



## *Network for Academic Renewal*

### **Global Learning in College: Asking Big Questions, Engaging Urgent Challenges**

**October 3-5, 2013 | Omni Hotel - Providence, Rhode Island**

*A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.*

**—AAC&U Board of Directors, *Statement on Liberal Education***

Colleagues,

Welcome to AAC&U's first Network for Academic Renewal meeting explicitly devoted to global learning. We are thrilled to have gathered so many individuals from colleges and universities that are working to translate theories of global learning into powerful curricular designs in general education and the majors and to use the principles of global learning to integrate experiences from classroom to campus to community.

While *Global Learning in College* grows organically from campus innovations and AAC&U's long and fruitful work in its Shared Futures initiative, it also reflects a recommitment to global learning articulated in AAC&U's 2013-2017 Strategic Plan, *Big Questions, Urgent Challenges: Liberal Education and America's Global Future*. One of the plan's four goals issues a call to advance "big questions/global commons" inquiry and innovation across the liberal arts and sciences. At this meeting, we will explore how colleges and universities are answering this call to reframe the undergraduate experience and foster civic learning, ethical reasoning, and engagement with US and global diversity.

We look to the global commons, not as a call for homogenization, but as an invitation to imagine and create what Mary Louise Pratt has called "contact zones . . . the space in which peoples geographically and historically separated come into contact with each other and establish ongoing relations." AAC&U has noted, in the context of its work on democracy and pluralism, that "contact zones have historically been spheres of inequity and coercion," but that the task we face is to "turn these borderlands into spaces of mutuality, respectful encounters, and collaborative problem solving." As we turn our attention to making sure that global learning helps students ask big questions and engage urgent problems with understanding of and respect for difference, we recognize that the stakes are high in positioning higher education as one potential version of the global commons.

As you participate in the conference program, we invite you to reflect on how global learning and liberal education are evolving today. We encourage you to share your own strategies, practices, and concerns as you imagine, design, and test new spheres for global learning – physical and virtual, near and far, curricular and co-curricular. And we ask you to consider the ways in which contact zones might provide opportunities for all students to think critically about complex, interdependent systems—natural, physical, social, cultural, economic, and political.

Thank you for joining us in these important efforts. We hope that your engagement in the conference grows from conversation to action.

**Kevin Hovland**, Senior Director of Global Learning and Curricular Change  
Association of American Colleges and Universities

## CONTRIBUTORS

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

### **Arcadia University**

*Jeffrey Shultz*  
Professor of Education

### **Carnegie Mellon University**

*Indira Nair*  
Professor and Vice Provost Emeritus

### **Michigan State University**

*James Lucas*  
Assistant to the Dean of Undergraduate Education

### **NASPA - Student Affairs Administrators in Higher Education**

*Gwen Dungy*  
Executive Director Emeritus

### **Northern Arizona University**

*Harvey Charles*  
Vice Provost, International Initiatives and Director of  
Center of International Education

### **Notre Dame College**

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### **St. Lawrence University**

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### **Worcester Polytechnic Institute**

*Richard Vaz*  
Dean, Interdisciplinary and Global Studies

### **AAC&U**

*Elizabeth Minnich*  
Senior Scholar

## FEATURED SESSIONS

### **Liberal Education and America's Promise**

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

## SPONSORS

AAC&U thanks the sponsor below for its generous contribution. Conference sponsors are colleges, universities, associations, nonprofit organizations, and businesses that participate in the program and/or provide financial or in-kind support. Through their contributions, sponsors enhance the conference experience for everyone.

### COLLABORATING SPONSOR



Minds Abroad offers programs for academic groups and individual students in Asia, specifically in China, India, Vietnam, and Thailand. They offer programs incorporating classes, rural homestays, internships, and extensive service learning. Due to their service learning program, Minds Abroad was recently selected as a “Top Ten Best Practices Program” by the Center for Citizen Diplomacy and the U.S. State Department.

## FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

### **October 31-November 2, 2013 ♦ San Diego, California**

Transforming STEM Education: Inquiry, Innovation, Inclusion, and Evidence

### **February 27-March 1, 2014 ♦ Portland, Oregon**

General Education and Assessment: Disruptions, Innovations, and Opportunities

### **March 27-29, 2014 ♦ Chicago, Illinois**

Diversity, Learning, and Student Success: Policy, Practice, Privilege

### **October 16-18, 2014 ♦ Minneapolis, Minnesota**

Global Learning in College

### **November 6-8, 2014 ♦ Atlanta, Georgia**

Transforming STEM Education

*For information about Network for Academic Renewal conferences,  
please see [www.aacu.org/meetings/network](http://www.aacu.org/meetings/network) or  
contact Karen Kalla or Siah Annand at 202.387.3760*

## SCHEDULE AT A GLANCE

### Thursday, October 3, 2013

- 10:00 a.m. – 7:00 p.m. Conference Registration and Membership Information
- 2:00 – 5:00 p.m. Pre-conference Workshops (*separate registration and fee required*)
- 7:00 – 8:30 p.m. Keynote Address  
**What Happens to Learning When It Becomes Global? Perspectives on Liberal Education and Real-World Challenges**  
*Haifa Jamal Al-Lail, Effat University; Victor Kazanjian, Wellesley College; and Elizabeth Minnich, AAC&U*
- 8:30 – 9:30 p.m. Reception and Poster Session

### Friday, October 4, 2013

- 7:30 – 8:30 a.m. Continental Breakfast
- 8:00 – 9:00 a.m. Concurrent Sessions
- 9:15 – 10:15 a.m. Plenary  
**Building the Infrastructure for Successful Engagement with Global Learning**  
*Harvey Charles, Northern Arizona University*
- 10:45 a.m. – 12:00 p.m. Concurrent Sessions
- 12:00 – 1:30 p.m. Lunch and Roundtable Discussions  
**Sharing Innovative Approaches to Global Learning**
- 1:45 – 5:15 p.m. Concurrent Sessions and Workshops
- 5:30 – 7:00 p.m. Community Forum  
**Toward a Global Commons**  
*Haifa Jamal Al-Lail, Effat University; Salah Khalil, Macat International Limited; Elizabeth Minnich, AAC&U; Indira Nair, Carnegie Mellon University; Roger Nozaki, Brown University; and Eve Stoddard, St. Lawrence University*

### Saturday, October 5, 2013

- 7:30 – 8:30 a.m. Continental Breakfast
- 8:00 – 9:00 a.m. Concurrent Sessions
- 9:15 – 10:15 a.m. Plenary  
**The Reinvention of Knowledge**  
*Daniel Terris, Brandeis University*
- 10:30 a.m. – 12:00 p.m. Concurrent Workshops

## PROGRAM OF EVENTS

*We must focus our attention on the public square—the common good that undergirds our national and global destinies. The vitality of any public square ultimately depends on how much we care about the quality of our lives together.*

**—Cornel West, *Race Matters***

### **THURSDAY, OCTOBER 3, 2013**

#### **10:00 a.m. – 7:00 p.m. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION**

NARRAGANSETT BALLROOM FOYER, GROUND FLOOR

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

#### **2:00 – 5:00 p.m. PRE-CONFERENCE WORKSHOPS**

*Separate registration and fee required (\$100 members; \$150 non-members)*

NEWPORT/WASHINGTON ROOM, THIRD FLOOR

##### **Workshop 1: Educating for Global Awareness and Sensibilities: Frameworks, Components, Syntheses**

How are global literacies and ethics defined and developed in general education and the majors? What kinds of learning do students need to responsibly and effectively connect their global knowledge with concrete actions for the common good? What are we learning about how to encourage global understanding? Participants will explore what global education is in general: the frameworks, components, syntheses, and the kinds of thinking and acting that comprise global learning. They will learn about models and habits that can be used to engage students and faculty in systems thinking – understanding how actions taken locally connect to larger regions and populations and vice versa. Participants will be asked to bring their own global learning syllabi, projects, questions, and challenges to focus the discussion. They will have the opportunity to work on refining and developing specific objectives, plans, and pedagogies that fit in their own contexts – in a course, or campus-wide efforts.

**Indira Nair**, Professor and Vice Provost Emeritus—Carnegie Mellon University

BRISTOL ROOM, THIRD FLOOR

##### **Workshop 2: Global Learning and Ethics**

What are the ethical dilemmas that students, faculty, and graduates face in a multicultural college and workplace? What is the meaning of global citizenship and the scope of global responsibility? Participants will consider some of the concrete forms that these ethical questions take for students, faculty, and administrators who are committed to weaving global learning throughout their courses and programs. Participants will be asked to share their primary interests and will be grouped accordingly to discuss issues of central concern to their work in the liberal arts and sciences. Examples of such issues might include cultures and languages across the curriculum, strategies for combining online and face-to-face education across permeable boundaries, faculty career and academic advising, and study abroad civic engagement.

**Stephen L. Esquith**, Professor of Philosophy and Dean of the Residential College in the Arts and Humanities—Michigan State University

KENT ROOM, THIRD FLOOR

##### **Workshop 3: Situated Solutions: Global Learning through Interdisciplinary Problem-Solving in Specific Contexts**

In their lives and careers, students will grapple with complex global challenges, including energy, water, public health, education, climate, and conflict. Solutions to these challenges will be highly interdisciplinary and context-driven, and they will play out differently depending on where they are situated. Participants will consider how their students might tackle global problems situated in highly local contexts – whether down the street or around the globe—and work to design interdisciplinary, inquiry-driven learning experiences for their campuses. Examples from Worcester Polytechnic Institute will illustrate how these experiences can promote transferrable learning outcomes such as research skills, critical thinking, collaborative problem-solving, and communication while increasing student engagement.

**Richard Francis Vaz**, Dean, Interdisciplinary and Global Studies, **Kristin K. Wobbe**, Associate Dean of Undergraduate Studies and Associate Professor, Chemistry and Biochemistry, **Elena Banegas**, **Victoria Carlson**, **Katherine Picchione**, and **Sarah Sawatski**, Students—all of Worcester Polytechnic Institute

PROVIDENCE BALLROOM II/III, THIRD FLOOR

#### **Workshop 4: Assessing Global Learning: A National Rubric and Practical Application**

With global learning taking on increasingly central positions within colleges and universities, participants in AAC&U's Shared Futures initiative have created a rubric—intended to stand alongside the other rubrics developed as part of AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) initiative—that campuses can use as a direct assessment measure of student learning in this area. This workshop offers participants the opportunity to learn about the rubric's design and purpose and to walk through its framework, dimensions, and definitions. Participants will engage in hands-on exercises using the rubric to evaluate samples of student work, approaching this process from the perspectives of both faculty and assessment professionals. Finally, participants will be encouraged to explore potential uses of this global learning assessment tool in relation to initiatives and projects at their home campuses.

