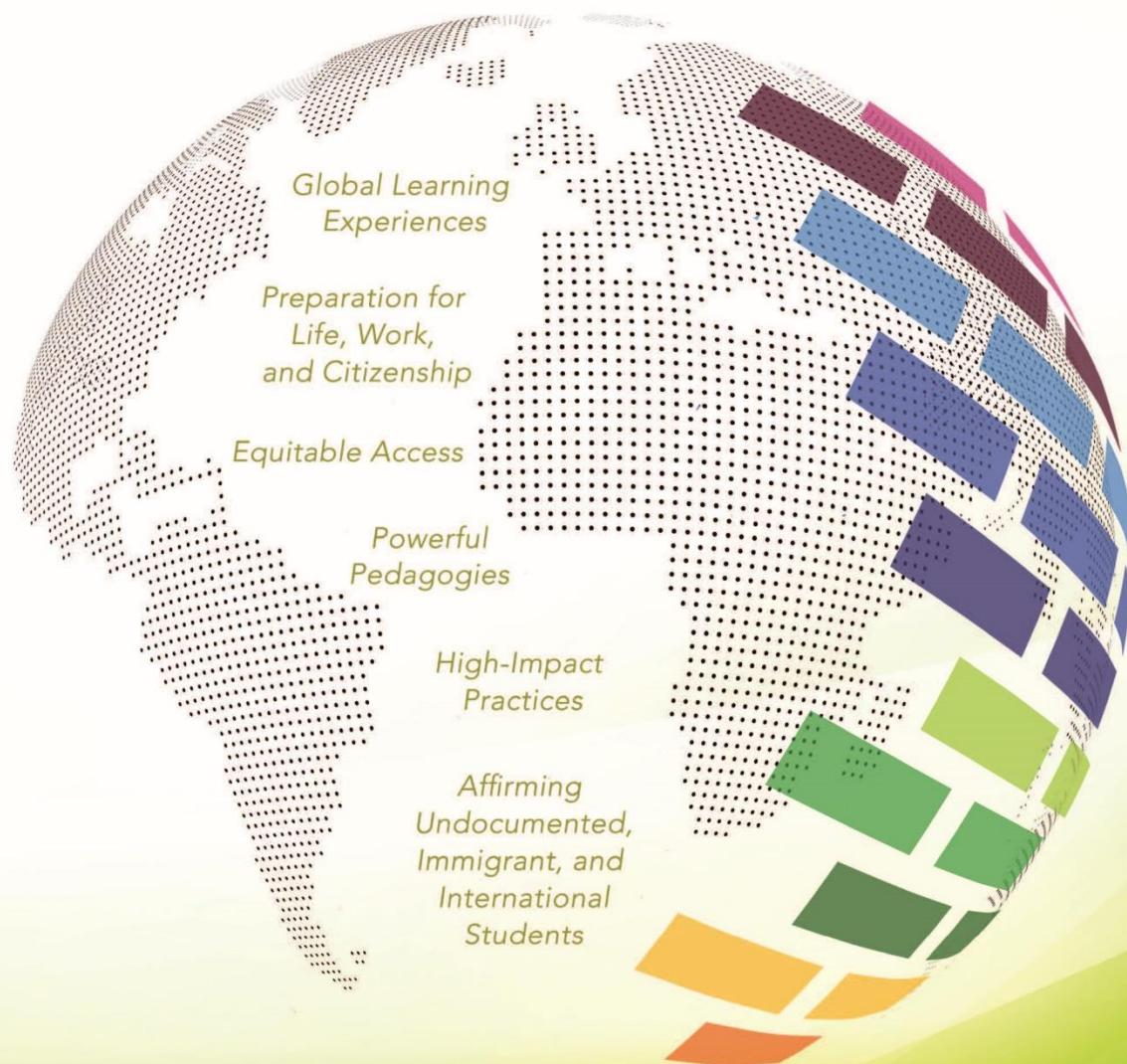




Association of American Colleges and Universities  
**CONFERENCE PROGRAM**



*Global Citizenship for Campus, Community, and Careers*

**Crossing Borders and Boundaries**

October 17–19, 2019 • San Antonio, Texas

Dear Colleagues,

Welcome to San Antonio and AAC&U's Network for Academic Renewal Conference Global Citizenship for Campus, Community, and Careers: Crossing Borders and Boundaries. In these times of increasing political and social polarization, it is critical that we equip and encourage our students to cross physical and ideological boundaries and borders to engage in meaningful dialogue with those with different ideologies and perspectives with a goal of listening and learning. In order to do this, students must have multiple opportunities to engage across difference—locally, regionally, nationally, and globally. Over the new few days, we encourage you to join with colleagues to explore strategies, models, and creative ways to prepare students not just to tolerate diverse ideas and global perspectives but to really wrestle with these ideas and the implications for life, future work, and civic action.

Many of your institutions have created well-structured programs and practices for global engagement and problem solving with both local and global partners through community-based learning, internships, research opportunities, field experiences, clinical placements, and other experiential learning practices. Through these encounters, students are integrating their academic and experiential learning in ways that deepen their knowledge and understanding. Many of your institutions have also worked hard to integrate global learning outcomes into general education and the majors to ensure all students gain global perspectives. This integrated global learning ensures that all students, not just those who opt in to globally focused programs, gain the global experiences that are essential for full participation in their communities and in their current and future work.

This conference program offers a variety of session formats to address curricular and cocurricular initiatives and to provide many models and practices that you can take home and adapt to your local context. There are sessions on strategic planning, assessment, program- and course-based global learning, ethical community engagement, and integrating global perspectives into the professions. The conference also offers timely sessions that address the pressing global challenges of our day—from immigration to climate change to the responsibility of institutions of higher education to their communities—and offer ways to fully engage students in efforts to solve them.

The issues facing our nation and world today are truly global in nature, and individual institutions, communities, and nations are not equipped to solve them alone. We must work together, and this convening provides a space to see what is being done and what can be done to prepare our students for the challenges of our century.



