion guides to facilitate powerful professional development.

**Stephanie Doscher**, Director of Global Learning Initiatives—Florida International University

REGENCY WEST 6, BALLROOM LEVEL

-Equitable Access

**Session 8: Dynamic Duo: SIO/CDO Collaboration for Inclusive Study Abroad**

Recent discussions have yielded an exciting and new level of partnership between international and diversity and inclusion offices. Too often the Chief Diversity Officer (CDO) and Senior International Officer (SIO) work in silos without realizing that shared goals and pathways exist to increase diversity and inclusion in campus internationalization. This session shares data collected from the Diversity Abroad SIO/CDO Strategic Leadership Forum to provide guidelines for working with the diversity office to advance diversity, equity, and inclusive practices in education abroad programs. Panelists will discuss historical barriers to SIO/CDO collaborations as well as opportunities to strategically align the international and diversity offices to increase the diversity of education abroad programs and participants.

**Andrew Gordon**, CEO and Founder and **Kati Bell**, SIO and Director Global Education Office—both of Diversity Abroad

RIO GRANDE EAST, BALLROOM LEVEL

-Strategic Planning for Global Learning-Powerful Pedagogies

**Session 9: Implementing a Global Learning Initiative**

This interactive session will explore the successful implementation of infrastructure and incentives for global learning at a large decentralized public research university. Additionally, information will be shared regarding the process, resources, and pedagogy to integrate global learning into the curriculum in this setting. Participants will engage in discussion focused on analyzing various approaches to implementing a global learning initiative and develop key points to consider when developing such an initiative.

**Sabine C. Klahr**, Executive Director, Office for Global Engagement and **Dean McGovern**, Executive Director, Bennion Center—both of University of Utah

Regency West 5, Ballroom Level

-Global Learning in Today's Global Context

**Session 10: Making a Place for Africa on the Globalized Curriculum**

Africa is often absent in college curricula. As colleges move to establish truly global strategic plans, it is important to implant Africa firmly on the curriculum. This workshop will demonstrate how courses on African literature and history offer opportunities for students to discover the prominent role Africa plays in many dimensions of contemporary global life and opportunities for faculty to engage in cross-disciplinary collaboration.

**Nanette Le Coat**, Associate Professor of French; **Anene Ejikeme**, Associate Professor of History; **Carol West**, Professor of English; and **Florence Wakoko-Studstill**, Associate Professor and Coordinator of the Sociology Program—all of Trinity University

LIVE OAK, HILL COUNTRY LEVEL

-Powerful Pedagogies-High Impact Practices

**Session 11: Teaching Border Studies on the Liberal Arts Campus**

This workshop showcases ways in which the presenters or their schools have introduced border-related issues into the undergraduate curriculum. After brief discussions by the presenters on that topic, with an array of course solutions presented, we would like to open up the workshop to a wider reflection, with workshop

**draft program, final program available 10/1/2019**

attendees reflecting on what a course on borders could look like, including goals, student learning outcomes and assignments. The workshop is designed as a hands-on reflective event, in which the presenters provide talking points, and workshop attendees have the opportunity to reflect on and participate in curriculum development from a nuts-and-bolts perspective.

**Kari Kalve**, Professor of English, **Nancy Powers**, Assistant Director of the Center for the Study of American Democracy and Assistant Professor of Political Science **Neal Baker**, Director of the Library and **Max Paule**, Associate Professor of Ancient and Classical Studies—all of Earlham College

CHULA VISTA, LOBBY LEVEL

-Global Learning in Today's Global Context-Powerful Pedagogies

### **Session 12: Hillbillies, the Holocaust, and Islam: Exploring Uncomfortable Borderlands — Who is “The Other” Anyway?**

Teaching is ideological; teaching is boundary work; teaching is learning, and learning involves conflict and struggle—nowhere is this truer than when we openly address social justice issues and globalization. Through years of teaching in the Middle East and in rural Indiana, I have merged concepts of “positionality” and “othering” in an instructional approach focusing on transformative learning, identity politics and social justice issues. Negotiating uncomfortable borderlands of identity and identity politics, students become aware that by breaking down dualities and binaries, and possibly holding multiple identities at the same time; there is no need to lose identity. We simply gain identity, through negotiating multiple positions and by resisting containment as “the other,” and by accepting the borderland state of mind as reality—a necessary skill to learn in an increasingly globalized world.

**Rena D. Dossett**, Associate Professor—Ivy Tech Community College

## **11:00 A.M. – 12:15 P.M. CONCURRENT SESSIONS**

CHULA VISTA, LOBBY LEVEL

-Strategic Planning for Global Learning-Global Learning Experiences

### **Session 13: Creating a Global Brand**

In order to help students develop globally essential skills and knowledge that will better prepare them for leadership and service in the global society of the twenty-first century, we need to develop, enhance, and highlight academic and extracurricular programming together. By taking a closer look at two components of a much larger plan, a certificate in global engagement and a campus-wide brand, we will analyze the trials of launching new programs, the successes gained, and the lessons learned.

**Robert D. Leis**, Assistant Director of Global Baylor and **Holly Joyner**, Program Manager for Global Baylor—both of Baylor University

NEUCES/FRIO, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning

### **Session 14: Fostering International Students' Affinity for the University**

Important questions for all of us who work with international students are: Should we, as international educators, be in the business of helping to develop international students' affinity for the university? If so, why? And if we indeed embark on this mission, how do we do it? The presenters will discuss responses to these questions, sharing effective and institutionally implemented strategies that help international educators provide timely and comprehensive support that this student population needs through innovative programs, initiatives, and projects.

**Hilary Landorf**, Executive Director of Global Learning Initiatives and **Alejandra Parra**, Senior Director of the Office of International Student and Scholar Services—both of Florida International University

LIVE OAK, HILL COUNTRY LEVEL

-Powerful Pedagogies-Equitable Access

### **Session 15: Bringing the World to the Rural Midwest**

This workshop will present innovative pedagogies designed to promote global learning in the classroom. The pedagogies, which include the use of simulations, community-engaged learning, and the creation of globally-connected assignments with liberal arts institutions abroad, are designed to help students explore global issues and to promote cultural awareness and understanding. The pedagogies have been used in a wide array of disciplines and courses. We will discuss the benefits and challenges of using these pedagogies. We will also discuss our experiences in building an infrastructure for coordinating, promoting, and expanding global learning across the curriculum.

**Pamela Camerra-Rowe**, Professor of Political Science and Faculty Coordinator for Global Learning; **Balinda Craig-Quijada**, Professor of Dance; **Nancy Powers**, Assistant Director of the Center for the Study of American Democracy and Assistant Professor of Political Science, **Jacqueline McAllister**, Assistant Professor of Political Science; and **Irene López**, Associate Professor of Psychology—all of Kenyon College

PEACAN, HILL COUNTRY LEVEL

-Powerful Pedagogies

### **Session 16: Interdisciplinary Collaboration to Promote Global Learning**

Drawing on our successful model of faculty professional development in global education and experiential learning, we will lead participants through an overview of our workshop series. Participants will begin the process of identifying key stakeholders on their own campuses who could help develop and support an interdisciplinary professional development program to improve global education. Participants will leave the session not only with a workshop model that they can bring to their own campuses, but also with a preliminary plan to develop and implement a program that meets the needs of their own institutions and that draws on their institutions' unique resources.

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

LLANO/PECOS, HILL COUNTRY LEVEL

-High Impact Practices

### **Session 17: Intersectional Sweet Spot: Creating Space for High-Impact Practices in Global Learning**

This interactive workshop discusses two cutting-edge, high-impact practices: digital portfolios and integrative coaching, and how their implementation furthered the university's mission of educating global citizens. This session shares how the Global Education staff partnered with faculty and key members across campus to create advising and assessment models that promoted diversity and inclusion of global learning and connected global learning with academic and career planning for undergraduate students. Participants will share and leave with successful strategies, assessment models, and lessons learned which they can apply to meet their own campus educational outcomes.