**David A. Blair**, Director, Institutional Assessment—St. Edwards University; and **Sarah Fatherly**, Associate Provost and Dean of University Programs—Queens University of Charlotte

**7:00 – 8:30 p.m.**

**WELCOME AND KEYNOTE ADDRESS**

NARRAGANSETT BALLROOM, GROUND FLOOR

#### **Welcome**

**Kevin Hovland**, Senior Director of Global Learning and Curricular Change—AAC&U

#### **What Happens to Learning When It Becomes Global? Perspectives on Liberal Education and Real-World Challenges**

**Haifa Jamal Al-Lail**, President—Effat University; and **Victor Kazanjian**, Dean of Intercultural Education and Religious and Spiritual Life—Wellesley College

Moderator: **Elizabeth Minnich**, Senior Scholar—AAC&U

What connects liberal education, citizenship, and responsibility in an interdependent world? What knowledge, skills, arts, and dispositions do students need in order to navigate and succeed in a global society? And how do we define, reflect upon, and evaluate the learning pathways necessary for *all* students to achieve these goals? Panelists will explore some of the assumptions made in creating opportunities for students to analyze real-world challenges from multiple perspectives and to wrestle with the ethical implications of differential power, privilege, and perspective. They will also consider how students can share and apply their knowledge and skills as they address critical issues within their local, regional, and global communities.

**8:30 – 9:30 p.m.**

**POSTER SESSIONS AND RECEPTION**

NARRAGANSETT LOBBY, GROUND FLOOR

THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

#### **Poster 1: Gathering Evidence to Assess Global Learning in a Required Multicultural Course**

This poster will share lessons learned from a college-wide assessment of learning related to global citizenship completed in conjunction with Dominican University's Pathways to Distinction Project for the Higher Learning Commission. Twenty instructors who taught courses fulfilling the multicultural requirement for the core curriculum, as well as instructors of other courses that addressed global citizenship, participated in this large-scale assessment project by submitting copies of students' written work to be scored by independent raters using a common rubric. Students in the twenty-one participating classes also completed on-line surveys at the beginning and end of the semester. The survey instruments collected relevant demographic information from the students and also assessed their attitudes related to global citizenship. The poster will describe the procedures and instruments used in the project, as well as recommendations for how best to assess student learning related to global citizenship across courses and disciplines.

**Rebecca Pliske**, Professor of Psychology and **Ellen McManus**, Professor of English—both of Dominican University

THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

#### **Poster 2: A Web-Based Resource for Curricular Internationalization and Teaching International Students**

This poster highlights the work of the Marco Polo Collaborative, a group of internationally-oriented, multi-disciplinary, teaching-centered faculty at Temple University. The collaborative's mission is twofold: to advance best practice in curricular internationalization and to support faculty teaching international students in the globalized classroom. These are goals that the collaborative believes to be interdependent and mutually reinforcing. The collaborative is currently (1)

soliciting and reviewing well-tested pedagogical materials from colleagues teaching global content and international students; (2) presenting these materials with commentary in a dynamic, open, and searchable web-based archive; and (3) promoting discussion and research on curricular internationalization and how best to serve international students in American classrooms. The primary presence of the collaborative is web-based: a searchable database and blog. The program is supported by Temple University's innovative general education program, as well as the Teaching and Learning Center and Office of International Affairs.

*Alistair Howard, Associate Professor of Political Science—Temple University*

THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

**Poster 3: Development and Implementation of an International Academic Service Learning Course**

Developing and conducting an immersion international service learning course is challenging and requires long term planning and preparation of students by experienced faculty. An international collaboration with a non-governmental organization (NGO) in Cambodia facilitated successful academic service learning courses in 2008, 2010, and 2012. The program provides students the opportunity to examine global health problems, develop cultural competence and communication skills, and provide nursing care in a variety of health care settings. This poster will review concepts for strengthening and sustaining international collaboration and preparing students for participation in an international service learning course while increasing their cultural competence and exposure to developing world health conditions. Innovative methods for integrating students within an immersion model and preparing students for opportunities in learning related to global health challenges will be shared.

*Maureen P. Tippen, Clinical Assistant Professor—University of Michigan-Flint*

THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**Poster 4: Extra-disciplinary Seminar in International Projects: A Model for Global Learning**

This poster will share a cross-disciplinary course designed to address the ethics that underlie global aid—at both local and international levels. The presenter will share the curriculum of a course designed to meet learning outcomes associated with critical and creative thinking and with ethics and civic engagement. As part of a new general education program, this course combines high-impact activities and interactions with a trip to an international site to see the practice of concepts discussed in the course. Photos, videos of activities, and student commentary are part of this presentation. This course examines various approaches to international aid, including ideas from Collier, the World Bank, and Banerjee and Duflo.

*Christine L. North, Associate Professor of Communication—Ohio Northern University*

THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**Poster 5: Creating Building Blocks for Deeper Learning in a Specialized World**

This poster will highlight the world's largest interactive digital library and learning platform in the social sciences, arts, and humanities. It will feature a new kind of knowledge ecosystem for students, teachers, and lifelong learners that takes a unique approach to resolving the trade-off between the drive toward specialization and the need for broad-based learning and the development of critical and integrative thinking. The Macat library will offer new, original critical analysis of the seminal texts that have shaped and most influenced fourteen fields in the social sciences, arts, and humanities, covering a total of more than 5,000 books when complete. Its unique organizational structure, powered by cutting-edge technology, explores twenty-seven facets of the universe of each featured book, from influences to ideas to impact, creating a consistent "connectome" structure that facilitates interdisciplinary study and critical exploration. Facilitators will engage participants regarding how technology and scholarship can work together to make the best academic content more accessible to learners and teachers around the world, addressing barriers such as prior preparation, disability, cost, and language.

*Salah Khalil, Founding Director and Ursula Oaks, Director, US Engagement and Communications—both of Macat International*

THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

**Poster 6: Reciprocal Competency: Pedagogy for Global Engagement**

Global engagement programs should enable students and their community partners to become more competent in whatever they are doing together, thus enhancing each others' resiliency to meet future challenges and seize new opportunities. This poster invites participants to explore strategies for moving programs from direct service abroad to programs that immerse students in the process of engaging with and building local communities, while enhancing the skills and competencies of both local partners and students. Viewers will learn about pedagogy for global engagement that

provides students and their organizational and community partners with learning opportunities to increase and refine decision-making, consensus-building, and shared leadership approaches as they work together in the field. Reciprocal competency transcends the dichotomy between doing direct service and capacity building.

**Patrick Eccles**, Assistant Director, Center for Global Engagement—Northwestern University

THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

**Poster 7: The Examination of Enduring Questions through Humanitarian Education**

This poster will examine how to more deeply engage students in timeless questions across multi-disciplinary courses. Based on work supported by the Teagle Foundation and carried out by Fairfield University, in collaboration with Georgetown University and Universidad Centroamericana (UCA) in Nicaragua, the display will present examples of how humanitarian action studies can equip students to deal more effectively with some of the large clusters of “great questions” of meaning, value, and moral responsibility. Facilitators will engage participants in reflecting on complex questions and invite them to comment on the results of a faculty survey and a student discussion conducted at Fairfield University in Spring 2013. The Assessment Toolkit for Universities’ Humanitarian Engagements will be available at the table and participants will be able to view short video clips on humanitarian projects that have been produced by Fairfield students involved in humanitarian action studies.

**Julie Mughal**, Assistant Director, Center for Faith and Public Life—Fairfield University; and **Andria Wisler**, Executive Director, Center for Social Justice Research, Teaching and Service—Georgetown University

**FRIDAY, OCTOBER 4, 2013**

**7:30 – 8:00 a.m. BREAKFAST**

PROVIDENCE BALLROOM LOBBY, THIRD FLOOR

You are welcome to take your breakfast into any of the concurrent session rooms, also located on the third floor.

**8:00 – 9:00 a.m. CONCURRENT SESSIONS**

PROVIDENCE BALLROOM I, THIRD FLOOR • THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS’ GLOBAL LEARNING

**CS 1: Creating an Open and Global Mind: Case Studies on New England Global Programs**

**Participants will** examine case studies and compare lessons learned to practices at their own institutions with the goal of finding opportunities to develop or strengthen programs on their campus.

This session will feature presentations on global education in New England colleges and universities. The presenters will discuss Providence College’s humanity-based global studies program, University of Rhode Island’s engineering-based international education program, and Salem State University’s core curriculum change, the Intercultural Leadership Program, as well as its faculty learning community on globalization. The presentations will examine the programs’ strengths and weaknesses by reviewing data related to program structures, global skills outcomes, student achievement, and employment outcomes. Presenters will highlight effective methods to introduce a global mindset for students that is designed to increase their competitiveness in future careers. Connecting theories with practices, the session will help the audience integrate global education in their institutions.

**Li Li**, Professor of History and Asian Studies Coordinator—Salem State University; **Nicholas Longo**, Director of Global Studies Program—Providence College; and **Sigrid Berka**, Executive Director of International Engineering Program—University of Rhode Island

BLACKSTONE ROOM, THIRD FLOOR • THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**CS 2: Leadership in Action: Fostering Authentic, Responsible, and Ethical Leaders**

**Participants will** learn about a foundational leadership learning model that includes the following student development practices: self-reflection, problem-solving, ethical decision-making, cultural and intercultural competencies, and action-plan implementation.

Leadership development must challenge students to operate across a variety of leadership modalities by anchoring foundational learning in an on-going examination of values, work within and across differences, and action that aligns passion with purpose. It is a lifelong process which begets authentic, culturally-relevant leaders who have the capacity to solve significant challenges. This session will present a model, Leading Self, Leading Others, and Leadership in



Action, and its application in three contemporary spheres: (1) global leadership that emphasizes relationships within environments that are characterized by interdependence, ambiguity, and steady flux; (2) community leadership that is based on the values of equity, service, and social justice and shaped by partnering, harnessing assets, and addressing community-identified needs; and (3) entrepreneurial leadership which builds conceptual as well as technical tools that foster innovative solutions in sustainable patterns. Participants will talk about and experience pedagogical practices.

**Susan M. Pliner**, Associate Dean and Director of the Centennial Center for Leadership and **Amy E. Forbes**, Associate Director, Centennial Center for Leadership—both of Hobart and William Smith Colleges

PROVIDENCE BALLROOM III, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

### **CS 3: Revitalizing the Humanities: The Global Humanities Institute at Montgomery College**

**Participants will** learn about an innovative, replicable model of faculty development for revitalizing humanities curricula through global content and how learning communities and service learning can be applied within humanities curriculum to support global citizenship.

How are global perspectives woven into humanities courses? How are humanities faculty prepared to teach global content? Through a grant from the National Endowment for the Humanities, Montgomery College has created the Global Humanities Institute (GHI), which provides faculty with comprehensive preparation to revitalize humanities curricula with global content. The aim is to prepare students for informed community engagement and global citizenship. This session will describe the triple-faceted faculty development of the GHI – which trains faculty to internationalize humanities courses, create interdisciplinary humanities learning communities exploring global themes, and incorporate service learning in their teaching of global content. Participants will be provided with thought-provoking questions, tools, and resources for internationalizing their own courses and interdisciplinary humanities efforts.

