Report of the Council on Internationalization and Global Engagement

UW-Eau Claire, July 2015

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Executive Summary
In Spring 2013, then interim Chancellor Gilles Bousquet and Provost Patricia Kleine established the University of Wisconsin – Eau Claire’s Council on Internationalization and Global Engagement (CIGE, or the Council) to develop a coherent and integrated approach to internationalization at UW-Eau Claire. On 20 February 2013, Interim Chancellor Bousquet sent letters of invitation (see Appendix I) to 16 people from among faculty, staff, and community members. The Council currently has 21 members, including a student representative.

As explained in the Interim Chancellor’s invitation letter, the initial, overarching goals of the Council were three-fold:
- To inventory the existing international programs, activities, and resources on campus, as well as strengths, weaknesses, and needs;
- To recommend priority areas for action and to develop short-term and longer term strategic goals for each of these areas; and,
- To identify and promote implementation of activities that can be taken up in the very short term

In the original invitation and a follow-up letter to the CIGE Chair (26 June 2013, Appendix II), the Interim Chancellor and the Provost provided the Council with a budget and requested that it address an array of topics, tasks and aspirations regarding internationalization and global engagement at UW-Eau Claire. A listing of the specific issues and tasks, and progress toward addressing them, are summarized in the table at the end of this Executive Summary (Table 3 in the body of the report). Many of the original tasks are still underway as tasks/needs/opportunities emerge and program development continues. A full listing and documentation of CIGE activities and accomplishments are provided in the full report.

Since its establishment, the Council on Internationalization and Global Engagement has accomplished much of what it set out to do. With its broad representation and the experience of its members, it serves as an advisory, deliberative, coordinating, strategic, and implementing group on issues relating to UW-Eau Claire’s internationalization goals.

Ongoing Needs
However, the original intents and purposes that gave rise to the Council remain and will continue. The need for coordination, communication, collaboration, sharing and learning between departments and programs, across campus and in the context of our community and region grow stronger with each new idea, opportunity or necessity. For example, the need to work with Academic Affairs and staff in the Center for International Education (CIE) in response to budget reductions and personnel changes is now critical. Thus, it is expected that the Council will be called upon to play an increased role in international education at UW-Eau Claire and to advise the university on how to proceed. The task is consistent with the Council’s original mandate to help clarify the tasks and responsibilities of CIE, but the timing is now immediate and the need for collaboration is heightened.
**Recommendation**

In recognition of the work of the Council and UW-Eau Claire’s ongoing needs, we recommend that **UW-Eau Claire institutionalize the Council on Internationalization and Global Engagement.** Toward these ends, CIGE recommends that the Chancellor and Provost commission the Council to continue through the Fall 2015 semester under its original mandates, but with the additional tasks of working with Academic Affairs and University Senate leadership to transition itself into a permanent entity by the end of the semester. One appropriate option is as a University Council. As a University Council, CIGE’s membership and function would be based on its current mandate and activities, including responsibility for teaching/learning, curricular issues and assessment related to internationalization and global engagement. To ensure effective operations, the Council recommends maintaining a budget for CIGE programming and operations.

**Progress toward CIGE’s initial charges and tasks, based on 20 Feb 2013 and 26 June 2013 correspondences (see Appendices I and II)**