**Kati Bell**, SIO, Director Global Education and **Giulia Welch**, Assistant Director, Global Learning—both of Dominican University of California

NAVARRO, LOSOYA CONFERENCE CENTER

-Affirming Undocumented, Immigrant, and International Students-Equitable Access

### **Session 18: Exploring Theatre of the Oppressed**

Theatre of the Oppressed is an interactive, physical and playful tool used to investigate situations in which we are denied our basic rights, personally and collectively. Participants use theatrical debate, through games and scenes, to uncover the many possible alternatives to real-life challenges. This workshop provides an introduction to the games, exercises and improvisations that make up the core tools of Theatre of the Oppressed, inspired by Augusto Boal and Paulo Freire's work. By imagining and rehearsing solutions together

onstage, we prepare ourselves to take action offstage.

**Allison Jane Fleetwood**, *Head of Theatre Education—Nixa High School*

*BLANCO, HILL COUNTRY LEVEL*

*-Powerful Pedagogies-High Impact Practices*

**Session 19: Community-Based Spanish and Critical Information Literacy**

This workshop is based on the results of a Spanish faculty and library faculty co-created course that meaningfully integrates critical information literacy into a community-based learning course for advanced Spanish students. The session uses activities for participants to understand the collaboration's underlying concepts and to brainstorm ways to improve learning outcomes in courses with a civic engagement, social justice, or community-based learning focus in participants' disciplines and institutional types. We will address critical information literacy, community-based learning, course co-creation, search personalization, process-focused reflective assignments, local communities and global learning, and their links to social justice and students' civic and professional development.

**Pamela Mann**, *Associate Librarian for the Arts and Humanities* and **Joanna R. Bartow**, *Professor of Spanish—both of St. Mary's College of Maryland*

*REGENCY WEST 4, BALLROOM LEVEL*

*-Strategic Planning for Global Learning-Powerful Pedagogies*

**Session 20: Catalyzing Deep Curricular Change for Global Learning**

This workshop draws upon our combined experience of the past decade with curricular internationalization at two diverse universities, one a large-enrollment research university and the other a mid-size liberal arts university. We will discuss an innovative and comprehensive approach to catalyze curricular change in international education, based upon strategies and practices from community organizing and dynamic systems that cross academic and institutional boundaries.

**Jiangyuan Zhou**, *Internationalization Specialist—Stockton University*; and **Blase S. Scarnati**, *Director of Global Learning in the Center for International Education and Professor of Musicology in the School of Music—Northern Arizona University*

*REGENCY WEST 6, BALLROOM LEVEL*

*-Powerful Pedagogies*

**Session 21: Community Task Forces: Problem-Based Learning to Increase Global Learning**

This workshop will allow participants to discuss the benefits and challenges of project-based learning for developing global citizenship through academic skills. Participants will discuss a project assignment implemented in two different contexts as a platform to create learning objectives, processes, evaluation, and outcomes that focus on global issues with local dimensions.

**J. Alexander Sider**, *Professor of Religion, Director of University Assessment—Bluffton University*; and **Joseph R. Wiebe**, *Assistant Professor of Religion—University of Alberta*

*REGENCY WEST 5, BALLROOM LEVEL*

*-Global Learning in Today's Global Context-Powerful Pedagogies*

**Session 22: Global Citizenship in Practice: Starting Local**

This workshop explores innovative multidisciplinary course designs that give students direct access to the global landscape in an American metropolitan area, foregrounding two programs: a media production lab "21st Century Global Atlanta" and a project-based course, "Career Design for Global Citizenship." These team-taught campus-wide programs connect students of diverse fields and levels (from freshman to PhD) to global communities, organizations, and professionals, and provide hands-on opportunities to build intercultural competence and communication skills in the context of students' chosen fields. These models are highly transferable to a variety of institutional contexts.

**Sebnem Ozkan**, Associate Director of Atlanta Global Studies Center and **Jenny Strakovsky**, Assistant Director of Career Education and Graduate Programs—both of Georgia Institute of Technology

RIO GRANDE WEST, BALLROOM LEVEL

-Powerful Pedagogies-High Impact Practices

### **Session 23: The Global in the Local: Community-Based Critical Reflection**

This session will address best practices in critical reflection as a strategy for maximizing intercultural learning in a variety of curricular and co-curricular contexts. The presenters will discuss their living-learning community, “Cultural Crossings,” a highly integrated learning community that incorporates multiple high-impact educational practices (community-based learning, global learning, ePortfolios) all aimed at helping incoming first-year students develop their capacity for intercultural engagement. The centerpiece of the session is an interactive workshop of the community-based assignment the presenters have developed, which employs critical reflection pedagogy to enhance intercultural learning. Participants will leave the workshop with a clear, implementable, community-based assignment that they can adapt to their own institutional contexts and academic departments or student support areas.

**Dan Mathewson**, Associate Professor; Director of New Faculty Teaching Initiatives and **Britton W. Newman**, Associate Professor—both of Wofford College

RIO GRANDE EAST, BALLROOM LEVEL

-Powerful Pedagogies

### **Session 24: The Global Leadership Lab: From Assessment to Outcomes**

Globalization and today’s complex problems, at home and abroad, have created an urgent need for global leaders, but how do we identify and successfully develop global leadership skills in students? This session presents current research findings, a model of global leadership competencies, assessment models, outcome data, and development lessons from an innovative Global Leadership Lab that can be applied to multiple arenas, as well as a co-curricular Global Leadership Fellows Program. Participants will have an opportunity to discuss and apply best practices to their own campus situation.

**Joyce M. Osland**, Lucas Endowed Professor of Global Leadership and the Executive Director of the Global Leadership Advancement Center—San José State University

**12:00 P.M. – 2:15 P.M. LUNCH ON YOUR OWN**

REGENCY EAST/CENTER, BALLROOM LEVEL

**2:30 P.M. – 3:00 P.M. FEATURED SESSIONS**

### **Educating Entrepreneurial Global Citizens**

Given today’s economic and social challenges, educating interculturally competent leaders who understand self and context is critical, but if we can combine global education with learning that promotes an entrepreneurial mindset we can empower the next generation of problem-solvers who can meet the grand challenges of the 21<sup>st</sup> century through thoughtful action.

**Amir Reza**, Dean of Babson Academy for the Advancement of Global Entrepreneurial Learning and Dean of Global Education—Babson College

### **Synergizing Diversity, Equity and Inclusion and Global Education is Necessary to Confront Twenty-First Century Challenges**

Global education increasingly is called upon as a field that prepares students to address the complicated realities of inequity in our world. Bridging the divide between diversity, equity and inclusion and global

education can unlock new unrealized possibilities for higher education to produce globally and equity-minded graduates who are better prepared to confront modern challenges.

**Amer F. Ahmed**, Founder and CEO, AFA Diversity Consulting

### 3:15 P.M. – 4:30 P.M. CONCURRENT WORKSHOPS

REGENCY WEST 4, BALLROOM LEVEL

#### Session 25:

**Amir Reza**, Dean of Babson Academy for the Advancement of Global Entrepreneurial Learning and Dean of Global Education—Babson College

REGENCY WEST 5, BALLROOM LEVEL

#### Session 26: Dismantling the ‘US vs. International’ Dichotomy: Creating Synergy between Diversity & Global Ed

In recent years, an emphasis on “globalizing” U.S. higher education has resulted in increasing international student populations, U.S. students abroad, and embedding global topics and requirements into curricula. These institutional shifts are often at odds with historical struggles and institutional framework related to U.S. Diversity, Equity and Social Justice. Furthermore, many who advance Global Education frame Diversity and Social Justice approaches as only applicable in U.S. contexts. As these trends continue, educational opportunities are missed, and resources misplaced due to a lack of institutional synthesis. The ‘US vs. International’ dichotomy obstructs an understanding of the relationship among local and global dimensions as well as historical and current conditions limiting our ability to engage students holistically with contemporary challenges. This session will engage participants with case examples that create opportunities to synergize Global Education with Diversity and Social Justice to support the development of diverse, inclusive and globalized campus communities.