**Marcia Bronstein**, Professor of English and Co-Coordinator of Curriculum of the Global Humanities Institute, **Sharyn Neuwirth**, Professor of English as a Second Language and Director of Curriculum of the Global Humanities Institute, and **Shelley Jones**, Professor of World Languages and Co-Coordinator of Curriculum of the Global Humanities Institute—all of Montgomery College Takoma Park Silver Spring Campus

NEWPORT/WASHINGTON ROOM, THIRD FLOOR ▪ THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

### **CS 4: Establishing an Engaged Community of Learners around Global Questions Using Interactive Technology**

**Participants will** learn how an online platform designed to bring students and faculty together in dialogue with each other and the greater global community engages twenty-first-century learners through an interdisciplinary approach to understanding global issues.

This session will focus on how to best leverage the technological strengths of twenty-first-century learners to address important global questions through an interdisciplinary networked community. Participants will learn from Sacred Heart University's experience in developing an on-line platform where students and faculty engage in dialogue about essential questions including justice, peace, identity, and the ethical use of technology, while sharing ideas, work, and resources across disciplines and within the greater global community.

**Marie Hulme**, Director, SHUsquare, Virtual Public Square Project, **Michelle Loris**, Associate Dean, College of Arts and Sciences, Professor of English and Psychology, and **Anita August**, Director, Writing Across the Curriculum, Assistant Professor of English—all of Sacred Heart University

PROVIDENCE BALLROOM II, THIRD FLOOR ▪ THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

### **CS 5: The Global Engagement Program: Empowering Students to Lead Their Own Global Learning Mission**

**Participants will** gain a broad understanding of what is required to implement an expanded global learning program for all students and will be able to evaluate whether such a program would serve the needs of their institution.

As universities continue to develop and offer global learning opportunities to their students, they grow cognizant of the fact that many students want to pursue a global education on their own terms and may not fit into rigidly prescribed programs. However, by offering a structured way for students to document their global education and receive formal recognition for their global engagement, these institutions can help all students achieve their personal global learning mission. The Global Engagement (GEO) Program was introduced at Fairleigh Dickinson University in 2012 as a model for student global engagement. It offers flexible options, is accessible for all students, including non-traditional students, and provides recognition for those reaching one of three levels of completion. Participants are

invited to hear about the development, implementation, and first year accomplishments from the program director and a student participant. Participants will discuss their experiences implementing broad global learning programs.  
**Diana Cvitan**, *Director, Office of Global Learning—Fairleigh Dickinson University*

BRISTOL/KENT ROOM, THIRD FLOOR ■ THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

**CS 6: Ethics in Global Service Learning: Talking About Power, Privilege, and Justice**

**Participants will** discuss ethical dilemmas of working in international communities and gain strategies to avoid negative impacts and to promote more equitable exchanges with a focus on international alternative breaks.

Students who go abroad on short-term programs or alternative breaks to do service work in the community often have the best of intentions. They think of themselves as do-gooders who want to help make the world a better place. But these naïve assumptions may cause more harm than good. What are some of the ethical dilemmas of working in international communities? What are some of the pitfalls of international service? How do we avoid negative impacts in the community and promote a more equitable exchange where issues of power and privilege are discussed? What types of programs address issues of justice in the world and encourage students to reflect on and question the persistence of poverty, human rights abuses, inequality, and discrimination. Presenters will lead a discussion-based session examining best practices in global service learning.

**Shoshanna Sumka**, *Assistant Director of Global Learning and Leadership, Center for Community Engagement and Service—American University*; and **Melody Porter**, *Associate Director, Office of Community Engagement—College of William and Mary*

PROVIDENCE BALLROOM IV, THIRD FLOOR ■ THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

**CS 7: Global Cities, Global Citizenship: An Urban-Themed Mobility Project**

**Participants will** learn how to structure, sustain, and assess an urban-themed mobility project.

This session will share a student and faculty mobility project, “Global Cities, Global Citizenship: Transformation of Urban Areas in Europe and the USA,” funded by the Atlantis Program from 2008 through 2013. The four partner institutions collaborated on a shared curriculum and learning experiences focused on the study of social and natural transformations of urban areas in Europe and in the United States. Organized around five urban themes—demographic, socioeconomic, spatial, ecological, and aesthetic—the project attempted to go beyond traditional exchange programs to foster broader inter-institutional and interdisciplinary learning and community engagement. Highlighting each institution’s academic distinctiveness and geographic location, the participant campuses identified existing courses or created new ones including internships and community engagement opportunities. Despite challenges in project implementation, students developed an understanding of contemporary urban issues in a global context and faculty members shared interdisciplinary perspectives on urban transformations and sustainable futures.

**Kathi A. Ketcheson**, *Director of Institutional Research and Planning—Portland State University*

SOUTH COUNTRY ROOM, THIRD FLOOR ROOM

**CS 8: AAC&U: A Newcomers’ Welcome and Introduction to LEAP—Liberal Education and America’s Promise**

**Participants will** learn the who, what, why, and where of AAC&U and the LEAP initiative, and how the LEAP vision for learning serves as a useful overarching framework for undergraduate learning.

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

**Bethany Zecher Sutton**, *Chief of Staff and Coordinating Director of the LEAP Initiative—AAC&U*

9:15 – 10:15 a.m.

PLENARY

NARRAGANSETT BALLROOM, GROUND FLOOR

### **Building the Infrastructure for Successful Engagement with Global Learning**

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

It is easier to articulate the importance of global learning for the future of all college and university students than it is to envision, build, and sustain the infrastructures needed to make such learning a central mode of global engagement. What important structures need to exist on campus for comprehensive internationalization? What conditions are required for sustaining robust global engagement—and how are they created and nurtured? Dr. Charles will discuss how institutions can connect related, but distinct, efforts aimed at comprehensive internationalization and global learning.

10:15 – 10:45 a.m.

REFRESHMENT BREAK

PROVIDENCE BALLROOM FOYER, THIRD FLOOR

10:45 a.m. – 12:00 p.m.

CONCURRENT SESSIONS

NEWPORT/WASHINGTON ROOM, THIRD FLOOR • THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

### **CS 9: Assessing Global Learning—The Global Perspective Inventory**

**Participants will** gain an understanding of curricular and co-curricular activities that develop global learning and how assessment of global awareness may be used to make programmatic decisions.

The Global Perspective Inventory (GPI) was developed to measure a student's global perspective, with an emphasis on the importance of cultural influences. One of the GPI's developers will provide an overview of the instrument and highlight the types of experiences that are effective in fostering global learning, such as courses that have opportunities for dialogue among students, interactions among students with different backgrounds, and the role of faculty in guiding learning opportunities. The session will continue with a case study sharing how the GPI has been used at Baldwin Wallace College to assess freshman and senior students' intercultural maturity and communication in the cognitive, intrapersonal, and interpersonal domains.

*Susan C. Warner Taylor, Director of Institutional Research and Assessment, Mitch Kuntz, Student Assistant, Office of Academic Affairs—both Baldwin Wallace University; and Larry A. Braskamp, Professor Emeritus—Loyola University Chicago*

PROVIDENCE BALLROOM IV, THIRD FLOOR • THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

### **CS 10: Self, Other, and Community: Ethical and Humanities-Based Approaches to Global Learning**

**Participants will** leave with ideas, tools, strategies, curricula, and reading lists that will help them to develop and deepen ethical global education.

If global education demands encounters with the self, others, and community within negotiations of difference, connection, and power, what pedagogical, administrative, and research practices build relations of mutuality, equality, and justice among students, faculty, and staff? This session explores approaches to ethical and social justice modes of global education that draw from the fields of literature, theater, and women's, gender, and sexuality studies. Led by Barnard College faculty and staff, this session will offer theoretical grounding and concrete strategies for building long-term, democratic, and ethical modes of global education. Arguing that research, teaching, programming, and activism can and should be intertwined at the global scale, particularly when encounters are between the North and South, we show how gender allows us to attend to systemic inequities as well as recurring commonalities, which then allow us to shape curricula with this dynamic equation of sameness and difference in mind.

*Catherine Sameh, Associate Director, Center for Research on Women, Hilary Link, Vice Provost, and Shayoni Mitra, Assistant Professor of Theater—all of Barnard College*

**CS 11: Global Public Health and the Educated Citizen: A Workshop on Liberal Education and Public Health**

**Participants will** explore specific curricular and programmatic challenges and practices for interdisciplinary undergraduate programs in global public health; evaluate their applicability to their own institutional settings; and explore how their institution might be involved in promising inter-institutional collaborations and partnerships.

Over the past decade, undergraduate programs in global public health have significantly increased in number. This growth indicates the extent of student interest in and institutional awareness of the need for graduates who have interdisciplinary capacity to address complex public health challenges. Participants will explore four overarching issues facing institutions of all types as they adapt to meet this demand: (1) curricular challenges specific to programs for undergraduates; (2) faculty and professional development; (3) inter-institutional collaborations and partnerships; and (4) assessment. This session will provide participants with the opportunity to examine emerging practices, to anticipate potential stumbling blocks, to reflect on their own programmatic capacities, and to identify specific approaches that might prove useful to the home institution. Sponsored by the Educated Citizen and Public Health Initiative, the workshop will emphasize liberal education outcomes.

**Caryl E. Waggett**, Associate Professor of Environmental Science and Chair of Global Health Studies—Allegheny College; **Wendy Doremus**, Nurse Consultant, Instructor in Public Health, and Family Nurse Practitioner; **Kathy Graff Low**, Professor, Clinical Health Psychology, and Associate Dean—Bates College; and **Susan Albertine**, Vice President, Office of Diversity, Equity, and Student Success—AAC&U

**CS 12: INSPIRES Global Perspectives: A Problems to Projects Professional Development Approach**

**Participants will** learn about a professional development plan that supports faculty and staff in implementing programs fostering the development of global competence.

Most campuses are filled with faculty, staff, and students from around the globe representing multiple cultures and world-views. Meaningful exchange and understanding can flourish by taking a global perspective. In this session participants will explore INSPIRES Global Perspectives, a faculty and staff professional development program at Howard Community College. Through INSPIRES Global Perspectives projects, college employees collaboratively engage in deeper learning about topics affecting their core work. Faculty and staff work together to develop and execute projects leading to student understanding and success. Learn how the INSPIRES Global Perspective program creates a more globally competent campus and can lead to greater retention and student completion.

**Mary Beth Furst**, Associate Professor of Business—Howard Community College

**CS 13: Collaborating to Engage Students in International Experiences**

**Participants will** leave with concrete examples of innovative and experimental projects that can be undertaken by student affairs and academic affairs in order to increase student international experiences and learning.