**Dawn Michele Whitehead**

Vice President, Office of Global Citizenship for Campus, Community, and Careers



**Siah Annand**

Director, Network for Academic Renewal

## SCHEDULE AT A GLANCE

### Thursday, October 17, 2019

10:00 a.m.–7:00 p.m.	Conference Registration
12:00–5:00 p.m.	Campus-Community Visit to Trinity University and RAICES <i>(separate registration required)</i>
2:00–5:00 p.m.	Preconference Workshops <i>(separate registration required)</i>
5:00–7:00 p.m.	Dinner on Your Own
7:00–8:15 p.m.	Keynote Address The National Security Threat We Are Ignoring—The Failure of American Education to Prepare Students for the Future <i>Margee M. Ensign—Dickinson College</i>
8:15–9:00 p.m.	Welcome Reception and Poster Session

### Friday, October 18, 2019

7:30 a.m.–5:00 p.m.	Conference Registration
8:00–8:45 a.m.	Breakfast
8:00–8:45 a.m.	Newcomers Welcome
9:00–9:30 a.m.	Featured Session Mountaintop Initiative: From Creative Inquiry to Sustainable Impact <i>Khanjan Mehta—Lehigh University</i>
9:45–10:45 a.m.	Concurrent Sessions
11:00 a.m.–12:15 p.m.	Concurrent Sessions
12:15–2:15 p.m.	Lunch on Your Own
2:30–3:00 p.m.	Featured Sessions Educating Entrepreneurial Global Citizens, <i>Amir Reza—Babson College</i> Synergizing Diversity, Equity, and Inclusion and Global Education is Necessary to Confront Twenty-First-Century Challenges, <i>Amer F. Ahmed—AFA Diversity Consulting</i>
3:15–4:30 p.m.	Concurrent Sessions
4:45–6:00 p.m.	Roundtable Discussions and Happy Hour

### Saturday, October 19, 2019

7:30–11:00 a.m.	Conference Registration
8:00–8:30 a.m.	Breakfast
8:30–9:30 a.m.	Concurrent Sessions
9:45–10:45 a.m.	Concurrent Sessions
11:00 a.m.–12:00 p.m.	Closing Plenary The Global Next Door: Local Engagement, Accompaniment, and New Forms of Diversity <i>David Hernández—Mount Holyoke College</i>

## CONFERENCE SPONSORS

The Association of American Colleges and Universities thanks the following sponsors for their generous support of this Network for Academic Renewal conference.

### PLATINUM LEVEL



Strada Education Network<sup>SM</sup> is a national 501(c)(3) nonprofit dedicated to improving lives by catalyzing more direct and promising pathways between education and employment. We engage partners across education, nonprofits, business, and government to focus relentlessly on students' success throughout all phases of their working lives. At a time when education and skills are more important than ever for economic advancement, we promote learning opportunities that help prepare Americans for better jobs. We do this through

- research that yields new insights into how postsecondary education can adapt to best meet the needs of learners;
- philanthropy and investments that seed promising, evidence-based strategies, especially for helping low-income Americans; and
- a network of affiliate organizations developing on-the-ground solutions for the needs of learners and educational institutions.

Strada is headquartered in Indianapolis, Indiana, and boasts nearly one thousand employees nationwide, including in its Washington, D.C., office and affiliate locations.

### GOLD LEVEL

#### THE CHRONICLE of Higher Education®

The Chronicle of Higher Education has the nation's largest newsroom dedicated to covering colleges and universities. As the unrivaled leader in higher education journalism, we serve our readers with indispensable real-time news and deep insights, plus the essential tools, career opportunities, and knowledge to succeed in a rapidly changing world. Our award-winning journalism is well known at colleges and universities: more than two million people visit our website every month, and 1,650 organizations across the country make our journalism available to every one of their employees and students. Our newsroom is home to top experts in higher education who contribute to the ongoing conversation on the issues that matter.



Inside Higher Ed is the online source for news, opinion, and jobs for all of higher education. Whether you're an administrator or a faculty member, a grad student or a vice president, we've got what you need to thrive professionally: breaking news and feature stories, provocative daily commentary, career advice, and practical tools to advance your career. *Inside Higher Ed* is a top resource for those in higher education, drawing 2.2 million readers each month, making it the ideal platform to reach a large and diverse audience of influential higher education professionals.

### SILVER LEVEL



LatinosinHigherEd.com provides effective solutions for employers seeking qualified Latinx professionals. We are dedicated exclusively to higher education and specialize in matching Latinx professionals with colleges and universities every day.

## CONFERENCE PLANNING COMMITTEE

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

### **Baylor University**

Jeffrey Hamilton, Vice Provost for Global Engagement

Rebecca A. Kennedy, Assistant Dean, Student Life

Robert Leis, Assistant Director of Global Baylor: Quality Enhancement Plan

Holly Tate, Assistant Director for Missions

### **Richland College**

Sha-shonda Porter, Associate Dean and Director, Center for Integrative Learning & Teaching Innovation

### **Schreiner University**

William M. Davis, Dean of Faculty

### **Tarrant County College District**

Isaac Rivera, Assistant Director, Instructional and International Initiatives

### **Texas A&M University–Corpus Christi**

John Gamble, Dean, College of Business

### **Texas Christian University**

Chris Hightower, Interim Director for Institutional Effectiveness

Tracy Williams, Associate Director, Center for International Studies

### **Texas Higher Education Coordinating Board**

Rex C. Peebles, Assistant Commissioner for Academic Quality & Workforce

### **Trinity University**

Mario Gonzalez Fuentes, Associate Professor, Business Administration

Luis Martinez, Director, Center for Innovation and Entrepreneurship

Katsuo Nishikawa Chávez, Director, Center for International Engagement

David Ribble, Associate Vice President for Academic Affairs

Jacob K. Tingle, Director, Center for Experiential Learning and Career Success

### **University of Texas at Austin**

Teri Albrecht, Interim Executive Director, Texas Global

### **Western State Colorado University**

Abel Chávez, Dean of Graduate Studies, Associate Vice President for Academic Affairs

## OPPORTUNITIES TO CONNECT

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

- Badge ribbons indicating areas of interest are available at the conference registration desk. Please select a ribbon or ribbons that match your primary area(s) of interest.
- Sign-up sheets for dinner groups on Friday are available in the registration area.
- Join the conversation on Twitter at **#AACUglobal**

## NETWORK OF ACADEMIC RENEWAL CONFERENCES

AAC&U's Network for Academic Renewal offers four annual working conferences, collaboratively designed and led by experienced practitioners. We hope your time at this conference provides an opportunity to come together with colleagues from across the spectrum of higher education to share practical, tangible, and transformative takeaways. If you have suggestions for how to make future conferences more effective and worthwhile for you and the higher education community, or if you would like to be involved in the planning of Network for Academic Renewal conferences, please let us know.

**Siah Annand**, Director of the Network for Academic Renewal, [annand@aacu.org](mailto:annand@aacu.org)

**Jacqueline Martin**, Program Manager of the Network for Academic Renewal, [martin@aacu.org](mailto:martin@aacu.org)

**JoEllen Alberts**, Program Coordinator and Assistant to the Vice President, [alberts@aacu.org](mailto:alberts@aacu.org)

## UPCOMING CONFERENCES

### **Transforming STEM Higher Education**

November 7–9, 2019 • Chicago, Illinois

### **General Education, Pedagogy, and Assessment: Reflection and Meaning Making in Turbulent Times**

February 20–22, 2020 • Jacksonville, Florida

### **AAC&U Annual Meeting: Shaping the Future of Higher Education: An Invitation to Lead**

January 22–25, 2020 • Washington, DC

### **Diversity, Equity, and Student Success: The Power of Collective Action**

March 19–21, 2020 • New Orleans, Louisiana

### **2020 Global Citizenship for Campus, Community, and Careers**

October 8–10, 2020 • Miami, Florida

## ABOUT THE PROGRAM

The program of events that follows lists all conference sessions. Updates and announcements will be posted at the conference registration desk and through the Guidebook app. Information about the app was emailed to all registrants and is available on the AAC&U website and at the registration desk.