**Amer F. Ahmed**, Founder and CEO, AFA Diversity Consulting

LIVE OAK, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning-Global Learning Experiences

#### Session 27: Partnerships to Promote Global Education: The Stanford University-Community College EPIC Program

This session will engage participants in a dynamic and collaborative design-thinking exercise to identify key areas of need, challenges, and opportunities to develop global studies at their institutions and in their states, using the Stanford University-Community College Education Partnership for Internationalizing Curriculum (EPIC) program as the point of departure. Participants will learn about the EPIC year-long fellowship program, during which community college faculty engage with Stanford content experts (faculty, archivists, museum curators, and librarians) while working on self-designed projects to enhance global content in courses as well as degree and co-curricular programs at their home institutions. Facilitators will discuss how EPIC has evolved and recent efforts to create a state-wide global studies network of community college educators, being spearheaded by former EPIC fellows.

**Katherine Kuhns**, Executive Director of Stanford Global Studies; **Jovana Knezevic**, Associate Director of Russian, East European and Eurasian Studies; and **Denise Geraci**, Academic and Outreach Coordinator of Stanford Global Studies—all of Stanford University; **Danni Redding Lapuz**, Dean of Social Sciences and Creative Arts—Skyline College

CHULA VISTA, LOBBY LEVEL

-Global Learning in Today’s Global Context

#### Session 28: Threats to Global Learning from Anti-Intellectual Populists

The academy has always been the target of anti-intellectual rhetoric. However, a new manifestation of this phenomenon has emerged in recent years, fueled by populist anxieties around globalization and multiculturalism. In this narrative, students, faculty, and universities are often framed as the carriers of unpatriotic or anti-nationalist ideologies, having been led dangerously astray from ideological or factual common sense by the academy and the intelligentsia. This discussion is an opportunity to craft a new defense of higher education that is capable of being adopted by administrators and faculty as a means of combating this new era of nationalism, populism, and isolationism—and facilitating greater global learning and international exchange for the future as a result.

**Jonathan Friedman**, *Project Director, Campus Free Speech* and **James Tager**, *Deputy Director, Free Expression Research and Policy*—both of PEN America

REGENCY WEST 6, BALLROOM LEVEL

-Strategic Planning for Global Learning-Powerful Pedagogies

### **Session 29: The Experiential Learning Life Cycle for Global Learning**

A cross-institutional committee of Middlebury faculty and staff developed an experiential learning lifecycle model for developing global learning and intercultural competencies and preparing and supporting our students for experiences in communities locally and around the globe—pre-departure, in community, and post-experience. In our first year we developed a Pre-Immersion Training for International and/or Social Impact Summer Experiences, an on-line resource hub called the Experiential Learning Lifecycle, and a post-experience workshop called, “Cashing in On Your Summer Experience.” After showcasing and answering questions regarding our method and model, we will take participants through some exercises that will help them explore ways they can integrate global learning competencies into their own summer experience infrastructure.

**Amy Gibans McGlashan**, *Director of Academic Outreach* and **Dana Anderson**, *Special Assistant*—both of Middlebury College

LLANO/PECOS, HILL COUNTRY LEVEL

-High Impact Practices

### **Session 30: Engineers for the Common Good: Immersion Practices for Reciprocity and Integrated Student Learning**

Participants in this workshop will be introduced to several frameworks used by the ETHOS Center for student immersion experiences and for sustaining reciprocal community/university partnerships. Using these frameworks participants will be encouraged to make new connections, constructively critique existing practices, and ideate around new and innovative ways to achieve both reciprocal partnerships and high-impact immersion experiences for student learning and vocational development. Initial results from several assessment studies will also be shared and used to prompt new connections, curiosity, and societal value creation.

**Kelly Bohrer**, *Director of Community Relations for the School of Engineering* and **Malcolm Daniels**, *Director of the ETHOS Center and Electrical Engineering Faculty*—both of the University of Dayton

PECAN, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning-High Impact Practices

### **Session 31: Creating Spaces: Using Teaching and Learning Centers to Advance Global Learning**

In this presentation, we will discuss the role of teaching and learning centers in creating spaces that encourage innovation and provide needed resources to faculty in order to enhance student learning experiences. We will share how we at Richland College (commuter, community college) are combining high-impact practices and developing a plan for engaging the community and equitably advancing interdisciplinary global service learning.

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

BLANCO, HILL COUNTRY LEVEL

-Affirming Undocumented, Immigrant, and International Students-Powerful Pedagogies

**Session 32: Historians as Global Learning Leaders: UNCA in the World**

In various roles, alumni of University of North Carolina – Asheville (UNCA) History Department have dedicated their diverse careers to global learning. Our panel will enable reflection on the role of public liberal arts colleges in general, and the history major in particular, in inspiring global learners to become global leaders in higher education. Collectively, we have structured curricula to embed global learning in every course; provided programming to international students; and led study abroad trips to several continents, organized around social justice issues such as food insecurity and for first generation college students of color. We conclude that close relationships with higher education professionals—advisers, instructors, chairs and provosts—rooted in a shared undergraduate experience is transformative for all students and colleagues.

**Tracey Rizzo**, Professor and Chair of History; **Aldo Garcia Guevara**, Professor of History; and **Robert Straub**, Director of International Student Services—all of University of North Carolina – Asheville; and **Douglas Palmer**, Provost—Worcester State University

NEUCES/FRIO, HILL COUNTRY LEVEL

-Global Learning in Today's Global Context

**Session 33: USF Global Competency Test: An Innovative Assessment**

Global citizenship is a set of skills filtered through a global attitude. It can be difficult to determine the impact that global programs have on student learning. Many assessments of global competencies rely on Likert-type survey instruments. These are fine instruments to use when one is trying to determine a general level of global competency. However, they are poorly suited to measure impact from global programming. The University of South Florida (USF) Global Competency Test represents an alternative form of assessment that does not rely on self-report but rather has students examine real world issues and apply knowledge, analysis, and synthesis to find answers based on interconnectedness, systems-thinking, and sustainability.

**Bruce W. McCollaum**, Assessment Specialist and **Jennifer Lister**, Associate Dean, Undergraduate Studies and Curriculum Director, Global Citizens Project—both of the University of South Florida

NAVARRO, LOSOYA CONFERENCE CENTER

-Strategic Planning for Global Learning-Powerful Pedagogies

**Session 34: High-Impact Practices and Powerful Pedagogies in Education**

Targeting UNESCO's Education 2030 and the vision of Sustainable Development Goal 4, Quality Education, the presenters will facilitate a collaborative jigsaw experience with participants to explore four specific cases of teacher education real-world applications: (1) during alternative break research and teaching as international service learning, (2) serving locally to impact world food security, (3) hosting bilingual literacy workshops for community families, and (4) developing the professional knowledge base.