This presentation will provide an overview of past and present efforts to internationalize Santa Fe College. Special emphasis will be given to how student affairs and academic affairs have collaborated to create an engaging environment that promotes global learning. Some of the projects to be highlighted include an international studies certificate, multicultural student center activities, study abroad programs, international speakers' series, international film series, international student engagement activities, and the creation of student and faculty videos. The presenters will discuss the learning outcomes selected for these joint projects, measures of success, and examples of the types of cooperative work that can be undertaken. Projects to be highlighted include those initiated by faculty but supported by student affairs as well as those spearheaded by Student Life in close consultation with faculty from various disciplines. Participants will learn how different college units and departments can leverage their strengths to nurture student appreciation for global diversity and the interconnectedness of people and cultures.

**Vilma E. Fuentes**, Assistant Vice President for Academic Affairs, **Myrna Cabrera-Rivero**, Director, Multicultural Student Office, and **Bobby Hom**, Professor of Humanities and Director, Honors Program—all of Santa Fe College

SOUTH COUNTRY ROOM, THIRD FLOOR ROOM ▪ THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

**CS 14: Motivations for Service: Examining Assumptions Underlying Instructional Design and Student Learning for the Global Commons**

**Participants will** learn of tools and strategies to move their instructional design from a linear to a multimodal framework for service engagement that meets students where they are and challenges them, regardless of their service paradigm, to critically examine the integrity of their real world practice.

Preparing students for the global commons includes nurturing a disposition for service that promotes constructive engagement with diverse others. Facilitating this mode of learning is often complicated by unstated beliefs and assumptions that instructors have about service. The facilitators will demonstrate a model for building instructor capacity to support students in elaborating their ethic of service. Adapting Keith Morton's (1995) Paradigms of Service model, participants will unpack how unexamined instructor assumptions often result in the application of linear models of learning and assessment that can undermine faculty/student trust. At the same time, these linear approaches inhibit the capacity of a diverse student body to critically assess the integrity of the service paradigm informing their practice. The presenters will share program models tested in faculty development initiatives associated with domestic and international service learning (ISL) as well as student data from ISL programs informed by this work.

**Mary F. Price**, *Service Learning Specialist* and **Dawn M. Whitehead**, *Director, Curriculum Internationalization*—both of *Indiana University Purdue University Indianapolis*

PROVIDENCE BALLROOM I, THIRD FLOOR ▪ THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

**CS 15: Global Perspectives and Justice: Global Understanding Workshops as a Tool for Inviting Civic Engagement**

**Participants will** learn about (1) a model for teaching complex global issues with a social justice focus; (2) a useful strategy to engage global issues from a non-U.S. viewpoint; and (3) ideas for applying the AAC&U Global Learning values rubric.

St. Edward's University has a commitment to global learning and social justice that is central to its mission and runs through the curriculum. In order to actively engage students in these intertwined goals, all students participate in Global Understanding Workshops as a component of two junior level general education courses. In these workshops, students critically consider pressing global issues from the perspectives of peoples outside the U.S. and consider solutions that are socially just, culturally appropriate, and feasible. They do this through an experiential workshop with significant peer leadership. This presentation will share the techniques and outcomes of a series of Global Understanding Workshops and attendees will participate in a demonstration of how to engage in questions of social justice and equity in global learning.

**Mity Myhr**, *Associate Professor of History* and **Christie Sample Wilson**, *Associate Professor of History*—both of *St. Edward's University*

BRISTOL/KENT ROOM, THIRD FLOOR

**CS 16: HEDs Up: Engaging Problems/Engaging Projects**

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

Moderator: **Eve W. Stoddard**, *Dana Professor of Global Studies*—*St. Lawrence University*

**Global Engagement or Curricular Integration? The Unexpected Uses of a Social Network Site**

Since 2003, Champlain College has been home to the Andrew Heiskell Award-winning "Global Modules" program, which pairs classrooms in the core liberal arts curriculum with classrooms around the world for structured discussions about politics, arts, and culture. In 2012, as a result of the new opportunities afforded by Web 2.0 technology, the program was transformed into a social network called "Third Planet." The results have been mixed and surprising, in ways that are instructive for the many schools seeking to use social networking tools for global engagement and other purposes. This presentation will discuss the challenges of maintaining an international network of participants in a very diffuse landscape of competing technologies and "weak ties." It will also argue that social networking tools can actually play a powerful role in integrating global learning across divisions and courses on campus—reinforcing and invigorating the academic culture of a "face-to-face" campus.

**Adam R. Rosenblatt**, *Assistant Dean for Global Engagement*—*Champlain College*

### **Multiple Strategies for Global Outreach**

Globalizing an institution requires a multidimensional approach. “Top-down” projects like a clear strategic plan and globalization across the curriculum for faculty constitute one piece. “Bottom-up” projects like a global studies major and minor, a student-run global studies society, invitations for major speakers, the Student Global Village videoconferencing project, new global core requirements for students, and enhanced study abroad opportunities constitute a second piece. “Lateral” projects such Memoranda of Understanding with foreign universities for partnerships and participation in AAC&U seminars and other organizations’ endeavors constitute a third piece. Participants will learn how Rider University has incorporated all of these pieces in creating a balanced and integrated strategy for globalizing its institution.

**Frank Louis Rusciano**, Professor of Political Science and Director of Global Studies Program, **Pat Mosto**, Dean of the School of Liberal Arts, Sciences and Education, and **Roberta Fiske Rusciano**, Adjunct Assistant Professor of Global Studies—all of Rider University

### **20th-Century Box to Global Commons: Can You Innovate Your Way Out?**

In the arena of liberal learning, this question demands an answer: How do campuses move from a twentieth-century curricular “box,” comprised of majors and disciplines, to integrated forms of learning for “stewardship of the global commons”? In pushing toward new educational models, how do campus leaders act in ways that energize faculty, staff, and administrators, rather than paralyze and polarize them? Twenty-first-century liberal learning for the global commons must innovate to integrate curricular, co-curricular, and vocational preparation. This presentation connects theory from innovation thought leaders like Steven Johnson, Vijay Govindarajan, and Chris Trimble, to concrete examples drawn from higher education. The purpose is to leave participants energized and informed about how educators might act to empower campus leaders of innovation—and the colleagues who develop and sustain innovations—so that all better serve students, communities, and the global commons.

**Laura Barbas-Rhoden**, Associate Professor and Coordinator, Spanish—Wofford College

## **12:00 – 1:30 p.m. LUNCHEON AND ROUNDTABLE DISCUSSIONS**

NARRAGANSETT BALLROOM, GROUND FLOOR

### **Sharing Innovative Approaches to Global Learning**

*Separate pre-registration required.*

Thanks to the generous support of The Henry Luce Foundation, AAC&U's Shared Futures initiative invites you to join with colleagues to continue conversations exploring how to weave global learning throughout the undergraduate curriculum and co-curriculum.

## **1:45 – 4:00 p.m. WORKSHOPS**

SOUTH COUNTRY ROOM, THIRD FLOOR ▪ THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

### **CS 17: Mapping and Measuring Global Learning across Campus**

**Participants will** develop a practical “how-to” plan for identifying and assessing global learning across their campuses.

Building on the promising practices at Juniata College, winner of the 2012 NAFSA Paul Simon Award for Comprehensive Internationalization, workshop participants will engage in planning and assessing global learning through a practical, hands-on process. Participants will follow Juniata’s steps to a Global Engagement Initiative that resulted in the creation of global learning opportunities such as a Global Village Living and Learning Community and an Intercultural Learning Assessment Committee (ILAC) that developed a rubric to assess intercultural competencies across campus. Beginning with their institution’s mission and strategic plan, participants will identify priority global learning goals, draft assessment methods linked to these goals, and begin to map global learning opportunities across campus. Participants will consider strategies to (1) engage campus stakeholders in global strategic planning; (2) create and coordinate global learning opportunities; (3) develop tools to assess student learning in these opportunities; and (4) plan for data sharing to improve institutional practices.

**Jenifer Cushman**, Dean of International Education and Associate Professor of German and **Kathryn M. Westcott**, Assistant Provost and Associate Professor of Psychology—both of Juniata College

**CS 18: Big Questions vs. Hard Questions: A Philosophy and Pedagogy of Conversation**

**Participants will** learn about a typology of questions, and particularly the difference between Big Questions and Hard Questions; experience a model of intentional, reflective conversation in community; and develop ideas for using this methodology in their own practice.

The language of “big questions” comes up a lot these days—even in the name of this conference. But not all questions are truly Big Questions. In 2011, Hillel: The Foundation for Jewish Campus Life launched the Ask Big Questions initiative, which now works collaboratively with students, faculty, and staff of all religious and ethnic backgrounds on over 25 campuses across North America. Ask Big Questions has developed a methodology and praxis for engaging diverse members of the campus community in intentional, reflective community conversation. This approach focuses on identifying questions that matter to all human beings and that all human beings can answer, multi-modal approaches to reflection and narrative exploration, communal interpretive discussion, and linking conversation with real-world action. Results include: better listening, integrated learning, and stronger communities. Participants will experience an Ask Big Questions conversation and learn how to apply its principles and practices in their work.

**Sheila Katz**, Director, Ask Big Questions—Hillel: The Foundation for Jewish Campus Life; and **Barbara Roswell**, Founding Director, Goucher Prison Education Partnership—Goucher College

**CS 19: Embedding Contemporary Global Problems into the General Education Curriculum: A Faculty Development Approach**

**Participants will** be able to model processes for: (1) developing learning outcomes and a definition of global learning; (2) working with faculty to connect course outcomes to programmatic and institutional outcomes; (3) aligning course outcomes with assessments and activities; and (4) helping faculty develop conceptual, problem-based, and interdisciplinary curricular models.

As part of AAC&U’s Shared Futures project, Michigan State University embarked on a multi-faceted reform of its integrative studies curriculum that included discussions about course structure, content, and assessment. This session provides an overview of these discussions and models a pilot program that brought science, social science, and humanities faculty members together to co-create global, experiential, interdisciplinary courses focused on contemporary problems. Participants will learn about the program model and outcomes, as well as efforts to revise the program for its second year. Attendees will also experience some backward design activities used during the program, review some of the training documents, and receive examples of the program’s resulting course outlines. Presenters will emphasize discussion about lessons learned from working with faculty from across disciplinary areas to create global courses, including challenges related to aligning course outcomes with institutional outcomes and assessment; moving beyond a content-focus toward a conceptual, problem-based focus; and designing interdisciplinary, experiential activities.

**Jim Lucas**, Assistant to the Dean, International Academic and Student Life, **Kirk Kidwell**, Director for Integrative Studies-Arts and Humanities, **Gabe Ording**, Director for Integrative Studies-General Science, **Ann Folino White**, Assistant Professor for the Residential College of the Arts and Humanities, and **Young-Rae Oum**, Assistant Professor, Center for Integrative Studies-Social Science—all of Michigan State University

**CS: 20 Teaching Evidence-Based Thinking: AAC&U’s Scientific Thinking and Integrative Reasoning Skills (STIRS) Project**

**Participants will** discuss and provide feedback on the AAC&U Scientific Thinking and Integrative Reasoning Skills (STIRS) framework, including plans for development of peer reviewed case studies for use in a wide variety of general education courses and an in-depth exploration of one model case study.