### Conference Themes

Program entries indicate the conference theme or themes addressed by the session.

#### **Strategic Planning for Global Learning**

*ideas; institutional structures; strategies for inclusive global learning; implementation plans*

#### **Global Learning Experiences**

*interdisciplinary; developing professional and civic skills; collaboration; real-world applications*

#### **Global Learning in Today's Global Context**

*local, regional, national, and international political contexts for global learning; allaying antiglobal rhetoric; integrating global learning into local and global communities; power dynamics; relationships; international perspectives and differences; curriculum design to encourage multilingualism*

#### **Affirming Undocumented, Immigrant, and International Students**

*fostering belonging; visibility; creating programs to ensure students' full participation, agency, and engagement with their institutions*

#### **Powerful Pedagogies**

*assignment and course design; curricular and cocurricular integration; experiential learning; integrating civic, intercultural, and global skills; connections to social justice; professional development*

#### **Equitable Access**

*inclusion across cultural, ethnic, gender, racial, and socioeconomic lines; access for adult learners and students with disabilities; innovative models and programs; institutional support programs*

#### **High-Impact Practices**

*balancing and leveraging community-based high-impact practices for student learning and success; connecting high-impact practices; engaged learning*

### Session Formats

- **Poster Sessions** are visual displays. Presenters are available throughout the poster session to discuss the work shared on their posters.
- **Innovation/Ideation Sessions** feature advances in reframing higher education to focus on the assets, skills, and aspirations that students bring to college. Each session consists of two presentations of equal length, with time for questions and feedback. The presentations run back to back.
- **Concurrent Sessions** include both workshops and facilitated discussions. **Workshops** provide an interactive environment for conference attendees to bridge theory with practice and to deeply examine, explore, and/or experience relevant theories and implementation strategies. **Facilitated Discussions** allow time for colleagues to examine topics of interest through iterative sharing of expertise and experiences. Participants work through issues, ideas, and challenges from multiple perspectives.
- **Roundtable Discussions** afford attendees an opportunity to discuss specific programs and strategies. Each table is assigned a facilitator and discussion topic for the duration of the session, and participants may rotate between tables.

# PROGRAM OF EVENTS

**THURSDAY, OCTOBER 17, 2019**

*LOS RIO FOYER, BALLROOM LEVEL*

**10:00 A.M.—7:00 P.M.**

**CONFERENCE REGISTRATION**

*MEET IN LOS RIO FOYER, BALLROOM LEVEL*

**12:00—5:00 P.M.**

**CAMPUS-COMMUNITY VISIT TO TRINITY UNIVERSITY AND RAICES**

*Separate registration and fee required (\$20 members, \$30 nonmembers); participation is limited, so register early.*

## **Global Learning in Your Neighborhood**

Participants will visit the Refugee and Immigrant Center for Education and Legal Service (RAICES), a nonprofit headquartered in San Antonio that has been making the news nationwide. The visit will be followed by a reception at Trinity University during which participants can learn about the various ways Trinity collaborates with RAICES.

*Hosted by Trinity University's Center for International Engagement and RAICES*

**2:00—5:00 P.M.**

**PRECONFERENCE WORKSHOPS**

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

*BLANCO/LLANO/PECOS, HILL COUNTRY LEVEL*

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

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

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

*LIVE OAK, HILL COUNTRY LEVEL*

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

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



dimensions of AAC&U's Global Learning VALUE (Valid Assessment of Learning in Undergraduate Education) Rubric and Integrative and Applied Learning VALUE Rubric and will examine how these rubrics overlap with employer expectations, as indicated in AAC&U's employer surveys. Through hands-on exercises and examples of practice from different institutions, participants will gain a broad understanding of the building blocks of integrative global learning, improve their understanding of career integration, and develop a basic roadmap for applying these principles institution-wide.

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

*PECAN, HILL COUNTRY LEVEL*

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

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

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

*NEUCES/FRIO, HILL COUNTRY LEVEL*

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

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

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

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

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

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

AAC&U thanks **Strada Education Network<sup>SM</sup>** for its sponsorship of the Keynote Address.

### *Equitable Access*

#### **Poster 1: Inclusive Membership: Creating a Model of Equitable Access**

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

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

### *Equitable Access*

#### **Poster 2: Intersections: Faculty Teaching and Retention of Diverse Students**

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

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

### *Global Learning Experiences*

#### **Poster 3: Curriculum Continuity: Integrated Learning in Study Abroad**

Curriculum continuity between students' main campus and study abroad experiences can be designed, implemented, and assessed. Central College—a small, private liberal arts institution with five director-led programs abroad—has created curriculum continuity at the departmental, general education, and institutional levels. This poster will share a broad framework for understanding how to create additional continuity in international programming.

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

### *Global Learning Experiences*

#### **Poster 4: Globalizing Undergraduate Research: A Global Competency**

Undergraduate research experiences abroad are transformative for students, engaging them in several high-

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

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

*Global Learning Experiences*

#### **Poster 5: Indigenous Learning Models for Global Learning Readiness**

Indigenous learning methodologies based on stories, land, and identity have global power. The power of these methodologies has the potential to transform individual educational experiences so that they reflect an interface model between indigenous perspectives and conventional academic perspectives. This poster will explore the interconnections between two-sighted learning and broad learning and cross-cutting skills.

**Thomas Barker**, Professor of Communication—University of Alberta

*Global Learning Experiences*

#### **Poster 6: It's Not Only About the Money: Paths to Study Abroad Access**

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

**Maria Doyle**, Director of Education Abroad, and **Morris Council III**, Assistant Professor, Department of Literacy and Special Education—both of the University of West Georgia

*Global Learning Experiences*

#### **Poster 7: It's a Small World After All: Local Collaboration for Growing International Professional Development**

Attendees will hear how the partnership between Montgomery College and the Council of American Overseas Research Centers arose and how attendees can create such a relationship and professional development opportunities for faculty members and students. In addition, they will learn about various strategies for leveraging resources among other colleges and universities, as well as resources that government and private agencies provide for community colleges and Minority-Serving Institutions.

**Ellen Olmstead**, Professor of English, and **Cinder Cooper Barnes**, Director, Global Humanities Institute and Professor of English—both of Montgomery College

*Global Learning Experiences*

#### **Poster 8: Integrating Global Experiential Learning into the Curriculum**

Over the course of more than a decade, Fairleigh Dickinson University's (FDU) campus-wide internationalization process developed a wide range of initiatives offering global learning experiences. Then, in 2015, the university undertook a reexamination of its University Core program and developed a new sequence of four mandated interdisciplinary courses. Ongoing development of these courses led FDU to integrate experiential components (including required global cocurricular activities) and expand field experiences and study abroad options. Attendees will learn about FDU's journey of integrating global experiences into the

curriculum, as well as results from the ongoing assessment of FDU's cocurricular global experiences.