**Tonya Huber**, Professor of Education; **Alexandra Reyes**, Graduate Student; **Sara A. Villanueva**, Graduate Student; and **Lorena P. Cestou**, Learning Ambassador Coordinator—all of Texas A&M International University

RIO GRANDE BALLROOM, BALLROOM LEVEL

**4:45 P.M. – 6:00 P.M.      ROUNDTABLE DISCUSSIONS AND HAPPY HOUR**

*-Affirming Undocumented, Immigrant, and International Students*

**Engaging DACAmended Students: Challenges and Opportunities**

The implementation of Deferred Action for Childhood Arrivals (DACA) in 2012 has presented some opportunities for those who have qualified. Still, DACAmended students continue to face challenges in their paths toward educational success. This discussion will explore some of the continued barriers for DACAmended students in higher education, examine some individual and institutional responses to those barriers, and consider further ideas for application in our respective colleges and universities.

**Lisa Munoz**, Associate Professor of Sociology—Hawkeye Community College

*-Affirming Undocumented, Immigrant, and International Students-High Impact Practices*

**Lead by Example: Cultivating Global Citizenship and Belonging**

Whether you oversee a large or small group of students and/or staff, creating a sense of belonging in college requires leadership by example and disruptions to the status quo. More than ever, we need bold leaders committed to cultivating global citizenship, engaging across physical, intellectual, and institutional borders, and engendering innovation and inclusive excellence in higher education. This discussion will explore the relationship between inclusive leadership and belonging, as well as how to be an ally for students and staff across personal and social identities. Participants will be able to reflect on their own leadership practices and identify concrete actions to increase global citizenship and belonging.

**Monroe France**, Associate Vice President for Global Student Engagement and Inclusive Leadership and **Lisa Coleman**, Senior Vice President for Global Inclusion and Strategic Innovation and Chief Diversity Officer—both of New York University

*-Equitable Access*

**Serving Students Affected by Forced Migration: New Americans Summer Program at Vassar College**

This roundtable will detail the inaugural year of Vassar College's New Americans Summer Program for high school students with a forced migration background. Educators, administrators, and student activists will enumerate the program's ambitious commitments, including the development of an appropriate curriculum, an artistic project that has students working together with a renowned muralist, specifically trained undergraduate student coaches, and substantial administrative support to guide the young scholars in the college application process. After considering lessons learned after implementation, discussants will identify future directions in the effort to shape higher education's response to the generation-defining challenges of forced migration.

**Maria Höhn**, Professor of History on the Marion Musser Lloyd '32 Chair; **Brittany Murray**, Coordinator for Research and Pedagogy for the Consortium on Forced Migration, Displacement, and Education; and **Matthew Brill-Carlat**, Coordinator for Research and Pedagogy for the Consortium on Forced Migration, Displacement, and Education—all of Vassar College

*-Equitable Access*

**¡Vamos! Inclusive Education Abroad for Diverse Learners**

As undergraduate enrollments diversify, higher education will need to adapt its practices to include the new majority in global learning experiences. While study abroad is a known high-impact practice, often first-generation, low income, and underserved students do not include study abroad in their vision of their higher education experience for a number of reasons. As a learning community serving these students, we sought to show study abroad as a realistic possibility for our students by including a brief international experience in a first-year writing course. We will discuss the design of the program, what we have learned, and the value of the experience from the perspective of a student who has taken part.

**draft program, final program available 10/1/2019**

**Shane Oshetski**, Writing Program Coordinator and **Abel Estrada**, Education Abroad Program Manager both of University of Colorado

*-Equitable Access-High Impact Practices*

**Global Phoenix: A Model of Student-Athlete Study Away Access**

This roundtable will discuss an innovative model of global engagement that has been implemented at Elon University to provide high-quality study away access to a typically underrepresented population, student-athletes. We will discuss the partnerships that have been developed for this experience to happen and some of the outcomes from a student, faculty and institutional point of view. The goal of the discussion will be for participants to think more creatively on how they may be able to provide similar opportunities for greater access to high-quality global engagement for student-athletes in their institutional context.

**Matthew Buckmaster**, Assistant Dean of Global Education and Associate Professor of Music; **Eric Hall**, Professor of Exercise Science and Faculty Athletics Representative; **Caroline Ketcham**, Professor of Exercise Science and Chair of the Department of Exercise Science; and **Tony Weaver**, Associate Professor of Sport Management and Chair of the Department of Sport Management —all of Elon University

*-Global Learning Experiences*

**Reflective Practice and Health-Related Study-Abroad in War-Adjacent and Refugee Communities**

This discussion will examine the experiences of faculty and pre-health students involved in a health-oriented service-abroad program in the war-adjacent country of Jordan. Through their work in critical reflection, faculty and students engage the complexities of the lived experiences of refugee populations, their service providers, and the native Jordanian population currently struggling to cope with new demands for state services. In making meaning of these sometimes dissonant, sometimes competing needs and experiences, faculty and students also inevitably face themselves, and their own assumptions, biases, and preconceptions. In doing so we look toward building more robust, inclusive, and sophisticated skills in problem-solving, better suited to our globally-connected world.

**Keri D. Myrick**, Director of Global Engagement and Special Programs; **Helen K. Valier**, Professor of History and Philosophy of Medicine; and **Adrian Castillo**, Associate Director of Global Engagement and Special Programs—all of University of Houston

*-Global Learning Experiences*

**The Ghana-Canada Global Community Service-Learning Project:**

The Ghana-Canada Global Community Service-Learning Project is a many-layered, international, cross-disciplinary, collaborative, mixed mode teaching and learning, and praxis-oriented undertaking. It used simple technology, internship and field research to provide opportunity for students and scholars in Ghana and Canada to learn the skills of global citizenship while supporting, inspiring, and empowering deprived students in rural Ghana in an environmentally-friendly and sustainable way.

**Charles Quist-Adade**, Faculty—Kwantlen Polytechnic University

*-Global Learning Experiences*

**Short Term Study Abroad Experience: Using the CIBER and YALI Models to Develop a Cross-Disciplinary**

This conversation presents evidence that a short term study abroad trip can encompass a portfolio of higher order learning practices and develop skill sets in a group of rural college students that are recognized to be beneficial in their career search and aspirations. The program is developed to expose students with different demographic and academic characteristics to a multi-dimensional travel experience that combines business, academic and governmental visits, cultural experiences, university presentations, and undergraduate student research projects. Using a roundtable discussion format, the session will see to identify opportunities for alignment between the execution of this program and desired outcomes of the session audience

**Charles W. Richardson**, Dean, College of Business—Misericordia University

*-Global Learning Experiences-Affirming Undocumented, Immigrant, and International Students*

### **The Academic and Social Integration of Saudi International Students**

The research study to be discussed at this round table examined the factors that affect the social and academic integration of Saudi Arabian international students in U.S. higher education institutions. Tinto's student departure model was used to explain the personal, psychological, engagement, university, faculty, and financial factors that could predict Saudi Arabian students' persistence propensity.

**Nurah Abdullah Al-Dayel**, Assistant Professor—East Carolina University

*-Global Learning Experiences-Equitable Access*

### **Understanding Disaster Recovery: An Interdisciplinary and Community-Focused Approach**

This roundtable reports on an interdisciplinary approach to connecting undergraduates with communities in Japan impacted by the March 2011 Great Tohoku Earthquake and Tsunami Disaster, whereby student-faculty research teams engaged with first responders, community leaders, school officials, and individuals affected by the disaster. Such interactions promoted the development and application of professional and civic skills, as well as interpersonal skills necessary when interacting with a population influenced by trauma. This approach focused on shared discussion and collaboration across disciplines and can be easily applied on other campuses.

**Susan W. Parker**, Associate Dean of Academic Affairs and Professor of Psychology and **Mayumi Nakamura**, Assistant Director of International Education—both of Randolph-Macon College

*-Global Learning in Today's Global Context*

### **Statewide K-16 Internationalization: The Multilayered Approach**

For internationalization efforts to be effective, they must target multiple audiences. Campus internationalization initiatives that include undergraduate and graduate students and faculty members, as well as efforts to internationalize K-12 schools will be shared. The roundtable aims to fill the existing gap about what internationalization of education at K-12 level entails by providing concrete strategies for moving ideas about internationalization into practice in an effort to have globally ready students and globally competent educators.