<table>
<thead>
<tr>
<th>Initial Charges and Tasks</th>
<th>Progress</th>
<th>Explanations and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume responsibility for the Center for International Education’s Advisory Board</td>
<td>Done</td>
<td>IEAB disbanded and function absorbed by CIGE in Fall 2013</td>
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<tr>
<td>CIGE Chair to serve on Chancellor’s Cabinet</td>
<td>Done</td>
<td>Chair of CIGE joins Chancellors Cabinet, Fall 2013</td>
</tr>
<tr>
<td>Model new patterns of collaboration and dialogue in a campus-wide effort</td>
<td>Done/Ongoing</td>
<td>As a university-wide group and forum linking departments, programs, colleges, staff, administration and students, CIGE and its activities represent this new model</td>
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<tr>
<td>Improve information flow between administration, faculty and staff</td>
<td>Done/Ongoing</td>
<td>CIGE Website; all meeting agendas and minutes posted on-line; international event calendar and promotions; program development &amp; info dissemination; CIGE as issue/discussion forum</td>
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<tr>
<td>Quality of education and university-supported experiences abroad</td>
<td>Done/Ongoing</td>
<td>Development, evaluation &amp; application of study abroad assessment tool, w/ Title III (see Appendices V &amp; XVI); evaluation of international partnerships; FLIIE &amp; IFP program development</td>
</tr>
<tr>
<td>Curricular integration of global learning outcomes in context of liberal education &amp; assessment</td>
<td>Done/Ongoing</td>
<td>Working with w/ CETL, Title III, ULEC, CIE, immersion coordinator on study abroad assessment tool; LE core for global learning rubric; discussions on providing R2 credit for semester-long studies abroad</td>
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<tr>
<td>Provide Chancellor &amp; Provost with updates and reports</td>
<td>Done/Ongoing</td>
<td>Done on formal and informal bases, as needed, as requested, through participation in Chancellor’s Cabinet, and through AVC</td>
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<tr>
<td>Faculty and staff development</td>
<td>Done/Ongoing</td>
<td>Attendance and participation in AAC&amp;U “Global Learning in College” conferences; campus workshops with CETL; campus speakers and events; global learning lending library</td>
</tr>
<tr>
<td>Help clarify roles &amp; expectations regarding internationalization and global engagement</td>
<td>Done/Ongoing</td>
<td>Forum for addressing potential confusions and misunderstandings. E.g., travel warning procedure, Political Science's Center for Global Politics, Education's MOU with PUCP/Peru</td>
</tr>
<tr>
<td>CIGE Chair to serve as adviser to the Provost, especially BG funding &amp; curricular issues</td>
<td>Ongoing</td>
<td>CIGE Chair regularly meets with, reports to and advises Associate Vice Chancellor for Curriculum, Internationalization and Immersion; AVC regularly attends CIGE meetings and receives CIGE info</td>
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<tr>
<td>Task</td>
<td>Status</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Assess administration of international programs and coordination of int'l activities</td>
<td>Ongoing</td>
<td>Being studied by subgroups of CIGE (see Appendices XIII an IX); analysis, evaluations, recommendations due in AY15-16; includes identification of cost-neutral study abroad possibilities</td>
</tr>
<tr>
<td>Recruitment and integration of international students</td>
<td>Ongoing</td>
<td>Work with Admissions on international recruiting; FY16 pilot projects to include faculty in int'l recruiting; support move of international student advising to Advising</td>
</tr>
<tr>
<td>Create a vision statement</td>
<td>Ongoing/Incomplete</td>
<td>CIGE Mission Statement adopted Spring 2013; draft UWEC Internationalization mission statement developed; priority areas identified</td>
</tr>
<tr>
<td>Clarify administrative tasks and responsibilities of the Center for International Education (CIE); delineate responsibilities of CIE from those of the Council</td>
<td>Ongoing/Incomplete</td>
<td>Director of CIE a member of CIGE; effort at delineation is ongoing; this is an emergent critical need with the impending departure of Director of CIE in August 2015</td>
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<tr>
<td>Collaboration with external UW-Eau Claire stakeholders such as local business and local government</td>
<td>Ongoing/Incomplete</td>
<td>CIGE includes a member from the EC City Council and local business person from the Dairy industry; discussions have involved needs of migrant community and potential sister cityhood; ongoing need to develop links with community</td>
</tr>
<tr>
<td>Intersection with EDI issues and needs</td>
<td>Ongoing/Incomplete</td>
<td>Discussion of needs of students of color in context of study abroad and the intersection of migration/EDI/global engagement is started; specific attention in AY15/16</td>
</tr>
<tr>
<td>Contribution of extra-curricular activities</td>
<td>Ongoing/Incomplete</td>
<td>Attention to how extra-curricular activities separate from the Liberal Education core has been a lower priority</td>
</tr>
<tr>
<td>Discussion of rationale for internationalization and global engagement vis-à-vis UWEC mission</td>
<td>Incomplete</td>
<td>Much of this has been implicit and taken for granted; needs to be more overt and explicit</td>
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</tbody>
</table>
Introduction
This report concludes the initial, 2-year commission of the University of Wisconsin – Eau Claire’s Council on Internationalization and Global Engagement (CIGE, or the Council). The report begins with a presentation of the background, original intent and evolution of the Council. Since its original charge, the role and contributions of the Council has been evolving. Indeed, it continues to do so in response to its experiences, encounters and as it and its members have learned.

The second part of the report presents and examines the Council’s activities, accomplishments, and contributions over the last two years. As will be shown, the Council and its members have become central in global teaching and learning at UW-Eau Claire, and contribute to the university’s internationalization efforts in a wide variety of ways, from needs identification and assessment to program and policy development. The Council plays an important advisory role and serves as a creative and constructive forum for problem resolution.