**Diana Cvitan**, *Director of Global Learning and Partnerships*, and **Michele Barto**, *Senior Lecturer, Petrocelli College, and Director of University Core—both of Fairleigh Dickinson University*

*Global Learning Experiences*

**Poster 9: The Global Mind of a Virtual Scholar**

This poster presentation will show attendees how they can start using the vast global network around them to engage their students virtually. The presentation will explore how global learning has been successfully implemented in both a language-based key-pal program and non-language-specific, multidisciplinary courses to help engage students across the globe.

**Luz E. Gamauf**, *Associate Professor of Foreign Languages and Coordinator of Foreign Languages—Montgomery County Community College*

*Global Learning Experiences*

**Poster 10: Assessment Abroad: Measuring Student Learning and Engagement**

Since 2007, faculty at Mercer University have led five-week global service learning courses; now more than three hundred students participate each summer. The university has developed and implemented an assessment plan to help capture student learning and growth while identifying areas for improvement for faculty. The presenter will share preliminary findings and make recommendations for implementation at other institutions. Attendees will learn how to identify global service learning opportunities and leave with assessment strategies that they can adapt to their home institutions.

**Kathryn Kloepper**, *Associate Professor of Chemistry and Director of Research that Reaches Out—Mercer University*

*Global Learning Experiences*

**Poster 11: TCU's Global Academy: A Model for Interdisciplinary Intercultural Learning**

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

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

*Global Learning Experiences*

**Poster 12: Students Say What?! Student Perspectives on an Internationalized Curriculum in Technical Colleges**

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

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

*Global Learning Experiences*

**Poster 13: Equipping Interfaith Leaders for Careers**

As our students head into a diverse workforce, how are we preparing them to engage with worldview differences and across the lines of religious, spiritual, and intentionally secular identities? This poster presentation will lay the foundation for the need for interfaith engagement on college campuses and will equip

educators to engage in this work when they return to their campuses.

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

*Global Learning Experiences*

**Poster 14: Effects of Study Abroad Experience on Cultural Competence**

This poster will share an investigation of the effect of psychosocial predictors, pedagogical strategies, and the quality of study abroad experiences on targeted educational outcomes such as cultural competence, self-efficacy, and ethnocentrism.

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

*Global Learning Experiences*

**Poster 15: Global Education and Cosmopolitanism of Immigrant Students**

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

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

*Global Learning Experiences*

**Poster 16: Learning from a Directed Study Course in Costa Rica**

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

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

*Global Learning Experiences*

**Poster 17: Holistic Global Perspective Development through a Short-Term International Travel Experience**

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

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

*Global Learning Experiences*

**Poster 18: How Digital Portfolios Deepen Learning in Study Abroad**

This poster presentation will explore digital portfolios and how their implementation furthered Dominican University of California's mission of educating global citizens. The presentation will offer a road map of the online course design for students studying abroad, the curation of artifacts for the digital portfolio, and the ultimate presentation of said artifacts to the campus community. In addition, the poster will discuss advising and assessment models that promote diversity and inclusion of global learning and connect global learning

with academic and career planning for undergraduate students.

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

*Global Learning Experiences*

**Poster 19: Using Corporate Partnerships to Support Global Learning Experiences: Best Practices and Pitfalls**

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

**Alice C. Stewart**, *Professor of Strategic Management*, and **Lisa A. Owens-Jackson**, *Associate Dean, College of Business and Economics—both of North Carolina A&T State University*

*Global Learning Experiences*

**Poster 20: Humanitarian Missions as High-Impact Practices in a Clinical Program**

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

**Yutaka Maki**, *Assistant Professor, Chief of Vision Therapy—University of the Incarnate Word Rosenberg School of Optometry*

*Global Learning in Today's Global Context*

**Poster 21: The Cultural Feast—An Interdisciplinary/Experiential Event**

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

**Tony Roberts**, *Professor of Philosophy and World Religions—Tarrant County College—Northwest*

*Global Learning in Today's Global Context*

**Poster 22: A Study of Global Learning at an International Branch Campus: Meaningful Learning in a Changing World**

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

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

*Global Learning in Today's Global Context*

**Poster 23: The Language Requirement: Preparing Global Citizens**

This poster will present the results of a pilot study conducted among two sections of a core curriculum Spanish

class in a private Christian university as an approximate replication of a study done by David Wright at the University of Texas. The study uses the Cross-Cultural Adaptability Inventory to measure the effects of implementing a cultural portfolio project and accompanying assignments in a process-oriented approach to culture and language study. The presenter will discuss results, the implications of these findings for language programs, and the program's strategic contribution to university efforts at fostering global citizenship as well as future directions for research.

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

*Global Learning in Today's Global Context*

**Poster 24: A "Boatload of Knowledge": New Ideas in a Would-Be Utopia**

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

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

*Global Learning in Today's Global Context*

**Poster 25: International Employment in Higher Education: Lost Hope or Opportunity?**

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

**Polina Kaniuka**, PhD Candidate—Indiana State University

*Powerful Pedagogies*

**Poster 26: Theory of Value Applied to Experiential Learning**

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

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

*Powerful Pedagogies*

**Poster 27: Border and Immigration Practicum for Translators and Interpreters**

This poster presentation will describe an immersion program at the United States/Mexico border for Spanish-language students and strong bilingual students. The course and follow-up immersion component combine translation and interpreting skills along with background on asylum law, trauma-informed interviewing, and awareness of secondary trauma. Knox College has partnered with several pro bono and immigrant rights advocacy programs to create rewarding career paths that addresses personal and social responsibility, as well

as integrative and applied learning.

**Robin Ragan**, *Professor of Modern Languages (Spanish)—Knox College*

*Powerful Pedagogies*

**Poster 28: A Service-Learning Model: Deepening Partnerships and Expanding Engagement with Social Justice Issues**

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

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

*Powerful Pedagogies*

**Poster 29: Look Up: A New Model for Preparing Students for the Twenty-First Century**

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

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

*Powerful Pedagogies*

**Poster 30: Civic Engagement as Global Citizenship**

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

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

*Powerful Pedagogies*

**Poster 31: Global Citizenship in the Franciscan Tradition**

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

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

*Powerful Pedagogies*

**Poster 32: Promoting Global Engagement through the Curriculum at Montgomery College**

The Global Humanities Institute is at the center of Montgomery College's comprehensive effort to provide a twenty-first-century global education for students, faculty, and staff. This poster presentation will feature two model programs that promote global learning and engagement through the curriculum: Global Classrooms and the Introduction to Global Humanities course. The pedagogy of both of these initiatives is based on student



learning outcomes aligned with AAC&U's Global Learning VALUE Rubric. In this poster presentation, attendees will explore these effective models and examine specific examples of curricular content such as global learning outcomes, course design, assignments, and syllabi to inform and enhance their own global learning initiatives.