The STIRS project aims to make evidence-based reasoning a more explicit outcome of liberal education. STIRS rests on the belief that, to become engaged and productive citizens prepared to address the critical challenges of the twenty-first century, college graduates in all fields of study need to be able to use scientific reasoning to gather and evaluate evidence; understand how scientific and social science studies are designed and executed and recognize the implication of design choices; use statistical reasoning to evaluate data and use data to communicate effectively; and base decisions on analysis of evidence, logic, and ethics. The workshop will begin with a description of the STIRS project and its connection with AAC&U’s LEAP Essential Learning Outcomes, VALUE rubrics, and global learning efforts.

Discussion will focus on the potential uses of case studies to teach evidence-based thinking throughout the undergraduate curriculum.

**Richard Riegelman**, *Professor of Epidemiology, Biostatistics, and Medicine and Founding Dean, School of Public Health and Health Services—The George Washington University*; and **Kevin Hovland**, *Senior Director of Global Learning and Curricular Change—AAC&U*

1:45 – 2:45 p.m.

#### CONCURRENT SESSIONS

BLACKSTONE ROOM, THIRD FLOOR ▪ THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

##### **CS 21: Assessing Global Learning: Lessons from the Field**

**Participants will** gain an understanding of different approaches to assessing global student learning, drawing on case studies of Georgia Tech, Juniata College, and Florida International University (FIU).

This session will draw on the NAFSA publications “Measuring and Assessing Internationalization” and “Improving and Assessing Global Learning,” comparing the approaches of the three institutions and providing an in-depth description of the FIU approach. Presenters will highlight similarities and differences among the institutions, challenges, and lessons learned. Participants will discuss how they can apply these approaches.

**Madeleine Green**, *Senior Fellow—NAFSA Association of International Educators* and **Hilary Landorf**, *Director of Global Learning Initiatives—Florida International University*

PROVIDENCE BALLROOM III, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

##### **CS 22: Promoting International Collaboration: A Two-Way Cross-National Experiential Learning Model**

**Participants will** analyze the conceptual underpinnings of a new multidisciplinary, cross-national, and experiential learning strategy; discuss the organizational challenges of the program; and consider the implementation of such a model at their own institution.

This session will present an innovative strategy for an equal partnership between Brazilian and U.S. faculty and students in the design and implementation of global learning initiatives. The program engages students from both countries in experiential learning in the Amazon rainforest and the Great Lakes, having them take classes together. They discuss issues of global environmental change with research scientists, policy makers, and local and international NGOs, and examine tensions between local, national, and global concerns and interests. This model for global learning highlights the need to engage students and faculty in a “conversation across borders,” guided by critical reflection on cosmopolitanism and globalization processes, and addressing possible tensions between local and global interests, in order to propose critical, non-relativistic analyses combining universal values and cultural respect.

**Solange D. Simoes**, *Associate Professor of Sociology and Women's and Gender Studies* and **Margaret Crouch**, *Professor of Philosophy—both of Eastern Michigan University*

PROVIDENCE BALLROOM IV, THIRD FLOOR ▪ THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

##### **CS 23: Conversations on the Bridge: The Bridging Cultures Project at Middlesex Community College**

###### **LEAP Featured Session**

**Participants will** consider the structures and supports needed to scale up campus commitment to global learning and develop a plan to improve and assess global learning efforts using the LEAP Global Learning Framework.

Often, institutional inertia and popular ignorance constrain opportunities for global learning in liberal education, relegating it to simple study abroad or idiosyncratic faculty projects. But for global learning to be truly transformative, it must reach a level of full participation (Sturm, 2011). Taking an appreciative inquiry approach, participants will identify characteristics of successful global learning efforts at their home institutions and begin to develop plans addressing necessary administrative support structures, faculty incentives, curricular ideas, and strategies for influencing campus culture. As a model for this work, presenters will discuss the Bridging Cultures Project (BCP) at Middlesex Community College. Drawing on two NEH grants, a twenty-year-old service-learning program, a long-term relationship with the East West Center, and a history of emphasis on global education, the BCP has unified efforts to develop cross-disciplinary knowledge, cultural literacy, and active awareness of individual and collective responsibility.

**Dona M. Cady**, *Dean of Global Education*, **Carina Self**, *Assistant Dean of Social Science and Service Learning*, and **Matthew Olson**, *Dean of Humanities and Social Sciences—all of Middlesex Community College*



BRISTOL/KENT ROOM, THIRD FLOOR

**CS 24: HEDS Up: Liberal Education, Diversity, and Global Learning**

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

Moderator: **Karen Ann Kalla**, Director, Network for Academic Renewal—AAC&U

**Exposing Western Perspectives and Privileges in the Biosciences**

In a just society, the application of scientific advances should be of benefit to everyone and not just of local or national interest. It is rare for science students to consider the ethical and social implications of developments in science, even within their own society. This presentation will argue that it is imperative that all students, including those in basic science courses, be exposed to different perspectives as to the benefits and costs of scientific progress in different areas. Specific case studies from molecular genetics, environmental science, and reproductive medicine will be used to demonstrate how to integrate diverse perspectives into a core science curriculum.

**Jinnie M. Garrett**, Professor of Biology—Hamilton College

**Make Room for the Local**

“How can I try to change the world if I do not understand the community in which I live? It would be great to solve the global clean water crisis, but before I can even take a stab at the problem, I need to understand the struggles and successes of our local area.” Although local solutions to global issues such as climate change are given lip service, undergraduate programs for global learning more often emphasize study abroad or other international experiences. Educators can encourage global mind sets and knowledge through carefully constructed experiences that provide hands-on learning and community interaction while focusing on global problems at the local level. Two examples are highlighted. Both offer students interconnections with local residents and interdisciplinary perspectives.

**Arlene S. Walker-Andrews**, Associate Provost for Global Century Education and **Cody Dems**, Undergraduate Student — both of The University of Montana

**3:00 – 4:00 p.m.**

**CONCURRENT SESSIONS**

PROVIDENCE BALLROOM III, THIRD FLOOR ▪ THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS’ GLOBAL LEARNING

**CS: 25 Connecting Real-World Challenges to Global Learning: Effective Decision Making in the Age of Cloud Computing**

**Participants will** learn how to develop a curriculum for an intercultural project involving decision-making and virtual team theoretical principles and gain an understanding of how to implement “cloud computing” technologies within any curriculum in order to support student collaboration, problem solving, team work, presentation skills, and intercultural knowledge and competence.

In the current business environment, virtually every organization is challenged to respond to an increasingly globalized and Internet-linked world. In order to make effective decisions, employees increasingly need to extract “useful information” from the processes in which their organizations engage. New trends such as cloud-computing and the growth of virtual teams create ever more complex business and social challenges. Virtual teams increase the demands on employees by requiring a complex set of inter-cultural skills in order to work effectively in solving complex problems across various cultures. This session will share a project designed to create an international problem-based learning project, where students develop the socio-technical skills necessary to become effective members of globally distributed virtual teams. This course anticipates the demands of the modern workforce by training students for the rigors of information overload and educating them for work in culturally diverse and demanding teams.

**Mei-Yau Shih**, Associate Director, Center for Teaching and Faculty Development, **Gino Sorcinelli**, Lecturer of Biology—both of University of Massachusetts Amherst; and **Murray W. Scott**, Professor of Business Information Systems, J.E. Cairnes School of Business Economics—National University of Ireland Galway

BLACKSTONE ROOM, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**CS 26: Give Students a Compass: Liberal Learning, Educational Innovations, and the Global Commons**

**Participants will** explore the key components in the LEAP framework for quality learning and their implications for a campus that seeks to foster deep engagement with global issues and social responsibility.

Liberal Education and America’s Promise (LEAP) is a national advocacy, campus action, and research initiative that champions the importance of a twenty-first century liberal education—for individuals and for a nation dependent on

economic creativity and democratic vitality. This session will complement CS 8 by addressing how institutions can build from the LEAP vision for learning in developing campus-based global learning initiatives.

*Carol Geary Schneider, President—AAC&U*

PROVIDENCE BALLROOM IV, THIRD FLOOR • THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

**CS 27: Making It Real: Implementing and Assessing Global Learning in the General Education Curriculum**

**Participants will** discuss the goals, methods, readings, and products of a faculty learning community on incorporating global learning across general education, particularly focusing on innovations and engagement in infusing global learning into general education courses.

In 2010, the General Education Council (GEC) faculty at Kennesaw State University (KSU) introduced new general education learning outcomes. Since KSU's SACS Quality Enhancement Plan for 2007-2012 was Global Learning for Engaged Citizenship, the GEC wanted to infuse global learning into general education. To this end, "global perspectives" was included among the program learning outcomes and the GEC began work on three goals to: (1) engage faculty in professional development through development of a faculty learning community on incorporating global issues into general education; (2) engage faculty in infusing global learning into general education courses; and (3) design and implement an assessment protocol that evaluates student learning for the general education learning outcomes. The presenters will discuss how KSU used its participation in AAC&U's Shared Futures: General Education for a Global Century project (2010-11) as a springboard to accomplish these goals.

*Thomas Doleys, Faculty Coordinator for General Education Learning Outcomes Assessment and Associate Professor of Political Science, Margaret Baldwin, Lecturer of Theatre and Performance Studies and Disciplinary General Education Coordinator, and Gail Scott, Senior Lecturer of Psychology and Disciplinary General Education Coordinator—all of Kennesaw State University*

BRISTOL/KENT ROOM, THIRD FLOOR

**CS 28: HEDS Up: Engaging Problems/Assessing Learning**

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

Moderator: *Larry Braskamp, Professor Emeritus—Loyola University Chicago*

**Students' Reflections on Their Global Experiences: Ideology, Practice, Assessment, and Change**

Arcadia University faculty and administrators will discuss assessment of global learning in the undergraduate curriculum. At Arcadia, students are required to complete a credit-bearing reflection course in conjunction with a global experience and faculty are using the final reflection essay to assess global learning. Most students are expected to meet the requirement in an on-line two-credit course taken while studying abroad. Learning objectives include encouraging students to pose critical questions about power, interconnections between the US and world, and global interdependencies. After providing a short introduction to the curriculum and the Global Connections Reflection course, the presenters will share some of the student reflections and discuss how information obtained from these reflections can be used to improve the curriculum.

*John A. Noakes, Associate Provost, Ellen Skilton-Sylvester, Professor of Education, and Jeff Shultz, Professor of Education—all of Arcadia University*

**Assessing the Contribution of Study Abroad Programs to General Education**

Study abroad programs can contribute not only to knowledge of another country and intercultural competence, but also to a whole range of competencies related to general education. St. Olaf College has attempted to measure this impact through its Study Abroad Learning Assessment and by gathering data on the extent to which specific off-campus courses succeed in achieving the Intended Learning Outcomes proposed by its International Studies Office. Participants will also consider how off-campus courses connect with the goals of the college's general education program and reflect the Essential Learning Outcomes promoted by the AAC&U LEAP initiative. This session describes this instrument and how it is supplemented by direct assessment of students.