**Vesna Dimitrieska**, Director of Global Education Initiatives—Indiana University Bloomington

*-Global Learning Experiences-Global Learning in Today's Global Context-High Impact Practices*

### **Global Career Practicum: How to Facilitate Learning Transfer**

Global, experiential learning opportunities offer a way to extend learning beyond the traditional academic environment by enhancing learning transfer. As educators, we cannot assume that students will be able to transfer knowledge to a real world setting so we must create intentional co-curricular experiences that support and enhance curriculum. Using Columbia University's model for a Global Career Practicum, this presentation will guide attendees through creating impact-based opportunities that support interdisciplinary learning through real-world, global experiences.

**Tiffany Hughes**, Executive Director of Student Engagement—Columbia University

*-Global Learning Experiences-Global Learning in Today's Global Context-Powerful Pedagogies-Equitable Access*

### **Impacting Students with Culturally Relevant Study Abroad**

This discussion will consider the impact and value of global learning by exploring how the University of Houston-Downtown actualized its mission as an MSI and HSI and increased minority student participation in study abroad with development of culturally relevant global learning and an international institutional partnership in the African Diaspora in France program. The program created a powerful pedagogical opportunity to connect members of the African diaspora to other members of this global community.

**DoVeanna Fulton**, Dean of the College of Humanities and Social Sciences; **Vida Robertson**, Director of the Center for Critical Race Studies and Associate Professor of Humanities; **Crystal Guillory**, Assistant Dean of the

*College of Humanities and Social Sciences; and **Jonathan Chism**, Assistant Professor of History—all of the University of Houston-Downtown*

*-Global Learning Experiences-High Impact Practices*

### **Structuring Short-Term Study Abroad to Maximize Learning**

This roundtable discussion is focused on the high-impact practice of short-term study abroad courses run by interdisciplinary faculty with students who represent a variety of disciplines. The session will illuminate how to deliver course objectives from a variety of disciplines including deepening diversity understanding. Themes include how to maintain safety, promoting group cohesion, the value of in-country partnerships, daily practices, and reflective writing approaches during and post the trip.

**Jed W. Metzger**, Professor of Social Work, Chair Rosemarie Beston International Scholarship; **Samantha Sassone**, Assistant Clinical Instructor of Nursing; and **Mark Primus**, Assistant Professor of Social Work—all of Nazareth College

*-Global Learning Experiences-Powerful Pedagogies*

### **Benefits and Drawbacks of Volunteers in Global Missions**

This roundtable will discuss a study that investigated the benefits and drawbacks of using short-term volunteers in an international setting. Through observation of two international NGOs and semi-structured interviews with children, families, and staff, differences were noted, and a set of best practices emerged.

**Erin Ambrose**, Associate Professor of Psychology—William Jessup University

*-Global Learning in Today's Global Context-Equitable Access*

### **Promoting Global Learning for All at State Universities**

In this roundtable discussion, faculty from a large state university in Tennessee will share their experience of examining different definitions of global learning on campus ranging from official university documents such as mission and vision statements to informal understandings, and they will discuss their process of working to build consensus on a shared definition of the term. These faculty will explain strategies for and discuss challenges of developing compelling rhetoric to support the expansion of global learning initiatives across the curriculum. The roundtable participants will be encouraged to share their understanding of the term global learning as well as their thoughts on developing strategies for promoting genuine and substantive global learning initiatives at the department, college, and university levels.

**Laura White**, Associate Professor of English and **Ann McCullough**, Associate Professor of French Language and Literature—Middle Tennessee State University

*-Global Learning in Today's Global Context-Powerful Pedagogies*

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

The facilitators will share information about the Global Citizenship Certificate at Florida State University and its foundation course, Global Perspectives. These provide students with the necessary foundation in cross-cultural competence and global issues and the tools and mindset to become culturally conscious participants in a global community.

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

*-High Impact Practices*

### **Building Bridges: UT System Collaborations in Engaged Learning**

The state of Texas has a rich legacy of intercultural collaboration. Within this landscape, and amongst its diverse stakeholders, leaders in higher education are often a unifying voice, as well as influential and strategic change makers. Representatives from four University of Texas System campuses will share challenges, opportunities, information and best practices developed to ensure that their students emerge as global

citizens through community engaged teaching and learning initiatives.

**Azuri Gonzalez**, *Director, Center for Civic Engagement—The University of Texas at El Paso*

*-Powerful Pedagogies*

### **An Experiential Learning Graduation Requirement that Works**

Jacksonville University established an Experiential Learning (EL) graduation requirement as part of the accreditation quality enhancement plan. Undergraduate students are required to complete one, three-credit EL course of their choice. In the five years since instituting the requirement overall participation has increased by 125%. In spring 2018, nearly 60% of students reported they had completed more than one EL course, far exceeding the university requirement. Five student learning outcomes were assessed as part of the project: critical thinking, diversity, oral communication, written communication, and teamwork. All showed substantial gains over the five years. The four types of experiences include: Service-Learning, Study Abroad and Away, Internship and Undergraduate Research. The genesis of the project was a successful Service Learning program that grew out of an earlier service requirement. Service-Learning remains the most subscribed EL opportunity, at 33% of the enrollments in EL courses. Study Abroad and Away represents the opportunity with the most potential for enrollment increases. This presentation will examine the success and growth of Service-Learning as a model, and explore the strategies underway to further improve opportunities for Study Abroad and Away.

**Lee Ann Clements**, *Professor of Biology and Marine Science and Associate Provost*; **Laura Atkins**, *Assistant Professor of Sociology, Director of Service-Learning*; and **Annamarie Kent-Willette**, *Professor of Communications, Executive Director of Global Learning—all of Jacksonville University*

*-Powerful Pedagogies*

### **Developing Global Competency and Ethical Leadership through Global Service Learning**

This session describes the competency-based global service-learning program at Pitt Business and the results of a mixed methods assessment indicating significant gains in the global competency and ethical leadership skills of students enrolled in a global service-learning course and the Certificate Program of Leadership and Ethics at the University of Pittsburgh. Discussion will focus on how competency-based global service-learning programs can help strengthen student learning, ethical decision making, and transferable skills. The presenters will share recommendations for future program development, assessment, and career integration emphasizing the benefits of global service learning for students.

**Jennifer L. Petrie**, *Assistant Director, Berg Center for Ethics and Leadership* and **Gloria Onosu**, *Post-Doctoral Fellow—both of the University of Pittsburgh*

*-Powerful Pedagogies*

### **Strategies for Ethical, Community-Engaged Global Learning**

This session discusses how critical pedagogy, mutually beneficial partnerships, and reflection can be employed to promote community-engaged and ethical global learning that empowers students to navigate structural and systemic inequality. This discussion is based on the lessons learned through the Loewenstern Fellowship for Civic Research and Critical Service, which is administered by the Center for Civic Leadership at Rice University. The Fellowship provides students with pre-trip education, funding, logistics preparation, placements with community organizations abroad, and mentorship towards the goal of producing civic and global-minded leaders with awareness of complex global issues.

**Fatima Raza**, *Assistant Director of Global Programs and Partnerships at the Center for Civic Engagement—Rice University*

*-Powerful Pedagogies*

### **Online Global Learning: Connecting Students to Peers Abroad**

This round table discussion will explore the use of on-line communication technologies to connect students with counterparts in other areas of the world. The presenter's work demonstrates that such "bottom-up"

pedagogical approaches, even at small institutions, can yield benchmark and even milestone achievement in student global awareness learning outcomes as well as intercultural skills and competencies. Such on-line student learning activities have potential to be applied at many levels (core curriculum, disciplinary coursework, co-curricular activities) of the student higher education experience.