**Rita Kranidis**, *Director of the Global Humanities Institute and Professor of English*, and **Carol Moore**, *Adjunct Professor of Humanities—all of Montgomery College*

*Powerful Pedagogies*

**Poster 33: Integrating Civic Engagement into Global Citizen Curricula**

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

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

*Strategic Planning for Global Learning*

**Poster 34: Innovation in Higher Education through Outreach to Muslim-Majority Countries**

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

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

*Strategic Planning for Global Learning*

**Poster 35: City as Text: Interrogating Global Identity**

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

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

*Strategic Planning for Global Learning*

**Poster 36: Global Bilingual Community Healthcare Initiative at Texas Woman's University**

This poster presentation will provide a roadmap to build a global bilingual healthcare certificate that prepares students to become medical interpreters or bilingual healthcare providers. This certificate uses online synchronous teaching as well as short-term study abroad opportunities to Latin America. Attendees will learn

how to build similar programs in interpretation and translation.

**William R. Benner**, Assistant Professor of Spanish and Coordinator of Foreign Languages—Texas Woman's University

*Strategic Planning for Global Learning*

**Poster 37: Embedded Global Learning for All**

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

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

*Strategic Planning for Global Learning*

**Poster 38: A Comprehensive Collegiate Approach to Globalization**

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

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

*Strategic Planning for Global Learning*

**Poster 39: Who Gets to Go: Engaging the Underserved in Study Abroad**

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

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

*Strategic Planning for Global Learning*

**Poster 40: Idea to Implementation: The Two-Year Global Studies Degree**

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

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

*Strategic Planning for Global Learning*

**Poster 41 The Global Citizens Credential Program**

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

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

## FRIDAY, OCTOBER 18, 2019

LOS RIOS FOYER, BALLROOM LEVEL

**7:30 A.M.—5:00 P.M.**

**CONFERENCE REGISTRATION**

REGENCY FOYER, BALLROOM LEVEL

**8:00–8:45 A.M.**

**BREAKFAST**

LIVE OAK, HILL COUNTRY LEVEL

**8:00–8:45 A.M.**

**NEWCOMERS WELCOME**

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. Participants will learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, and integrative and global learning—and its signature Liberal Education and America's Promise (LEAP) initiative together provide content, framework, and practical guidance for the undergraduate educational experience.

**Lynn Pasquerella**, President—AAC&U

*\*Breakfast will be available in the room.*

REGENCY EAST/CENTER, BALLROOM LEVEL

**9:00–9:30 A.M.**

**FEATURED SESSION**

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

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

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

**9:45–10:45 A.M.**

**CONCURRENT SESSIONS**

BLANCO, HILL COUNTRY LEVEL

### **Session 1: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Global Learning Experiences*

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

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

**Katsuo Nishikawa Chavez**, Director, Center for International Engagement; **Jacob Tingle**, Director of

*Experiential Learning; and **Mario Gonzalez-Fuentes**, Associate Professor of Marketing—all of Trinity University; and **Makiko Fukuda**, Senior Lecturer—University of Texas San Antonio*

*Global Learning Experiences—Powerful Pedagogies*

**Multifaceted Global Learning: Campus-Community Partnerships**

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

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

*PECAN, HILL COUNTRY LEVEL*

**Session 2: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

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

**Arabic, Diglossia, and Effective Language Pedagogy**

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

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

*Strategic Planning for Global Learning*

**Global Education Seminar: Leveraging Faculty Engagement**

The Global Education Seminar serves as a key element for faculty development and supports academic units' strategic plans for internationalization. The program is an educational and scholarly initiative, providing an exciting opportunity for a cohort of faculty from across disciplines to be immersed in international locales. Faculty bring their own projects to the program and participate in an academic year of monthly seminars in advance of the three-week exploratory visit. The initiative seeks to expose faculty to critical areas of the world (Africa, Latin America, and Asia); broaden their pedagogical and scholarly horizons; and provide them with concrete, site-specific resources and relationships that can motivate and shape revision of the courses they teach in order to advance global learning across the curriculum.

***Sangita Gosalia**, Director of Campus Engagement, and **Julius A. Amin**, Professor and Alumni Chair in Humanities—both of University of Dayton*

**Session 3: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

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

**Promoting Cultural Humility in Global Health Education**

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

**Dennis McCunney**, *Director of Intercultural Affairs—East Carolina University*; and **James Peterman**, *Director of Civic Engagement—Sewanee: The University of the South*

*Powerful Pedagogies*

**Interconnection of History and Microbiology**

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

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

**Session 4: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Strategic Planning for Global Learning*

**Toward a Global Institute for Border Studies**

Borders can be broadly defined to include all lines that divide, whether territorial, political, ideological, social, economic, or cultural—borders create conflicts, dysfunctions, and inequities that affect quality of life. The presenter will lead a discussion on a transnational platform that will convene a global network of thoughtful generational leaders across the spectrum of society to foster opportunities for exchange and dialogue that will enhance our collective understanding and response to border issues.

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

*Global Learning Experiences—Powerful Pedagogies*

**Civic Engagement for Refugee Students**

Civic engagement and professional development are important topics for any student to learn, and three years ago, the University of Utah created a course to teach these concepts to students with a refugee background. This class introduces students to the importance of being involved in their communities and in different levels of US government, provides tangible ways for them to do this, and fosters an inclusive classroom environment to cultivate participation and sharing. Participants will

learn about the benefits of offering a specialized course that can be adapted to meet the needs of different student groups, as well as assignment suggestions to foster global learning and long-term engagement.

**Michelle Conley**, *Refugee Program Director*, and **Jess Taverna**, *Executive Director for Undergraduate Programs—both of University of Utah*

*RIO GRANDE WEST, BALLROOM LEVEL*

*Powerful Pedagogies—High-Impact Practices*

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

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

**Danny Damron**, *College Internship Coordinator—Brigham Young University*

*NAVARRO, LOSOYA CONFERENCE CENTER*

*Global Learning Experiences—Equitable Access*

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

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

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

*LLANO/PECOS, HILL COUNTRY LEVEL*

*Powerful Pedagogies*

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

In May 2019, Florida International University released the first season of the *Making Global Learning Universal* podcast: conversations with eleven faculty about engaging diverse students in collaborative global problem solving—on campus, online, in local communities, and abroad. These revealing interviews are full of insights into how a diverse group of teachers found their “way in” to global learning and how they facilitate the same for their students. This session will explore how we can help faculty discover and articulate diverse connections to global learning and how we can use the podcast recordings, transcripts, show notes, and discussion guides to facilitate powerful professional development.

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

*REGENCY WEST 6, BALLROOM LEVEL*

*Equitable Access*

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

New levels of discussion and partnership between international and diversity and inclusion offices have been an exciting development. Too often, the senior international officer (SIO) and the chief diversity officer (CDO) work in silos without realizing that shared goals and pathways can increase diversity and inclusion in campus internationalization. This session will share data collected from the Diversity Abroad SIO/CDO Strategic Leadership Forum to provide guidelines for working with the diversity office to advance diversity, equity, and

inclusive practices in education abroad programs. Panelists will discuss historical barriers to SIO/CDO collaborations as well as opportunities to strategically align the international and diversity offices to increase the diversity of education abroad programs and participants.