*Eric Lund, Director of International Studies and Professor of Religion and Scott Godfrey, Research Associate, Institutional Research and Evaluation—both of St. Olaf College*

PROVIDENCE BALLROOM II ▪ THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

**CS 29: Assessing International-Mindedness**

**Participants will** become familiar with a high-profile secondary education program's definition of success in global education, review the nature of readiness for global engagement at the university level, and learn about a research study of effective practices in assessing an internationally minded curriculum.

It is easy to talk about internationalizing the curriculum, and it is possible to create metrics for counting people, positions, programs, and expenditures that institutions can use to assess their global engagement. But how can we structure assessments of international-mindedness at the ground level of student learning? What review process can provide reliable quality assurance and quality control for key courses and courses of study that are supposed to exist in an internationalized curriculum? This session delivers a summary of research strategy in the International Baccalaureate Diploma Programme that can be replicated at the post-secondary level. Working from a statement of internationalized educational philosophy, the presentation demonstrates an approach that provides qualitative and quantitative measures of the effective potential of classroom assessments to identify the development of internationally minded students and teachers.

**Robert Harrison**, Curriculum Manager—International Baccalaureate

NEWPORT/WASHINGTON ROOM, THIRD FLOOR ▪ THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

**CS 30: Demography, Bologna, Tuning, and Thematic Networks: Global Perspectives on Learning**

**Participants will** consider what "global learning" really means in light of demographics, language capacity, and higher education reform in other nations.

This session will address (1) demographic trends and their pressure points of student participation and flows; (2) the principal action lines of the Bologna Process and their analogues; (3) the measurement, assessment, and application of second language fluency and its impact; and (4) why Tuning is a global phenomenon, and where it's going. Participants will be invited to take three 1-minute exams that will be interspersed throughout the presentation.

**Clifford Adelman**, Senior Associate—Institute for Higher Education Policy

PROVIDENCE BALLROOM I, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**CS 31: The One World Initiative: Using Global Themes to Engage the Entire Campus Community in Global Education**

**Participants will** learn about Sacramento State's One World Initiative and examine its components with the goal of finding ways to adapt and implement similar programs at their home institutions.

How can a large public university, highly decentralized and operating under shrinking budget conditions, build a foundation for meaningful global engagement across the curriculum? Sacramento State's One World Initiative is a global education initiative designed to engage the campus community in discussion of themes of global importance through enhanced curricular, co-curricular, and international experiences. The first year's theme "Global Perspectives on Water" generated a huge response, from faculty pledging to incorporate the theme in their courses to art shows and music performances as well as public lectures on diverse topics including business, health, fashion, and environmental science. The use of a common theme over an academic year provides a comparative crux for intercultural knowledge, allowing students to see how disciplines as diverse as art, music, environmental policy, and government frame different cultural responses to a single question, thus helping them attain knowledge of cultural worldview frameworks.

**Lisa Hammersley**, Professor of Geology and **Raghuraman Trichur**, Professor of Anthropology—both of California State University, Sacramento

BLACKSTONE ROOM, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**CS 32: Positioning Students for Global Learning: Essential Principles for Successful Intercultural Programs**

**Participants will** identify central principles of successful programs and learn how a model program integrates these principles in both curricular and co-curricular contexts.

A world-class global education embraces knowledge of diversity practice that includes an understanding of intercultural education, involves creative dialogic pedagogy, and challenges students to understand one another in the

context of global social justice. This session will describe seven principles that are essential for building successful global initiatives that emphasize diversity learning and provide examples of these principles in practice by the Global Scholars Program (GSP) at the University of Michigan. Session presenters will engage attendees in conversation and reflection about how replicable these principles are in programs at their campuses. GSP engages students in intentional, learning-based experiences that are both curricular and co-curricular in nature. As attendees consider how to integrate these principles, examples from both of these contexts will be provided.

**Robbie Routenberg**, Associate Director of the Global Scholars Program and **Ashley Wiseman**, Graduate Intern, Global Scholars Program—both of University of Michigan

BRISTOL/KENT ROOM, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**CS 33: Drawing on Our Strengths and Pushing Boundaries: Global Learning at One College**

**Participants will** reflect on how engaging students in a culture or a country that has been at odds with the United States opens a new component of liberal learning, particularly if high-impact practices are included in the program.

Penn State Abington is a baccalaureate campus within a land research grant university just miles from Philadelphia. By highlighting recent activities, this session will show how the university has been able to include multiple constituent groups and link both the local and the global. The Global Awareness Dialogue Project is a professional development program that facilitates interaction and dialogue among faculty on contemporary global issues and includes lectures by external and internal scholars, a student panel, and an international dinner. The university has also launched two experiences that took students to countries with which the United States has had complex political and social relations. One is a short-term study abroad course to Nicaragua, which includes a service-learning component. The second takes place in Cuba and has two art faculty members collaborating with Cuban artists while students observe and document the process then create their own collaborative work.

**Norah Peters Shultz**, Associate Dean for Academic Affairs, **Yvonne Murphy Love**, Assistant Professor of Art, **Karen Bettez Halnon**, Associate Professor of Sociology, **Dolores Rafter Arevalo**, Coordinator of Global Programs, and **Paula M. Smith**, Associate Librarian—all of Penn State Abington

SOUTH COUNTRY ROOM, THIRD FLOOR ▪ THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

**CS 34: From Program to Strategy: Embodying the Global Commons**

**Participants will** learn about the development and goals of Brown University's Teaching, Research, and Impact (TRI) Lab.

In order to advance the ideal of the Global Commons, universities must move beyond stand-alone student programs and embed these themes in their core work of scholarship. Over the past several years, the Swearer Center at Brown has led a succession of initiatives to enhance student learning, deepen community impact, and engage the broader university. These efforts culminated in the launch of the TRI-Lab last spring, an intensive initiative to build collaborations among faculty, students, and community practitioners - and advance innovative teaching and research at the university. This session will discuss this path, with panelists describing the centrality of engagement and partnerships in their work.

*Moderator: Kate Trimble*, Associate Director, Swearer Center for Public Service; *Panelists: Natalie Posever*, Class of '14.5/Anthropology, *Anna Aizer*, Associate Professor, Economics—all of Brown University; and *Aimee Mitchell*, Senior Vice President—Children's Friend

PROVIDENCE BALLROOM IV, THIRD FLOOR ▪ THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

**CS 35: Difficult Dialogues: Re-discovering the Unifying Dynamism of Intellectual Integrity**

**Participants will** learn how students can work through huge problems such as mutually contradictory religious beliefs by engaging their own intellectual integrity.

AAC&U's LEAP initiative emphasizes important skills focused on big questions in pursuit of a better world. Implicit in those skills is a commitment to challenging—perhaps even rejecting—personal beliefs that may feel essential to our self-understanding and social identity. Seven years ago, funded by the Ford Foundation, World Religions faculty at Ohio University developed two Difficult Dialogues courses that commit students and faculty to the pursuit of better answers even at the risk of rejecting longstanding and personally important beliefs. Participating students ranging from fundamentalist Christians to neo-atheists cooperate to test their own beliefs and understand the reasoning of students who believe differently. The model used in these courses is adaptable to challenging topics in virtually any

discipline and scalable to allow intense, faculty-guided discussion at very modest cost. Participants will experience a sample of a Difficult Dialogues class and learn about the strengths and challenges of the model.

**Robert Stephen Hays**, Associate Professor, Department of Classics and World Religions—Ohio University Main Campus

PROVIDENCE BALLROOM III, THIRD FLOOR ■ THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

**CS 36: The Global Mind: Exploring the Development of Global Reasoning and Global Civic Judgment**

**Participants will** gain (1) a theoretical framework for defining concepts such as “global citizenship” and “global reasoning”; (2) a cognitive-developmental lens for understanding how students can be educated toward these outcomes; and (3) an enhanced understanding of the patterns of reasoning that are necessary for managing the cognitive demands of citizenship in a globalized world.

This session will introduce a cognitive-developmental model of global civic judgment, which derives from nearly 200 interviews and surveys with an international sample. According to this model, to become a ‘global citizen’ is to develop maximally self-reflective, autonomous, and inclusive ways of making meaning about issues calling for intergroup cooperation or consensus. The model comprises four hierarchically integrated epistemic strategies or stages, involving progressive cognitive control over (1) the legitimacy of sociocultural authority and our commitments to it; (2) the arbitrariness of sociocultural authority and our commitments to it; (3) the renewed legitimacy of judgments and commitments, this time across boundaries of sociocultural authority; and (4) the principles from which legitimate cross-order judgments and commitments emanate. The presenter will also describe empirical methods created for measuring development along this stage sequence and summarize findings offering empirical support for the existence of the stages as well as their normativity.

**Andrew Scott Conning**, Doctoral Candidate—Harvard University

**5:30 – 7:00 p.m.**

**FORUM**

NARRAGANSETT BALLROOM, GROUND FLOOR

**Toward a Global Commons**

**Haifa Jamal Al-Lail**, President—Effat University; **Salah Khalil**, Founding Director—Macat International Limited; **Elizabeth Minnich**, Senior Scholar—AAC&U; **Indira Nair**, Professor and Vice Provost Emeritus—Carnegie Mellon University; **Roger Nozaki**, Associate Dean of the College for Community and Global Engagement and Director of the Howard R. Swearer Center for Public Service—Brown University; and **Eve W. Stoddard**, Dana Professor of Global Studies—St. Lawrence University

As population growth, migration, technology, and trade continue to advance global interdependence, how is higher education preparing students to enhance the well-being of those still living on the margins while also addressing the “unintended consequences” of past, present, and future solutions to serving the common good? Is there such a thing as a “global commons” and, if so, how is it understood and defined in ways that resonate with and promote a collaborative and effective global response to urgent societal challenges? Join leading thinkers to more deeply examine the meanings of a “global commons” and the implications of these interpretations for teaching and learning.

*A cash bar and refreshments will contribute to the informal setting.*

## **SATURDAY, OCTOBER 5, 2013**

**7:30 – 8:00 a.m.**

**BREAKFAST**

PROVIDENCE BALLROOM LOBBY, THIRD FLOOR

You are welcome to take your breakfast into any of the concurrent session rooms, also located on the third floor.

**8:00 – 9:00 a.m.**

**CONCURRENT SESSIONS**

SOUTH COUNTRY ROOM, THIRD FLOOR • THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

### **CS 37: Re-forming Liberal Education: Remapping and Integrating General Education, the Major, and the Student Experience**

**Participants will** learn about AAC&U's repositioned Office of Integrative Liberal Learning and the Global Commons and explore how it might lead efforts to reimagine liberal education.

AAC&U has been actively making the case that the best education, for *all*, in preparation for work, life, and responsible citizenship is a liberal education. However, policymakers and the public have been increasingly skeptical and sometimes outright hostile, to study in traditional arts and sciences majors. This session will explore how liberal and general education might be re-formed through integrated studies around "big questions," more coherent curricular pathways, and a more holistic view of the student experience. AAC&U's repositioned Office of Integrative Liberal Learning and the Global Commons has been charged with addressing these issues. David Paris, the new vice president for this office, will lead a discussion about how AAC&U might respond to these challenges.