This report concludes with an identification of ongoing needs and opportunities at UW-Eau Claire, with recommendations. It has become clear to Council members that internationalization and global engagement at UWEC is a model and aspiration for many other institutions. Numerous factors contribute to this, including the possibilities created by the Blugold Commitment Differential Tuition, top administrative and campus-wide commitment to internationalization and global engagement, a culture of shared governance, strong programming in study abroad, and emphasis on integration and collaboration broadly defined. The creation and contribution of CIGE – with its meaningful commission, strong administrative support, its own budget, faculty and campus-wide buy-in, and indefatigable Council member contributions – is an important part of this. So much so that the one recommendation specifically identified in this introduction is the recommendation that the work of the Council should continue. In fact, this report recommends that the Council be established as a permanent Council, and that current members be asked to continue their service.

Appreciation
Regarding Council members, it would be unthinkable to continue any further without thanking the specific members of the Council for their contributions to CIGE and its work over the last two years. Without remuneration, grumbling or wearying they have actively participated in regular Council meetings, reviewed and revised reports, developed policies and requests for proposals, evaluated proposals, prepared reports, planned events, served on subcommittees, and contributed significantly to advancing a cohesive program of internationalization and global engagement at UW-Eau Claire. Toward that end, this report acknowledges the indefatigable and invaluable contributions of all current and past members (See Table 1). These include faculty members, department chairs, program directors, university staff, and students.
We also thank Kim Reed, the Council’s secretary and program assistant, without whom the Council could not maintain the productive and high level of organization and attentiveness such a project requires, and Associate Vice Chancellor for Curriculum, Internationalization and Immersion, Mike Carney, whose advocacy and ongoing attention to the undertakings and activities of the Council have provided the active support needed to integrate the work of the Council across campus. We also thank interim Chancellor Gilles Bousquet for commissioning the council. Despite serving the university for only one transition year, his experience and commitment to global learning facilitated an effective approach that succeeded his tenure at UW-Eau Claire. Similarly, we thank Chancellor James Schmidt and Provost Patricia Kleine for encouraging and empowering the Council to continue the efforts it began two years ago, for drawing on the capacity it has developed, and for creating an environment that has valorized the Council and its work. In doing so, we have been able to move beyond the potential and conceptual to the meaningfully operational. In these times of transition and flux, UW-Eau Claire administration has seen to it that the Council has had the resources and support to make valuable contributions to internationalization and global engagement at UW-Eau Claire.

**Background and Evolution of CIGE**

In Spring 2013, then interim Chancellor Gilles Bousquet and Provost Patricia Kleine established a university committee to develop a coherent and integrated approach to internationalization at UW-Eau Claire. Citing the priority placed on global learning in UW-Eau Claire’s *Centennial Plan: Transforming our Future, 2008*, recognizing the university’s strength in internationalization and global engagement, and anticipating academic and programmatic needs and opportunities, Chancellor Bousquet asked Paul Kaldjian, Associate Professor, Geography and Anthropology, to chair a new *Council on Internationalization and Global Engagement*. In this sense, the establishment of the Council was not a new initiative but an effort of self-accountability – doing what we said we would do and attempting to do it well.

Drawing from the results of a University Senate workshop (Fall 2011) on improving the efficacy of committees, potential members were identified based on their interest, expertise, experience as effective and productive committee members, and representation of campus units. On 20 February 2013, Interim Chancellor Bousquet sent letters of invitation to 16 people from among faculty, staff,
and people in the community. Student representatives were also sought. In the two years since its establishment, Council members have been replaced and added; the Council now has 21 members.

**Original Charge to the Council**
As explained in the Interim Chancellor’s 20 February 2013 invitation letter (see Appendix I) to prospective Council members, the initial goals of the Council were three-fold:
- To inventory the existing international programs, activities, and resources on campus, as well as strengths, weaknesses, and needs;
- To recommend priority areas for action and to develop short-term and longer term strategic goals for each of these areas; and,
- To identify and promote implementation of activities that can be taken up in the very short term – to address the “less talk, more action” comment that was raised at a campus-wide forum on internationalization on 10 February 2013 (hosted by Madeline Green, a national expert in internationalization and higher education).