**Andrew Gordon**, CEO and Founder—Diversity Abroad; and **Kati Bell**, SIO and Director, Global Education Office—Dominican University of California

RIO GRANDE EAST, BALLROOM LEVEL

*Strategic Planning for Global Learning—Powerful Pedagogies*

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

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

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

REGENCY WEST 5, BALLROOM LEVEL

*Global Learning in Today's Global Context*

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

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

**Nanette Le Coat**, Associate Professor of French, and **Anene Ejikeme**, Associate Professor of History—both of Trinity University

LIVE OAK, HILL COUNTRY LEVEL

*Powerful Pedagogies—High-Impact Practices*

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

This workshop will showcase ways in which the presenters or their schools have introduced border-related issues into the undergraduate curriculum. After the presenters briefly discuss that topic and present an array of course solutions, they will open up the workshop to a wider reflection, with attendees reflecting on what a course on borders could look like, including goals, student learning outcomes, and assignments. The workshop is designed as a hands-on reflective event in which the presenters will provide talking points and workshop attendees have the opportunity to reflect on and participate in curriculum development from a nuts-and-bolts perspective.

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

CHULA VISTA, LOBBY LEVEL

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

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

Teaching is ideological; teaching is boundary work; teaching is learning, and learning involves conflict and struggle—nowhere is this truer than when we openly address social justice issues and globalization. Through years of teaching in the Middle East and in rural Indiana, I have merged concepts of “positionality” and

“othering” in an instructional approach focusing on transformative learning, identity politics, and social justice issues. Negotiating uncomfortable borderlands of identity and identity politics, students become aware that by breaking down dualities and binaries, and possibly holding multiple identities at the same time, there is no need to lose identity. We simply gain identity, through negotiating multiple positions, by resisting containment as the “other,” and by accepting the borderland state of mind as reality—a necessary skill to learn in an increasingly globalized world.

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

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

CHULA VISTA, LOBBY LEVEL

*Strategic Planning for Global Learning—Global Learning Experiences*

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

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

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

NEUCES/FRIO, HILL COUNTRY LEVEL

*Strategic Planning for Global Learning*

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

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

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

LIVE OAK, HILL COUNTRY LEVEL

*Powerful Pedagogies—Equitable Access*

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

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

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



PECAN, HILL COUNTRY LEVEL

*Powerful Pedagogies*

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

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

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

LLANO/PECOS, HILL COUNTRY LEVEL

*High-Impact Practices*

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

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

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

NAVARRO, LOSOYA CONFERENCE CENTER

*Affirming Undocumented, Immigrant, and International Students—Equitable Access*

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

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

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

BLANCO, HILL COUNTRY LEVEL

*Powerful Pedagogies—High-Impact Practices*

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

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

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

REGENCY WEST 4, BALLROOM LEVEL

*Strategic Planning for Global Learning—Powerful Pedagogies*

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

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

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

REGENCY WEST 6, BALLROOM LEVEL

*Powerful Pedagogies*

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

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

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

REGENCY WEST 5, BALLROOM LEVEL

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

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

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

**Sebnem Ozkan**, *Associate Director of Atlanta Global Studies Center—Georgia Institute of Technology*

RIO GRANDE WEST, BALLROOM LEVEL

*Powerful Pedagogies—High-Impact Practices*

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

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

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

RIO GRANDE EAST, BALLROOM LEVEL

*Powerful Pedagogies*

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

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

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

**12:15–2:15 P.M.**

**LUNCH ON YOUR OWN**

REGENCY EAST/CENTER, BALLROOM LEVEL

**2:30–3:00 P.M.**

**FEATURED SESSIONS**

### **Educating Entrepreneurial Global Citizens**

Given today's economic and social challenges, educating interculturally competent leaders who understand self and context is critical, but if we can combine global education with learning that promotes an entrepreneurial mind-set, we can empower the next generation of problem solvers who can meet the grand challenges of the twenty-first century through thoughtful action.

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

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

Global education increasingly is called upon as a field that prepares students to address the complicated realities of inequity in our world. Bridging the divide between diversity, equity, and inclusion and global education can unlock new, unrealized possibilities for higher education to produce globally and equity-minded graduates who are better prepared to confront modern challenges.

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

**3:15–4:30 P.M.**

**CONCURRENT WORKSHOPS**

REGENCY WEST 5, BALLROOM LEVEL

*Affirming Undocumented, Immigrant, and International Students—Equitable Access*

### **Session 25: Dismantling the “United States versus International” Dichotomy: Creating Diversity and Global Synergy**

In recent years, an emphasis on “globalizing” US higher education has resulted in increasing international student populations, US students studying abroad, and embedding global topics and requirements into curricula. These institutional shifts are often at odds with historical struggles and institutional frameworks related to US diversity, equity, and social justice issues. Furthermore, many who advance Global Education frame diversity and social justice approaches as only applicable in US contexts. As these trends continue, educational opportunities are missed and resources misplaced due to a lack of institutional synthesis. The “United States versus International” dichotomy obstructs an understanding of the relationship among local and global dimensions as well as historical and current conditions limiting our ability to engage students holistically with contemporary challenges. This session will engage participants with case examples that create

opportunities to synergize global education with diversity and social justice to support the development of diverse, inclusive, and globalized campus communities.

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

REGENCY WEST 4, BALLROOM LEVEL

*Powerful Pedagogies*

### **Session 26: Entrepreneurial Mindset**

The development of an entrepreneurial mindset is no longer reserved for the business school student who desires to start their own business. In today's complex world the ability to navigate uncertainty and take courageous action to identify and develop new opportunities is a fundamental life skill for all. In this session participants experience the foundations of an entrepreneurial mindset.

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

LLANO/PECOS, HILL COUNTRY LEVEL

### **Session 27: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Global Learning Experiences—Powerful Pedagogies*

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

This session will discuss the pedagogy of a new design and technology (D&T) seminar course added to the Xavier University of Louisiana (XULA) core curriculum in fall 2018. The presenter will address the course topic, social and cultural impacts of global activity influenced by the rise of design innovations, and the teaching methods used within the diverse interdisciplinary learning environment, and will also examine artifacts from the course, collected during the 2018–19 academic year.

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

*Affirming Undocumented, Immigrant, and International Students—Equitable Access*

#### **Supporting Access and Success of Undocu/DACAmented Student DREAMers**

Come learn how the educational goals of undocumented and DACAmented (Deferred Action for Childhood Arrivals) student DREAMers (Development, Relief, and Education for Alien Minors Act) are aligned with the Alamo Colleges District's mission, vision, and values. Hundreds of undocumented students are daring to live the American Dream, even with all the uncertainties of immigration. They remain steadfast in earning their degrees and certifications and successfully fulfilling their careers, becoming teachers, medical professionals, engineers, realtors, entrepreneurs, and leaders in our communities. This session will provide strategies and tips on how to support, guide, and empower undocu/DACAmented student DREAMers and their families to succeed.