*David Paris, Vice President, Office of Integrative Learning and the Global Commons—AAC&U*

NEWPORT/WASHINGTON ROOM, THIRD FLOOR • THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

### **CS 38: Making the Place for Co-curricular Programming: Integrative Learning, Internationalization, and Social Change**

**Participants will** understand the goals, design, and impact of co-curricular programming in the context of internationalization and integrative learning.

Colleges and universities across the country are adopting strategic goals for integrating curricular and co-curricular learning along with internationalizing institutional commitments and programming. While traditional classroom learning is well established at liberal arts schools, increased emphasis is being placed on co-curricular learning involving students in hands-on activities through public service, community development, advocacy and social change—many times building on initiatives that typically develop without adequate incentives or institutional support. As growing attention is placed on the value of student learning through experiences beyond the classroom, how do we develop comprehensive co-curricular programs to support such integrative, transformative learning? How do we create co-curricular initiatives that purposefully move students from conceptual to applied settings in incremental and complementary ways? The session will examine through multiple perspectives, innovative co-curricular programs in international education contexts that support integration and address these questions.

*Patrick Eccles, Assistant Director, Center for Global Engagement, Kalindi Shah, Student—both of Northwestern University; Andria Wisler, Executive Director, Center for Social Justice Research, Teaching and Service, and Sophia Berhie, Student—both of Georgetown University*

PROVIDENCE BALLROOM I, THIRD FLOOR • THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

### **CS 39: Transforming a First-Year Seminar to Foster Globally Competent and Engaged Students**

**Participants will** leave the session with resources and strategies to transform existing first-year seminars and general programs of study into courses that have a focus on global engagement, awareness, or citizenship.

This session will describe two approaches to transforming an existing first-year course or seminar into a more globally focused undergraduate program of study. The intent is to engage first-year students in the creation of their own worldview while encouraging them to get involved in thinking and acting more globally to make a difference. Developed around a nationally established Global Challenges Initiative, seven global challenges act as the conceptual framework for both courses. Kennesaw State University and Richard Stockton College are both experiencing notable success with creating coursework that cultivates an awareness of the dynamic multi-cultural, multi-dimensional

globally oriented terrain that lies ahead. The goal of the session is to make accessible not only the concept and course design but also resources and strategies useful in achieving this objective in other formats.

**Tina Zappile**, *Assistant Professor of Political Science—The Richard Stockton College of New Jersey* and **Ken W. Hill**, *Lecturer, University College/First-Year Programs—Kennesaw State University*

BLACKSTONE ROOM, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

#### **CS 40: Nuestra Casa Initiative: T.B. Awareness and Community Action**

**Participants will** explore a program model that combines the arts and sciences to enhance education and bring awareness to global issues while using a variety of pedagogical methods including service-learning and the creation of educational games.

The Nuestra Casa Initiative is a multi-partner and multi-discipline approach to advocacy, awareness, and engagement of community members and the academic population around a health issue that is representative of health disparities along the U.S.-Mexico Border. This session will provide an overview of how to form a collaborative partnership, whom to involve and how, and how to move an interactive exhibit (a casa) to a living advocacy campaign involving students, faculty, community members, governmental agencies, and nonprofits. Participants will have the opportunity to adopt methods used in the collaborative, including the use of the arts and sciences to raise awareness and foster learning, around any issue of importance and relevance to their respective communities. Nuestra Casa is a regional winner and finalist for APLU's 2013 C. Peter Magrath Community Engagement Award.

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

PROVIDENCE BALLROOM II, THIRD FLOOR ▪ THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

#### **CS 41: RIGs: Ongoing Structures for Campus Cultural Engagement**

**Participants will** have a chance to learn about the innovative Regional Interest Group (RIG) model that brings faculty, staff, students, and the community at large together to foster ongoing dialogue and resource-sharing through changing times and community demographics.

Campuses working to develop critical mass around issues of diversity and international engagement may benefit from the RIG model. This model brings together faculty, staff, and students with international experience or interests through ePortfolios, events, and targeted networking to build channels of communication that grow with changing times. Curry College's RIGs on Asia, Africa, Eurasia, Latin America, Middle East, North America and the Caribbean, Oceania, and Western Europe draw interested community members to facilitate ongoing engagement and resource-sharing within a complex and changing world. Session participants will discuss benefits and liabilities of the RIG model in ways that can be adapted to various campus needs and structures.

**Brecken Chinn**, *Associate Professor of Communication*, **Melissa Anyiwo**, *Associate Professor of Politics and History*, and **Amanda Crabb**, *Faculty Center Coordinator—all of Curry College*

PROVIDENCE BALLROOM III, THIRD FLOOR ▪ THEME IV: CIVIC ENGAGEMENT, EQUITY, AND THE ETHICS OF GLOBAL LEARNING

#### **CS 42: Using Interdisciplinary Courses to Develop a Global Commons Mindset**

**Participants will** leave with concrete ideas for courses that take a global commons approach and ways to document the efficacy of such classes in reaching the goals of increasing students' global knowledge and civic engagement.

It has become increasingly important to encourage in students both a sense of civic engagement and a realization that today's citizens are, by necessity, global citizens. The presenters have found that well-targeted interdisciplinary courses bring about an enhanced global understanding and a greater willingness to engage in the world beyond sometimes narrow boundaries. One such course benefited from a SENCER (Science Education for New Civic Engagement and Responsibilities) grant and addressed the continuing scourge of HIV-AIDS worldwide. The fields of biology, history, education, and psychology were used to explore the nature of the disease and its sociological implications. The second course grew out of a realization that, while students are somewhat familiar with the Holocaust, they often have little awareness of other genocides and even less familiarity with the historical and psychological factors that contribute to these tragedies. Both the HIV-AIDS course and the genocides course will be described and analyzed in terms of effectiveness and ongoing improvement efforts.

**Lee Fox**, *Associate Professor of Psychology*, **Leslie Heaphy**, *Associate Professor of History*, **Kim Finer**, *Professor of Biology*, and **Claudia Khourey-Bowers**, *Associate Professor of Teaching, Leadership, and Curriculum Studies—all of Kent State University Stark Campus*

BRISTOL/KENT ROOM, THIRD FLOOR

**CS 43: HEDS Up: Lessons from the Shared Futures Initiative**

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

Moderator: **Chad Anderson**, Program Associate, Office of Integrative Learning and the Global Commons, AAC&U

**The World on a Dime: A Model for Interdisciplinary Global Learning on a Tight Budget**

Because global issues transgress typical disciplinary boundaries, students are best served by interdisciplinary courses in which a range of professors share expertise. However, funding such an enterprise can be challenging, especially at smaller colleges during trying financial times. Spring Hill College developed a model for delivering global education in an interdisciplinary format that is affordable and realistic. Presenters will demonstrate how a radically interdisciplinary approach—using nine or ten professors from a wide range of disciplines—can make innovative global education a possibility. The course model emphasizes global issues, interdisciplinary approaches, and community engagement. The presentation will focus on a transferrable general model, illustrated by experience with this approach in two courses, one on the Gulf oil spill and another on human migration.

**Margaret Davis**, Professor of English and **Leigh Ann Litwiller Berte**, Associate Professor of English and Caestecker Chair in the Liberal Arts—both of Spring Hill College

**Assessing a Campus-Wide Global Learning Program**

This presentation will share Utah Valley University's experience in assessing campus-wide global learning courses. Through this program, all students are expected to complete a course which has a global/intercultural designation. This program has been in place since 2005 and has previously used a semester-end survey as an assessment tool. Recently, UVU has explored all aspects of these courses from assessing course syllabi, current survey assessments, and more extensively a pre- and post-test assessment as well as faculty and student interviews. Following the examination of each of these elements, a major need was found for faculty training. As a result, program and school administrators have implemented faculty training to facilitate student achievement of essential learning outcomes.

**Janet W. Colvin**, Committee Chair, Global Learning Courses and **Bryan Waite**, Director, Global Learning—both of Utah Valley University

**9:15 – 10:15 a.m.**

**PLENARY**

NARRAGANSETT BALLROOM, GROUND FLOOR

**The Reinvention of Knowledge**

**Daniel Terris**, Director, International Center for Ethics, Justice, and Public Life—Brandeis University

Technology and globalization have not only sped up the dissemination of knowledge, but they have also revolutionized the way that knowledge is created. Students now expect to be partners in decisions that affect them and the communities in which they live and work. Research and scholarship also have been significantly deepened and expanded by open communication with colleagues from around the world. Colleges and universities are only beginning to harness the power of collaboration—locally and globally—for purposes of scholarship and for teaching undergraduate and graduate students. Natural partners include not only higher education institutions, but also professional associations, governments, NGOs, corporations, community organizations, and the students who best represent the ideals and understandings of the present and future. Dr. Terris will address how global knowledge networks might deepen the inclusive nature of discovery and address the broader social impact of new knowledge.

**10:30 a.m. – 12:00 p.m.**

**CONCURRENT WORKSHOPS**

NEWPORT/WASHINGTON ROOM, THIRD FLOOR • THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

**CS 44: Intercultural Competence as a Pathway to Global Learning Outcomes**

**Participants will** learn about a developmental model for intercultural sensitivity, a measurement instrument, and strategies for developing intercultural competence in a curriculum geared toward global citizenship.

The Intercultural Development Inventory (IDI) is a statistically valid psychometric instrument that measures how individuals experience and interact with cultural difference. The IDI is based on the developmental model of intercultural sensitivity, which posits that individuals move on a continuum of five stages of intercultural development. This development occurs through experience and an individual's ability to process experiences with cultural difference. The presenters will share how they have used intercultural development as a student learning outcome



toward global citizenship, including examples highlighting pedagogy and research from study abroad, internationalizing efforts, and programs on diversity and multiculturalism. The presenters will also share an intercultural learning pathway for the undergraduate degree that integrates: (1) multidisciplinary student cohort groups; (2) individual intercultural development; (3) individual and group guided reflection, and (4) best practices in diversity training and intercultural pedagogy. Participants will have the opportunity to interact with one another and consider applications of the IDI in their own work.

**Paula J. Pedersen**, Assistant Professor of Psychology—University of Minnesota-Duluth; **Mark Bellcourt**, Senior Academic Advisor, and **Emily Ehlinger**, Diversity Programs Specialist, Doctoral Student in Higher Education—both of University of Minnesota - Twin Cities

BLACKSTONE ROOM, THIRD FLOOR ▪ THEME I: GATHERING AND USING EVIDENCE TO STRENGTHEN STUDENTS' GLOBAL LEARNING

#### **CS 45: Pluralism as a Goal for the Global Century: Assessing Religious Understanding and Multi-Faith Cooperation**

**Participants will** leave the session with the capacity to explain why pluralism is an important component of liberal education and examples of how to assess the climate of pluralism and interfaith understanding on their own campus.