**Jacqueline C. Reich**, Associate Professor of Political Science—Chestnut Hill College

*-Powerful Pedagogies*

### **Increasing Global Education through Themed Study Abroad**

In order to increase the number of students who participate in globally-focused education, a series of theme-based science courses for STEM and non-STEM majors were developed and implemented. These courses include an embedded short-term study abroad experience where students engage with a unique culture through on-site activities, small group discussions with local experts, and presentations to peers while abroad. Significant cultural experiences specific to the location and theme were organized to promote global mindedness. Participants will explore the course model and leave motivated to share and implement this model to increase the number of students graduating with a global education experience.

**Michael J. Samide**, Professor of Chemistry—Butler University

*-Powerful Pedagogies*

### **From International Learning to Global Citizenship**

What is the difference between international learning and global citizenship? The difference is meaningful experiences that translate into further action. Developing global citizens requires theoretical foundation, applied learning, and identification of transferrable skills. This roundtable will showcase a methodology based on ten years of experience teaching courses on global citizenship and mentoring faculty leading study abroad programs. We will discuss intercultural and global competencies and how they can be developed alongside disciplinary learning goals in campus courses and study abroad courses.

**Tracy Williams**, Associate Director of the Center for International Studies—Texas Christian University

*-Strategic Planning for Global Learning-Global Learning Experiences*

### **World Languages Departments and Ethical Global Citizenship**

As their institution, a mid-size liberal arts university, moves into the design of a new strategic plan, the presenters will reflect upon on the role that their department, World Languages and Cultures, could and should play in conversations regarding global citizenship. The importance that they and their department attribute to intercultural competence, the methodological basis to accomplish ethical global citizenship, affords the presenters the capacity to contribute greatly to how their institution successfully approaches this goal.

**Pablo Celis-Castillo**, Assistant Professor of Spanish and **Ketevan Kupatadze**, Senior Lecturer of Spanish—both of Elon University

*-Strategic Planning for Global Learning-Global Learning Experiences*

### **Rethinking the Mission of Foreign Language Houses on Campus.**

What is the mission and desired effectiveness of language house residential communities on college campuses? What innovative new approaches can help the language house serve as more dynamic, purposeful, meaningful, and sustainable corridors of cross-cultural learning on campus? How can they contribute to the education of the multi-lingual global citizens that the world needs. These questions are at the heart of a reassessment of language houses undertaken at the College of William and Mary which provides the basis for this roundtable. It is our hope to generate feedback that is useful not only to us but also to colleagues at other institutions who face similar issues and challenges regarding language houses.

**Angela Leruth**, Senior Lecturer of French; **Veronika Jeltsch**, German Lecturer; **Paulina Carrion**, Senior Lecturer; and **Aiko Kitamura**, Senior Lecturer—all of College of William and Mary

## SATURDAY, OCTOBER 19, 2019

LOS RIOS FOYER, BALLROOM LEVEL

**7:30 A.M. – 11:00 A.M. CONFERENCE REGISTRATION**

REGENCY FOYER, BALLROOM LEVEL

**8:00 A.M. – 8:30 A.M. BREAKFAST**

**8:30 A.M. – 9:30 A.M. CONCURRENT SESSIONS**

NEUCES/FRIO, HILL COUNTRY LEVEL

*-Strategic Planning for Global Learning*

**Session 35: Assessment Planning and Implementing Global Learning**

Institutes of higher education are increasingly embedding global learning in their mission and vision statements, which has led to a surge of curricular and co-curricular programs designed to engage students with global perspectives and intercultural competence. Texas Christian University (TCU) started an internationalization effort in 2013; therefore, we have gathered an array of data that will help guide us on more intentional instruction for our students. This session will walk through the phases of TCU's assessment plan and share lessons learned from six years of assessing global learning.

**Chris Hightower**, *Interim Director of Institutional Effectiveness—Texas Christian University*

CHULA VISAT, LOBBY LEVEL

*-Powerful Pedagogies*

**Session 36: Integrative Global Learning: Crossing Disciplines and Boundaries**

Relying on assessment outcomes from our semester course on contemporary Cuban identities that includes a field study trip, our session will apply the conference theme of “crossing borders and boundaries” on different analytical levels to address the inter-related goals of global citizenship and inclusive pedagogies. First, we share our cross-disciplinary (history and sociology) co-teaching experience and highlight how instructors and students are challenged to (re)consider the disciplinary boundaries that inform global and intercultural learning. Second, we reveal how our field study trip enabled students to develop their own worldviews and consider themselves as global citizens. Finally, we explain how to gain administrative support by intentionally integrating course goals that address AAC&U's global learning goals with different institutional missions.

**Cathy Marie Ouellette**, *Associate Professor of History and Director of Latin American and Caribbean Studies and Janine Kay Gwen Chi*, *Associate Professor of Sociology and Chair of Sociology and Anthropology—both of Muhlenberg College*

LIVE OAK, HILL COUNTRY LEVEL

*-High Impact Practices*

**Session 37: Fostering Global Citizenship through Mentored HIPs**

This session will focus on how institutions can prepare faculty mentors and support global undergraduate research to facilitate students' preparation for emerging professions and foster community and global citizenship. Specifically, this session will discuss the importance of high-quality mentoring utilizing ten salient practices applied within multiple contexts through a socio-ecological model. Multiple case studies will be presented, including multi-disciplinary models of mentoring undergraduate research in local and international contexts, and participants will be invited to reflect on mentored undergraduate research in their own institutional context

**Maureen Vandermaas-Peeler**, *Director of Center for Research on Global Engagement and Professor of Psychology; Eric Hall*, *Professor of Exercise Science; Caroline Ketcham*, *Professor of Exercise Science; and Mussa Idris*, *Assistant Professor of Anthropology—all of Elon University*

LLANO/PECOS, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning-Global Learning Experiences

**Session 38: Strategies to (Better) Support Off-Campus Study Leaders**

Although faculty leaders of off-campus study programs increasingly play a unique and valuable role in facilitating students' immersive global learning, plans for achieving global learning outcomes often focus on facilities, infrastructure, and students, without explicitly aligning those strategic goals with faculty development programming or recognizing the impact of those goals on faculty members' professional and personal well-being. This session will review evidence about how leading off-campus study programs shapes faculty members' teaching, research, service, and well-being at liberal arts colleges. Drawing on their forthcoming Lever Press publication, *Faculty as Global Learners*, the presenters will offer practical recommendations for effective, synergistic institutional policies and practices, resources, and other forms of support and recognition to enhance the impact of off-campus programs for faculty, students, and their institutions.

**Dana L. Gross**, Professor of Psychology and **DeAne Lagerquist**, Harold Ditmanson Distinguished Professor of Religion—both of St. Olaf College

REGENCY WEST 5, BALLROOM LEVEL

-Strategic Planning for Global Learning-Global Learning Experiences-Global Learning in Today's Global Context

**Session 39: The Persistent Challenges of Global Citizenship: Curriculum and Co-curriculum**

This session will engage the participants in an effort to consider the paradoxes and persistent challenges that arise in programs during implementation. We will question the imperative to associate 'global citizenship' with cumulative knowledge and to police the categories of meaning in terms of which it is organized. Denaturalizing existing practices and ways of knowing can help us be better aware of the limits of what is possible within the dominant global imaginary. We will engage with these questions asking the participants to consider a curricular and two co-curricular global citizenship case studies. How do these programs result in, enhance, or develop global citizenship? What is included and what might we be leaving out?