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

LIVE OAK, HILL COUNTRY LEVEL

*Strategic Planning for Global Learning—Global Learning Experiences*

### **Session 28: Partnerships to Promote Global Education: Stanford University—Community College EPIC Program**

This session will engage participants in a dynamic and collaborative design-thinking exercise to identify key areas of need, challenges, and opportunities to develop global studies at their institutions and in their states, using the Stanford University—Community College Education Partnership for Internationalizing Curriculum (EPIC) program as the point of departure. Participants will learn about the EPIC year-long fellowship program, during which community college faculty engage with Stanford content experts (faculty, archivists, museum

curators, and librarians) while working on self-designed projects to enhance global content in courses as well as degree and cocurricular programs at their home institutions. Facilitators will discuss how EPIC has evolved and recent efforts to create a statewide global studies network of community college educators, being spearheaded by former EPIC fellows.

**Denise Geraci**, *Academic and Outreach Coordinator of Stanford Global Studies—Stanford University*; and **Danni Redding Lapuz**, *Dean of Social Sciences and Creative Arts—Skyline College*

CHULA VISTA, LOBBY LEVEL

*Global Learning in Today's Global Context*

### **Session 29: Threats to Global Learning from Anti-Intellectual Populists**

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

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

REGENCY WEST 6, BALLROOM LEVEL

*Strategic Planning for Global Learning—Powerful Pedagogies*

### **Session 30: The Experiential Learning Lifecycle for Global Learning**

A cross-institutional committee of Middlebury College faculty and staff developed an experiential learning lifecycle model for developing global learning and intercultural competencies and preparing and supporting students for experiences in communities locally and around the globe—predeparture, in community, and postexperience. In the first year, the committee developed a Preimmersion Training for International and/or Social Impact Summer Experiences, an online resource hub called the Experiential Learning Lifecycle, and a postexperience workshop called Pitch Yourself: How a Story from Your Internship Can Land Your Next Adventure. After showcasing and answering questions regarding their method and model, the presenters will take participants through some exercises that will help them explore ways to map and integrate AAC&U's VALUE global learning competencies into their own summer experience infrastructure.

**Amy Gibans McGlashan**, *Director of Academic Outreach*; **Cheryl Whitney Lower**, *Associate Director, Internships and Early Engagement*; and **Kristen Mullins**, *Language in Motion Coordinator—all of Middlebury College*

PECAN, HILL COUNTRY LEVEL

*Strategic Planning for Global Learning—High-Impact Practices*

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

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

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

BLANCO, HILL COUNTRY LEVEL

*Affirming Undocumented, Immigrant, and International Students—Powerful Pedagogies*

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

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

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

NEUCES/FRIO, HILL COUNTRY LEVEL

*Global Learning in Today's Global Context*

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

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

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

NAVARRO, LOSOYA CONFERENCE CENTER

*Strategic Planning for Global Learning—Powerful Pedagogies*

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

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

**Tonya Huber**, Professor of Education, and **Sara A. Villanueva**, Graduate Student—both of Texas A&M International University

RIO GRANDE BALLROOM, BALLROOM LEVEL

**4:45–6:00 P.M.**

**ROUNDTABLE DISCUSSIONS AND HAPPY HOUR**

*Affirming Undocumented, Immigrant, and International Students*

### **Table 1: Engaging DACAmented Students: Challenges and Opportunities**

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

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

**Table 2: Lead by Example: Cultivating Global Citizenship and Belonging**

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

**Monroe France**, Associate Vice President for Global Student Engagement and Inclusive Leadership—New York University

*Equitable Access*

**Table 3: Serving Students Affected by Forced Migration: New Americans Summer Program at Vassar College**

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

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

*Equitable Access*

**Table 4: ¡Vamos! Inclusive Education Abroad for Diverse Groups of Learners**

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

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

*Equitable Access—High-Impact Practices*

**Table 5: Global Phoenix: A Model of Student-Athlete Study Away Access**

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

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

**Table 6: Reflective Practice and Health-Related Study Abroad in War-Adjacent and Refugee Communities**

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

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

**Table 7: Understanding Disaster Recovery: An Interdisciplinary and Community-Focused Approach**

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

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

**Table 8: Statewide K–16 Internationalization: The Multilayered Approach**

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

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

**Table 9: Influencing Students with Culturally Relevant Study Abroad**

This discussion will consider the affect and value of global learning by exploring how the University of Houston–Downtown actualized its mission as a Minority-Serving Institution and Hispanic-Serving Institution by increasing minority student participation in study abroad and developing culturally relevant global learning and an international institutional partnership in the African Diaspora in France program. The program created a powerful pedagogical opportunity to connect members of the African diaspora to other members of this global community.

**DoVeanna Fulton**, *Dean of the College of Humanities and Social Sciences*; **Vida Robertson**, *Director of the Center for Critical Race Studies and Associate Professor of Humanities*; **Crystal Guillory**, *Assistant Dean of the College of Humanities and Social Sciences*; and **Jonathan Chism**, *Assistant Professor of History—all of the University of Houston–Downtown*



**Table 10: Structuring Short-Term Study Abroad to Maximize Learning**

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

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

**Table 11: Benefits and Drawbacks of Volunteers in Global Missions**

This roundtable will discuss a study that investigated the benefits and drawbacks of using short-term volunteers in an international setting. Through observing two international nongovernmental organizations and conducting semistructured interviews with children, families, and staff, the researcher noted differences and a set of best practices emerged.

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

**Table 12: Promoting Global Learning for All at State Universities**

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

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

**Table 13: Teaching Practices to Develop Globally Minded Students**

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

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

**Table 14: Building Bridges: UT System Collaborations in Engaged Learning**

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

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

*Director of Student and Community Engagement—University of Texas at Dallas; and **Rebecca Karoff**, Associate Vice Chancellor, Academic Affairs—University of Texas System Administration*

*Powerful Pedagogies*

**Table 15: An Experiential Learning Graduation Requirement that Works**

In this discussion, participants will learn about Jacksonville University's successful Experiential Learning (EL) Graduation requirement and its models for Service Learning and Study Abroad. Topics will include 1) the EL program and data showing student learning and participation; 2) the Service-Learning program as a model for EL, including a successful Service-Learning certificate program, service-learning independent studies, and a new Community Service-Learning minor; and 3) strategic expansion of Study Abroad and Away, including the development of the Center for Global Teaching and Learning, a certificate program for Global Learning, enhanced opportunities, and partnerships with international institutions. Discussion will focus on possible actions participants can use at their home institutions.

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

*Powerful Pedagogies*

**Table 16: Developing Global Competency and Ethical Leadership through Global Service Learning**

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

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

*Powerful Pedagogies*

**Table 17: Strategies for Ethical, Community-Engaged Global Learning**

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

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

*Powerful Pedagogies*

**Table 18: Online Global Learning: Connecting Students to Peers Abroad**

This roundtable discussion will explore the use of online communication technologies to connect students with counterparts in other areas of the world. The presenter's work demonstrates that such "bottom-up" pedagogical approaches, even at small institutions, can yield benchmark and even milestone achievement in student global awareness learning outcomes as well as intercultural skills and competencies. Such online student learning activities have the potential to be applied at many levels (such as core curriculum, disciplinary

coursework, and cocurricular activities) of the student higher education experience.