The Interim Chancellor further asked the Council to engage the campus in a discussion of the rationale for internationalization and global engagement in light of UW-Eau Claire’s mission, to create a vision statement, to model new patterns of collaboration and dialogue in a campus-wide effort, and to provide the Chancellor and Provost with periodic updates and reports. The letter encouraged the Council to specifically consider such topics as,
- quality of education and university-supported experiences abroad;
- recruitment and integration of international students;
- collaboration with external UW-Eau Claire stakeholders such as local business and local government;
- integration of global learning outcomes into the curriculum, and in particular liberal education (including assessment);
- intersection with EDI issues and needs;
- contribution of extra-curricular activities; and,
- faculty and staff development.

The formation of the Council, its membership, and its intent was presented to the Chairs of the College of Arts and Sciences and to the University Senate in early March 2013 and on 4 March 2013 the Council held its inaugural meeting. Initial meetings were spent on organizing ourselves and trying to understand how best to accomplish our mission – delineating the scope of our tasks, establishing procedures and approaches by which we would carry out our commission, identifying the university’s needs and providing an inventory of its resources, and being realistic about our capacity. (Indeed, one persistent difficulty for the Council has been, simply, how to find a time at which we can all meet). Working groups were established in an effort to distribute tasks and administrative tools – such as a website (www.uwec.edu/cige) and D2L site – were developed to help the Council organize and disseminate information. The Council and its members quickly became a resource for global learning issues on campus – they contributed to a wide range of needs, from developing a study abroad travel warning protocol and international immersion RFP to assisting with assessment and the liberal
education core. A more detailed presentation of the Council’s activities and accomplishments is found in the next section of this report. In June, the Chair of CIGE briefed the incoming Chancellor on the Council, its goals and activities

Mission Statements
In these first months of its work, the Council developed a mission statement for itself and a draft of a mission statement to guide internationalization and global engagement at UW-Eau Claire (see below).

CIGE Mission Statement
The Council on Internationalization and Global Engagement is a two-year committee of students, staff, faculty and community members created to develop an integrated, coherent and purposeful approach to internationalization and global engagement at UW-Eau Claire.

To that end, the Council shall:
- Create a vision for internationalization and global engagement at UW-Eau Claire;
- Inventory and assess existing programs, activities, and resources on campus to
  - identify strengths, weaknesses, needs and opportunities,
  - recommend and promote implementation of activities for immediate action,
  - develop short-term and longer term strategic goals for each; and,
- Engage and advise the campus and community in carrying out the above tasks and communicating its findings.

UW-Eau Claire Internationalization Mission Statement – DRAFT
UW-Eau Claire will prepare students, faculty and staff for active, informed and ethical participation in a pluralistic and globally interdependent world through meaningful learning opportunities on and off-campus and by cultivating commensal relationships between our university community and people, places and cultures beyond the borders of the United States as well as with multi-ethnic individuals and populations in our region.

Expanding Scope of CIGE Responsibilities
In a letter of 26 June 2013 (see Appendix II), the Interim Chancellor and Provost affirmed the work of the Council, endorsed CIGE’s mission statement, and encouraged the Council to finalize the UW-Eau Claire internationalization mission statement. They provided a budget to help CIGE effectively carry out its tasks and to support specific activities and projects to highlight, promote and implement meaningful internationalization and global engagement at UW-Eau Claire. To improve the flow of information between administration, faculty and staff, they requested that the chair of the Council serve on the Chancellor’s Cabinet and to serve as a special adviser to the Provost, especially in matters pertaining to Blugold funding decisions and curricular issues.

The Interim Chancellor and Provost further elaborated on the scope of CIGE’s work and responsibility. They asked the Council to help the university clarify roles and expectations regarding
internationalization and global engagement at UW-Eau Claire, with attention to potential confusions between teaching/learning and administration. Specifically, they asked the Council to
- resume responsibility for the Center for International Education’s Advisory Board;
- clarify the administrative tasks and responsibilities expected of the Center for International Education (CIE), and to delineate the responsibilities of CIE from those of the Council;
- assess administration of international programs and coordination of international activities.

Also in June, the Chair of CIGE briefed the new, incoming Chancellor on the Council, its purpose, goals, intent, and activities. Chancellor Schmidt welcomed the initiative and encouraged its continuation.

Organization and Operation
Initially, the Council attempted to organize its efforts around a series of working groups. The intent was that each working group would work together apart from the whole and report back to it. This would help with the division of labor and allow CIGE members to meet and work on suitable schedules, and draw in participants from beyond CIGE membership. Initially, this seemed to work. Over time, however, some working group topics became prominent enough to be engaged by the whole, and it became clear numerous big tasks proceeding simultaneously was overwhelming. Importantly, however, the tasks originally identified by CIGE and its working groups as primary topics have continued to be the focus of CIGE’s work. In some cases, small working or sub-groups continued to conduct work on behalf of the whole.