**Esther E. Gottlieb**, Senior Advisor for International Affairs and **Steven Blalock**, Program Manager, International Affairs Scholars—both of The Ohio State University; and **Lauren Collins**, Postdoctoral Fellow at Davidson Honors College—University of Montana

REGENCY WEST 6, BALLROOM LEVEL

**Session 40**

**INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

-Global Learning Experiences-Powerful Pedagogies

**Telecollaboration 2.0 - Full Course integration**

The integration of authentic immersive environment afforded by telecollaborative language coaching in the online classroom can effectively establish personalized relationships between students and native speakers that drive the development of students' linguistic and cultural competencies. This approach provides a sense of a virtual study abroad experience including numerous shared benefits made accessible to students who otherwise may not have the opportunity. This presentation demonstrates best practices for incorporating these sessions into formative and summative course activities for an online Spanish program. Specifically, we share activities designed on the VoiceThread platform that prompt students to revisit content from coaching sessions to increase comprehension and metalinguistic strategies and to develop a cultural and global awareness about themselves and their coaching partners.

**Crystal Helene Marull**, Coordinator of Online Spanish Program—University of Florida

*-Global Learning Experiences-Powerful Pedagogies*

**D&T XULA: Case Study for Course, Design & Technology in Global Culture XCOR 3020**

D&T XULA: Case Study for Course, Design & Technology in Global Culture XCOR 3020 discusses the pedagogy of a new design and technology seminar course added to the Xavier University of Louisiana core curriculum in fall of 2018. The paper addresses the course topic, social and cultural impacts of global activity influenced by the rise of design innovations, and the teaching methods used within the diverse interdisciplinary learning environment. D&T XULA examines artifacts from the course, collected during the 2018-2019 academic year.

**Shayna T. Blum**, Assistant Professor of Design—Xavier University of Louisiana

BLANCO, HILL COUNTRY LEVEL

**Session 41**

**INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*-Powerful Pedagogies*

**Shining Our LIGHT: Intercultural Christian Education**

What happens when a Christian university asks its students to not just "go into all the world" but "bring the world in"? This session will highlight the efforts of the LIGHT program at Lipscomb University, which infuses intercultural education into students' academic lives, encouraging them to see the connections between "neighboring," a Biblical imperative, and a cohesive, globally-focused curriculum. The program asks students and faculty to decenter themselves in the conversation so that they might see the whole picture and prepare themselves for living in a diverse world.

**Cori Mathis**, Assistant Director of LIGHT and the Writing Studio—Lipscomb University

*-Strategic Planning for Global Learning-Global Learning in Today's Global Context*

**Liberation Engagement for Local and Global Transformation**

Global learning is important to prepare students for life, work, and citizenships in their own communities and globally. We posit that ethical global citizenship must address concepts of social, political and economic justice. We examine current public documents of a sample of urban, public, four-year institutions through the lens of liberation engagement to identify statements and activities consistent with liberation engagement.

**Suzanne Selig**, Professor of Public Health; **Erica Britt**, Associate Professor of English; and **Sarah Herbert**, Student—all of University of Michigan-Flint

PECAN, HILL COUNTRY LEVEL

**Session 42**

**INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*-Powerful Pedagogies*

**Global Challenges of Mosquito Borne Disease: Adapting Cases and VALUE Rubrics for Associate's Level**

Using "The Challenges of Mosquitoes and Disease: Making Sense of Complexity" from Global Health Has No Barriers, a publication of International Union of Biological Sciences, we show how to adapt this case study into a signature assignment and assess it for global awareness as a college learning outcome. We also show how to adapt two of the relevant VALUE rubrics into one rubric scaled to the associate's level by using the Degree Qualifications Profile (DQP) as guidance. Participants will practice adapting VALUE rubrics, aligning them with the DQP for leveling, and discuss the value of a global awareness assignment in biology.

**Sheela Vemu**, Assistant Professor of Biology and **Jeanne McDonald**, Professor of English and Faculty Liaison for Assessment—both of Waubensee Community College

-Powerful Pedagogies

### **Informed Perspective-Taking in the Undergraduate Classroom**

Participants will learn about the development, implementation, and results of a new general education curricular model designed to bring together faculty and students from diverse disciplinary backgrounds to approach a ‘big idea’ central to humanity. Semi-structured interviews with faculty and students, analysis of student work, and a pre-post assessment, provide new insight on how this course model and various pedagogic strategies promote opportunities for interdisciplinary student learning.

**Megan Baker**, Graduate Research Associate—University of Arizona

REGENCY WEST 4, BALLROOM LEVEL

### **Session 43**

#### **INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

-Strategic Planning for Global Learning

### **La Frontera: Fostering Economic, Artistic and Vocational Exchange along the Rio Colorado**

This hands-on session will offer participants an opportunity to develop action plans for possible global learning exchanges and ways to deliver those gains back into the classroom. We will briefly discuss ways Arizona Western College (a Hispanic Serving Institution) has fostered exchanges in Mexicali, Tijuana, and San Luis Rio Colorado, as well as possible strategies to implement future exchanges. Ideally, participants will walk away from the session inspired to become proponents and leaders for global learning on their campuses.

**Eric S. Lee**, Division Chair of Communications and Professor of English; **Martha Martinez**, Division Chair of Modern Languages, Professor of Spanish; and **Brad Pease**, Division Chair of Fine Arts—all of Arizona Western College

-Global Learning Experiences-Global Learning in Today’s Global Context

### **Cultivating Purpose through Global Engagement: Ecovillages in Senegal**

In an effort to reframe the narrative on study abroad, this session will propose models of effective engagement that instill purpose and meaning in global learning experiences. The models we will discuss are multidisciplinary and centered on ecovillage initiatives in Senegal. The approach we use is transferrable to other contexts and can be achieved on site or through virtual collaborative experiences which we will also discuss. Participants will be given a framework for creating a purpose-driven action plan for innovative, sustainable global experiences in a country or region of their choice.

**Brian Arganbright**, Professor of French and **Ousmane Aly Pame**, President of REDES (Network for Ecovillage Emergence and Development in the Sahel) and Lecturer of English—both of Transylvania University; **Aissata Sackho**, Student—Cheikh Anta Diop University

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

BLANCO, HILL COUNTRY LEVEL

-Global Learning Experiences-Powerful Pedagogies

### **Session 44: Inclusive Pedagogy for Faculty-Directed Education Abroad Programs**

This facilitated discussion examines the concept of inclusive pedagogy with specific application to faculty-directed education abroad programs. Attendees will gain facility with the topic, interrogate its utility in the education abroad setting, intellectually wrestle with challenging case studies, and take away new ideas and

resources for further information including research examples and practical tips.

**Opal Leeman Bartzis**, Executive Director of Education Abroad—Michigan State University

LLANOS/PECOS, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning-Equitable Access-High Impact Practices

**Session 45: Study Away as General Education Requirement**

Agnes Scott College and Susquehanna University are both private liberal arts colleges that require cross-cultural (study away) experiences as part of students' general education. This session will consider the impact of study away requirements, how they connect with students' curricular and co-curricular experiences, and will work with participants to consider ways to expand participation in study abroad.

**David M. Imhoof**, Professor of History and Global Opportunities Director of Curriculum—Susquehanna University; and **Gundolf Graml**, Assistant Dean for Global Learning and Associate Professor of German Studies—Agnes Scott College

NEUCES/FRIO, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning-Equitable Access

**Session 46: A Global Learning Toolkit: Strategies for Challenging Times**

The discussion will emphasize strategies for addressing challenges and opportunities for inclusive, equitable global learning, given the constraints in higher education today. It will facilitate the construction of a virtual "toolkit" for internationalization, to which all participants will contribute. The session will present a multi-level approach—ranging from institutional perspectives to the undergraduate classroom—and will incorporate innovative ways to enhance access to global learning for a diverse campus community.