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

*Powerful Pedagogies*

**Table 19: Increasing Global Education through Themed Study Abroad**

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

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

*Powerful Pedagogies*

**Table 20: From International Learning to Global Citizenship**

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

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

*Strategic Planning for Global Learning—Global Learning Experiences*

**Table 21: World Languages Departments and Ethical Global Citizenship**

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

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

*Strategic Planning for Global Learning—Global Learning Experiences*

**Table 22: Rethinking the Mission of Foreign Language Houses on Campus.**

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

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

## SATURDAY, OCTOBER 19, 2019

LOS RIOS FOYER, BALLROOM LEVEL

7:30–11:00 A.M.

CONFERENCE REGISTRATION

REGENCY FOYER, BALLROOM LEVEL

8:00–8:30 A.M.

BREAKFAST

8:30–9:30 A.M.

CONCURRENT SESSIONS

NEUCES/FRIO, HILL COUNTRY LEVEL

*Strategic Planning for Global Learning*

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

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

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

CHULA VISTA, LOBBY LEVEL

*Powerful Pedagogies*

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

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

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

LIVE OAK, HILL COUNTRY LEVEL

*High-Impact Practices*

### **Session 37: Fostering Global Citizenship through Mentored High-Impact Practices**

This session will focus on how institutions can prepare faculty mentors and support global undergraduate research to help students prepare for emerging professions and foster community and global citizenship. Specifically, this session will discuss the importance of high-quality mentoring using ten salient practices applied within multiple contexts through a socioecological model. The presenters will share multiple case studies, including multidisciplinary models of mentoring undergraduate research in local and international

contexts, and participants will be invited to reflect on mentored undergraduate research in their own institutional context.

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

LLANO/PECOS, HILL COUNTRY LEVEL

*Strategic Planning for Global Learning—Global Learning Experiences*

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

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

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

REGENCY WEST 5, BALLROOM LEVEL

*Strategic Planning for Global Learning—Global Learning Experiences—Global Learning in Today's Global Context*

### **Session 39: The Persistent Challenges of Global Citizenship: Curriculum and Cocurriculum**

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

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

REGENCY WEST 6, BALLROOM LEVEL

*Global Learning Experiences—Powerful Pedagogies*

### **Session 40: Telecollaboration 2.0: Full Course Integration**

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

global awareness about themselves and their coaching partners.

**Sonia San Juan**, *Faculty in International Studies and Spanish Languages, Cultures, and Literatures—University of Florida*

BLANCO, HILL COUNTRY LEVEL

**Session 41: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Powerful Pedagogies*

**Shining Our LIGHT: Intercultural Christian Education**

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

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

*Strategic Planning for Global Learning—Global Learning in Today’s Global Context*

**Liberation Engagement for Local and Global Transformation**

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

**Suzanne Selig**, *Professor of Public Health*, and **Erica Britt**, *Associate Professor of English—both of University of Michigan—Flint*

PECAN, HILL COUNTRY LEVEL

**Session 42: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Powerful Pedagogies*

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

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

**Sheela Vemu**, *Assistant Professor of Biology—Waubonsee Community College*

*Powerful Pedagogies*

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

Participants will learn about the development, implementation, and results of a new general education curricular model designed to bring together faculty and students from diverse disciplinary backgrounds to approach a “big idea” central to humanity. Semistructured interviews with faculty and students,

analysis of student work, and a pre- and postassessment provide new insights into how this course model and various pedagogic strategies promote opportunities for interdisciplinary student learning.

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

REGENCY WEST 4, BALLROOM LEVEL

**Session 43: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Strategic Planning for Global Learning*

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

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

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

*Global Learning Experiences—Global Learning in Today's Global Context*

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

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

**Brian Arganbright**, Professor of French, and **Aissata Sackho**, Student—both of Transylvania University

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

BLANCO, HILL COUNTRY LEVEL

*Global Learning Experiences—Powerful Pedagogies*

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

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

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

LLANOS/PECOS, HILL COUNTRY LEVEL

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

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

Agnes Scott College and Susquehanna University are both private liberal arts colleges that require cross-cultural (study away) experiences as part of students' general education. This session will consider the impact of study away requirements and how they connect with students' curricular and cocurricular experiences. The

presenters will work with participants to consider ways to expand participation in study abroad.

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

NEUCES/FRIO, HILL COUNTRY LEVEL

Strategic Planning for Global Learning—Equitable Access

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

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

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

LIVE OAK, HILL COUNTRY LEVEL

Strategic Planning for Global Learning

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

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

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

PECAN, HILL COUNTRY LEVEL

Strategic Planning for Global Learning

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

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

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



REGENCY WEST 4, BALLROOM LEVEL

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

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

Presenters who have been leading campus-wide initiatives around global learning and the Hispanic-Serving Institution designation will briefly discuss their collaboration on these activities to ensure strong linkages between global learning and equity and inclusion strategies. Group discussions will focus on how global learning can advance efforts to (1) expand dominant understandings of merit through a multicultural lens, (2) address achievement gaps and improve performance, (3) improve students' sense of belonging and engagement, and (4) enhance pipelines into employment and graduate/professional education for underrepresented populations.

**Raquel Aldana**, Associate Vice Chancellor for Academic Diversity and Professor of Law, and **Michael Lazzara**, Associate Vice Provost of Academic Program—both of University of California, Davis

REGENCY WEST 6, BALLROOM LEVEL

*Strategic Planning for Global Learning—Powerful Pedagogies*

**Session 50: An Integrated, Intentional, and Immersive Global Education**

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

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

CHULA VISTA, LOBBY LEVEL

**Session 51: INNOVATION/IDEATION SESSION**

This session includes the two separate presentations listed below.

*Strategic Planning for Global Learning—Powerful Pedagogies*

**Multidisciplinary Global Challenge Curriculum Pathways**

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

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

*Strategic Planning for Global Learning*

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

Working to cultivate global learning experiences for students across disciplines, online, and in person, and including the adult learner, Jacksonville University established a Center for Global Teaching and Learning. Through collaborations with many different campus-wide partners, the center has successfully reinvented inclusive global learning and study abroad opportunities. This presentation will

focus on how to leverage university-wide partnerships for global learning, while focusing on a student-centered learning approach.

**Annamarie Kent-Willette**, *Executive Director, Global Teaching and Learning, and Professor of Communications*; **Teresa MacGregor**, *Executive Director, Bisk Center for Professional Studies*; and **Robin Edge**, *Associate Professor of Communication Sciences and Disorders*—all of Jacksonville University

REGENCY EAST/CENTER, BALLROOM LEVEL

**11:00 A.M.—12:00 P.M.**

**CLOSING PLENARY**

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

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

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



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## Hyatt Regency Floorplan

The Losoya Conference Center is located across Losoya Street from the main hotel entrance.