Campus conversations on cultural diversity rarely attend to students' religious or secular worldviews. Religion is often a taboo subject within the academy, restricting the scholarly development of the knowledge, skills, and dispositions that students need to be positive change agents in a global society. It is critical to address this gap because conflicts here and around the world are exacerbated by religious intolerance, suspicion of other worldviews, or ignorance of diverse traditions. A team of collaborators from Elon College, Wofford College, University of La Verne, and Interfaith Youth Core will share results of a comprehensive climate assessment of each campus and a resulting rubric designed to measure pluralistic knowledge and interfaith engagement. Session participants will (1) reflect on new understanding of campus climate with regard to religious and secular diversity; and (2) use the rubric, drafted in the style of VALUE rubrics, to consider students' knowledge of and engagement with religious pluralism.

**Alana Kinarsky**, Campus Engagement Associate—Interfaith Youth Core; **Ellen Goldey**, Kenan Professor and Chair of Biology—Wofford College; **Zandra Wagoner**, University Chaplain—University of La Verne; and **Janet Fuller**, Chaplain—Elon College

PROVIDENCE BALLROOM I, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

#### **CS 46: Disciplinary Strategies for Implementing Place-Based Pedagogy in Global Learning Courses and Activities**

**Participants will** gain an understanding of place-based pedagogy, how it is situated within the broader framework of global learning, effective implementation strategies, and how to develop authentic, performance-based assessments.

In *An Attainable Global Perspective*, Hanvey (1976) described a "global psyche" as a cognitive flexibility that allows individuals "to travel comfortably beyond the confines of the home culture." The formation of this outlook, he asserted, begins with a "willingness to respect local ways and viewpoints" gained through engaged participation in local culture and pursuits. Place-based pedagogical strategies immerse students in such experiences, making them foundational to the development of a global perspective and integral to the process of global learning. While more commonly implemented in higher education in the social sciences, humanities, and various areas of the co-curriculum, place-based teaching strategies are increasingly being used in STEM disciplines and interdisciplinary contexts. This active workshop will move participants towards a common understanding of the importance of place-based pedagogy to global learning, as well as familiarity with diverse approaches to implementing these strategies across the curriculum and co-curriculum.

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

SOUTH COUNTRY ROOM, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

#### **CS 47: Defying Disciplinary Boundaries: Global Studies and Integrative Learning**

**Participants will** learn about strategies and practices for global studies and integrative learning programs at liberal arts colleges, approaches to defining and situating global engagement within academic/campus cultures of specific institutions, and examples of programming to integrate curricular and co-curricular approaches to global learning.

How do liberal arts institutions concerned with integrative global learning achieve this in practice through effective and meaningful global student engagement? In recent decades, liberal arts institutions have formed centers, programs, and/or majors in global studies and community engagement. Such initiatives aim to foster student

preparation, reflection, and integration in learning that cuts across institutional structures and strategies. What are curricular and co-curricular strategies and practices that bring together common themes of global engagement—cultural, class, and geographic divides? In which ways can students engage with the global challenges of our times when they defy the straightjacket of disciplinary boundaries? How can educators foster more intentionality and structural capacity to integrate the achievement of global competence into student learning? This session will provide an overview of how Smith College and Mount Holyoke College frame these questions and strategies within their unique institutional cultures. Models of global engagement and integrative learning will be shared, followed by structured conversations with participants to learn from other examples and challenges in fostering integrative learning processes.

**Rebecca Hovey**, Dean for International Study, Co-Director of Global Studies Center, **Greg White**, Elizabeth Mugar Eveillard, '69 Faculty Director, Global Studies Center—both of Smith College; **Alan H. Bloomgarden**, Director of Community Engagement, **Eva Paus**, Carol Hoffmann Collins Director of the McCulloch Center of Global Initiatives and Professor of Economics, and **Kirk Lange**, Director of International Experiential Learning—all of Mount Holyoke College

BRISTOL/KENT ROOM, THIRD FLOOR ▪ THEME II: LIBERAL EDUCATION, DIVERSITY, AND GLOBAL LEARNING

**CS 48: The World Inside Our Classrooms: What a Diverse Student Body Can Teach Its Faculty about Global Learning**

**Participants will** walk away with new ideas for student-initiated global research and learning.

When students are encouraged to research and testify about their home spaces, countries of origin, and various cultures and subcultures—their "writing territories"—they are not passive recipients but active contributors to their institution's understanding of global, liberal learning. This session is based on the thought that student experiences need to be incorporated into the curriculum as often as possible. St. John's University boasts the third most diverse student body in the country. With the main campus located in what is the most ethnically, racially, linguistically diverse place in the western hemisphere, St. John's classrooms are sites of intense cultural exchange and students have taught the institution a great deal! The presenters will argue that global learning is two-directional—students educate faculty as much as the institution educates students. This workshop is designed to introduce presenters' experiences, listen to participants' stories, and collectively generate ideas that all participants use at their campus.

**Derek Owens**, Vice Provost, Director, Core Curriculum, Director, Institute for Writing Studies, **Tara Roeder**, Assistant Professor, Institute for Core Studies, **Sean Murray**, Assistant Professor, Institute for Core Studies, **Roseanne Gatto**, Assistant Professor, Institute for Core Studies, and **Bill Torgerson**, Assistant Professor, Institute for Core Studies—all of St. John's University

PROVIDENCE BALLROOM III, THIRD FLOOR ▪ THEME III: ENGAGING PROBLEMS/ENGAGING PROJECTS

**CS 49: Designing a Global Health Minor: Opportunities and Barriers to a Multidisciplinary Globally Engaged Curriculum**

**Participants will** understand the implementation of a multiple perspectives rubric for designing a problem-based university-wide curriculum on a global development issue.

Student demand for globally relevant education has increased dramatically. The presenters will examine how Cornell's university-wide global health minor features opportunities and addresses barriers to a globally engaged curriculum designed around multidisciplinary, problem-based experiential learning and reflection. Since its inception in 2007 the program has revised student learning outcomes and methods of evaluation, developed three global service-learning programs, strengthened travel safety practices, developed pre-departure programming, integrated the use of e-portfolios, developed an alumni network, and used assessment data to strengthen the developmental trajectory and coherence of the curriculum. This workshop will engage participants through reflection, small group discussion, use of power point and handouts, video, and interactions with a student panel. Participants will understand the use of a multiple perspectives rubric, problem-based learning, grapple with issues of funding and program sustainability, appreciate student expectations and experiences, and reinforce competencies for evaluating learning outcomes.

**Rebecca J. Stoltzfus**, Director of Global Health Program, Provost's Fellow for Public Engagement, **Jeanne Moseley**, Associate Director of Global Health Program, and **Anna Carroll**, Global Health Program Fellow—all of Cornell University

**CS 50: An Integrated Concentration in Science: Global Challenges, Scientific Solutions**

**Participants will** experience the learning environment of the Integrated Concentration in Science (iCONS) program as a student working toward a particular educational outcome. After reflecting on the process, participants will consider their own courses or educational goals and examine the potential for case study development to meet those goals.

Capturing and growing the enthusiasm of talented students motivated by their ability to make a difference in the world is a worthy challenge. The iCons program at UMass Amherst works toward this by placing teams of students in a position where collaboration, distributed scientific expertise, and creative thinking are needed to confront significant global challenges. In this workshop, the presenters will share an iCONS case study based on the lack of availability of biomass-based fuels for the airline industry. Participants will experience the learning environment of iCons, with an opportunity to reflect on the learning experience from both the instructor and student point of view. The workshop will conclude with a segment on the design and structure of a case study and encourage participants to think about their own courses and the educational outcomes they seek.

**Justin T. Fermann**, Senior Lecturer in Chemistry and **Scott Auerbach**, Professor of Chemistry—both of University of Massachusetts, Amherst

**CS 51: Critical Cosmopolitan Learning for a New Global Commons**

**Participants will** understand critical cosmopolitan learning and how it might be applied to global learning efforts.

This workshop invites attendees to examine the way that critical cosmopolitan frameworks might enrich and invigorate global learning efforts in higher education. Critical cosmopolitanism offers a socially relevant and transformative language for global learning, as it (1) insists on thinking of the local and global relationally; (2) complicates and decolonizes ways of thinking about social identity and power; (3) resists abstract and universal truths about the human or global community; (4) promotes a strong and broad ethical concern for the other that does not disregard difference; and (5) challenges the uncritical commodification of cultural differences of all kinds. For these reasons, critical cosmopolitanism is in a position to help develop important and pointed questions about the role of the Global Commons in engaged learning. In this workshop, presenters will share a conceptual framework for critical cosmopolitan learning, explain the process by which Otterbein University's Integrative Studies program built a new general education curriculum grounded in critical cosmopolitan goals and values, and invite the audience to think about how this framework might support more aspirational forms of global learning on home campuses.

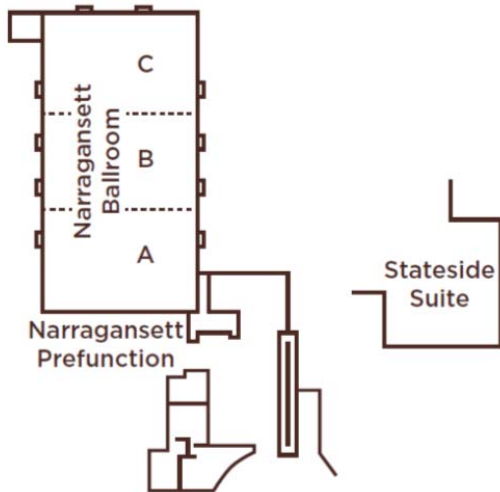
**Tammy Birk**, Assistant Professor of English and Director of Women's, Gender, and Sexuality Studies Program and **Wendy Sherman-Heckler**, Associate Vice President for Academic Affairs and Dean of University Programs—both of Otterbein University

**12:00 p.m.**

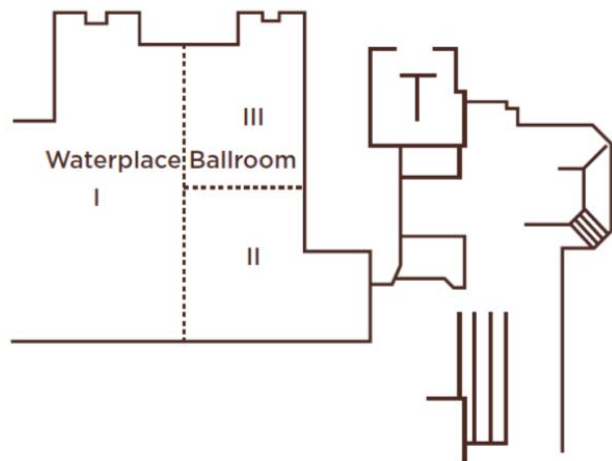
**CONFERENCE ENDS**

OMNI PROVIDENCE MEETING ROOMS

Ground Floor



Second Floor



Third Floor