**Jane E. Marcus-Delgado**, Associate Professor of Political Science, Director of International Studies; **Sarolta A. Takács**, Dean of Humanities and Social Sciences; and **Stephen Ferst**, Director, Center for Global Engagement—all of College of Staten Island, City University of New York

LIVE OAK, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning

**Session 47: Global Learning Gaps? First, Tell Me Who You Are: The Impact of Ethnicity and Gender**

This session will discuss the advantages of approaching global learning programs with a nuanced understanding of how gender and ethnicity may impact students' attitudes, beliefs, and behaviors. Presenters will show data collected at the University of Florida during the last five years showing that significant differences exist in self-reported global awareness and intercultural communication when gender and ethnicity are considered. In addition, presenters will introduce the instrument that the University of Florida developed to conduct this analysis and inform participants on how they can use it free of charge as a campus climate or study abroad survey.

**Paloma Rodriguez**, Director of Office of Global Learning; **Timothy Brophy**, Director of Assessment; and **Mary Kay Carodine**, Assistant Vice President for Student Affairs—all of the University of Florida

PECAN, HILL COUNTRY LEVEL

-Strategic Planning for Global Learning

**Session 48: Global Studies and Workforce Certificates for All Students**

Ivy Tech Community College's seven year development and evolution of meaningful educational and workplace/career-focused certificates on Global Studies and Global Workplace preparation provides a meaningful model of institutional/employer produced replicable pathway development, actions and outcomes such as whether students go on to complete a bachelor's degree immediately or go straight into the workforce and begin their careers after completing their degree. This session will focus on the impact of these aligned efforts with inclusion of an increasingly international student population on the wider student body, diverse communities, and local, national, and international workforces.

**Ilicia J. Sprey**, Dean, School of Arts, Sciences and Education and Professor and **Ivan L. Hernandez**, Director of Admissions—both of Ivy Tech Community College, Lafayette Campus; **Russell D. Baker**, Vice-President of Academic Affairs—Ivy Tech Community College, Systems Office and **Katherine M. Kent**, Vice-Chancellor for Academic Affairs—Ivy Tech Community College, South Bend-Elkhart Campuses; **Emily Watson**, Associate Professor—Ivy Tech Community College, Indianapolis Campus; and **Aaron Miller**, Associate Professor—Ivy Tech Community College, Columbus Campus

REGENCY WEST 4, BALLROOM LEVEL

-Strategic Planning for Global Learning-Affirming Undocumented, Immigrant, and International Students

#### **Session 49: Linking Global Learning and Equity and Inclusion Strategies**

Presenters who have been leading campus-wide initiatives around global learning and Hispanic Serving Institution designation will briefly discuss their collaboration on these activities to ensure strong linkages. Group discussions will focus on how global learning can advance: (1) expanding dominant understandings of merit through a multicultural lens, (2) addressing achievement gaps and improving performance, (3) improving students' sense of belonging and engagement, and (4) enhancing pipelines into employment and graduate/professional education for under-represented populations.

**Nancy Erbstein**, Director of Global Education for All and Associate Professor of Education in Residence; **Raquel Aldana**, Associate Vice Chancellor for Academic Diversity and Professor of Law; and **Zachary Frieders**, Interim Executive Director of Study Abroad—all of University of California, Davis

REGENCY WEST 6, BALLROOM LEVEL

#### **Session 50**

##### **INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Strategic Planning for Global Learning - Powerful Pedagogies*

#### **An Integrated, Intentional, and Immersive Global Education**

Shenandoah University seeks to provide and expand global educational experiences for students as an institutional priority, primarily through study abroad opportunities. Beyond the numbers, however, has been a desire to develop a more intentional approach to international education—one that might provide immersive experiences at various levels, across disciplinary areas, and with more curricular coherence. Our aim is an approach in which these various global immersions—general education, disciplinary coursework, and study abroad—integrate in ways that students see connections and real-world application. Our session is designed to offer (and discuss) ideas and new approaches for institutions seeking to establish stronger connections between globally-focused curriculum, study abroad experiences and broader institutional goals.

**Amy Sarch**, Associate Provost and Director of General Education and **Jeff W. Coker**, Dean, College of Arts and Sciences—both of Shenandoah University

*-Powerful Pedagogies-Equitable Access-High Impact Practices*

#### **Collaborations and Community Engaged Coursework**

This session offers a model for collaboration between advising staff and faculty members to improve and enhance community engaged coursework at undergraduate institutions. Panelists will introduce an interdisciplinary high-impact course at their institution that partners with a predominately Latino/a rural community and they will comment on recruitment strategies and course development and impact.

**Megan Jeanette Myers**, Assistant Professor of Spanish and Latinx Studies and **Flor Romero de Slowing**, Academic Adviser—both of Iowa State University

REGENCY WEST 5, BALLROOM LEVEL

-Affirming Undocumented, Immigrant, and International Students-Equitable Access

**Session 51: Supporting Access and Success of Undocu/DACAmented Student DREAMers**

Come learn how undocu/DACAmented student DREAMers educational goals are aligned with the Alamo Colleges District's mission, vision and values. Hundreds of undocumented students are daring to live the American Dream, even with all the uncertainties of immigration ups and downs. They remain steadfast on earning their degrees and certifications, successfully fulfilling their careers, becoming teachers, medical professionals, engineers, realtors, entrepreneurs, leaders in our communities. This session will provide strategies and tips on how to support, guide and empower undocu/DACAmented student DREAMers and their families succeed. Note, the Alamo Colleges District is recipient of the 2018 Malcom Baldrige National Quality Award, first educational institution of higher learning to receive this national recognition.

**Maria del Carmen De Luna-Jones**, *Off-Site Coordinator and Member of the DREAMers Advisory Council and Carmen Velasquez-Avila*, *Advising Team Lead—both of Alamo Colleges District*

CHULA VISTA, LOBBY LEVEL

**Session 52**

**INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

-Strategic Planning for Global Learning-Powerful Pedagogies

**Multi-Disciplinary Global Challenge Curriculum Pathways**

This presentation will describe a proven process for gaining broad administrative support for integrating global learning into the curriculum and co-curriculum. A model will be shared of a theme- and problem-based four-year curricular pathway, which designs learning around important global challenges facing society.

**Scott Riggs**, *Director of Global Engagement and Ilir Miteza*, *Associate Provost for Graduate, Global, and Digital Education—both of the University of Michigan-Dearborn*

-Strategic Planning for Global Learning

**Going Global: Strategic Planning for a Campus Wide Initiatives**

Working to cultivate global learning experiences for students across disciplines, online and in person, and including the adult learner, Jacksonville University established a Center for Global Teaching and Learning. Through collaboration with many different campus wide partners, the center has successfully reinvented inclusive global learning and study abroad opportunities. This presentation will focus on how to leverage university wide partnership for global learning, while focusing on a student centered learning approach.

**Annmarie Kent-Willette**, *Executive Director Global Teaching and Learning and Professor of Communications; Kristie Gover*, *Senior Vice President Dean of Students; Teresa MacGregor*, *Executive Director Bisk Center for Professional Studies; and Robin Edge*, *Associate Professor of Communication Sciences and Disorders—all of Jacksonville University*

REGENCY EAST/CENTER, BALLROOM LEVEL

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

**The Global Next Door: Local Engagement, Accompaniment, and New Forms of Diversity**

As we urge our students to see themselves as global citizens, what practices can we develop at home, on and near campus, that engage our own diverse campus communities with our neighbors in the worlds directly outside our gates and greens? How can engagement with local institutions—from schools and nonprofits to jails and public gardens—become a sustained practice and commitment of our institutions?

**David Hernández**, *Associate Professor of Latina/o/x Studies, Mount Holyoke College*