Specifically, the category of tasks, needs and issues on which CIGE has been working since its inception follow:
- Advisory – to provide a forum for coordination and advice to faculty, staff and administration
- Resource Inventory – to identify and understand campus capacity and resources
- Policies & procedures – to identify needs, clarify roles, support best practices, advance goals
- Communications – to enhance cross campus collaboration, awareness and learning
- Oversight and evaluation – to evaluate UWEC programs, look for improvement opportunities
- Assessment – to support LE, learning outcomes, progress toward strategic plan
- The Campus 75 – to direct attention to the 75% of UWEC students who do not study abroad
- Implementation – “internationalize” campus – identify, support, promote and host activities

One of the most difficult tasks for Council members was to find a suitable time at which we could all meet. After its establishment in Spring 2013, CIGE met fortnightly for a total of five 2-hour meetings. In the 2013-2014, CIGE met six times in the fall and five times in the spring. In an effort to maximize participation, we had to alternate meeting start times because not all members were free to make the same times. All meetings were two hours.

In 2014-2015, the whole Council again met fortnightly, again at alternating times, 6 times in each of the fall and spring semesters. In recognition of extreme workloads, ongoing scheduling difficulties, and the contributions of Council members outside of meeting times, meeting times were only one hour every two weeks. It should be clear and cannot be stressed enough that Council members – except for the chair, who received summer stipends – were not remunerated for their many, ongoing, and dedicated contributions.
The Agenda and Minutes for all CIGE meetings are found through the CIGE website at www.uwec.edu/CIGE/progress/meetings.htm.

**CIGE Accomplishments and Activities**

Since its inception in Spring, 2013, the Council on Internationalization and Global Engagement has contributed to UW-Eau Claire and across campus in numerous broad ways. The Council has helped

- Increase levels of coordination, collaboration, openness, access, communication;
- As a forum for advice, needs identification, issue resolution, opportunity development;
- Make internationalization and global engagement organic, bottom-up, purposeful.

Much of the work in which CIGE has been engaged has been administrative and structural. How, for example, to strengthen and support operations and programs in ways that increase effectiveness, enhance opportunities to learn from each other and our individual and collective experiences, address and avoid value-subtracting conflicts and obstacles? These CIGE efforts have to do with the intentionality, creativity and efficacy with which we support and deliver quality education, programs and services.

Such work involves attention to procedures as well as relationships between university departments, offices and programs. The more we attend to how and why we do what we do and the way we do them, the more we communicate and share, the more we can learn from and support each other and the less we stumble over each other. At a university like UW-Eau Claire, these are wide-ranging, from assessment or travel requirements to the dispersal of grant monies or the integration of administration with teaching/learning.

Soon after the creation of CIGE, for example, the UW-Eau Claire Foundation ask the Council to assume responsibility for administrating an annual sum of money that the Foundation had set aside to support international programming. For years, the Foundation had been distributing the money on an ad hoc, first-come-first-served basis to supplement various faculty needs. While the approach served a necessary purpose, it had more recently started generating resentments among those unaware of or late to this source of funding. The Foundation did not have a protocol for disbursing this money, and this opportunity had become a burden. It was this funding that CIGE used to develop the Department to Department program (D2D, see more under the list of activities below), an opportunity advertised and available to all departments on campus to support department level international relationship building.

An imperative element of making internationalization and global engagement a living and daily part of UWEC life and learning is recognizing the needs of the Campus 75 – that majority of students who do not learn abroad. Part of this is to increase accessibility to learning abroad opportunities and accessibility – this is being done, for example, through the wide range of international immersions, research and field experiences, as well as through such things as increased outreach, informed advising, financial aid and creative programming. In this way, the number of students involved in
learning abroad will increase. Yet, despite the creative scheduling and financing of the various learning abroad opportunities, the needs of those who won’t participate by travelling – i.e., the majority of UWEC students – remain.

Thus, the Council has prioritized the need to bring internationalization and global engagement to students who are unable to travel while they are at UW-Eau Claire. The obvious approach is to provide learning and experiential activities on campus – such can be seen below among the activities that CIGE has initiated and sponsored. To enhance the effectiveness of campus programs, though, the Council recognizes the different needs and circumstances among the various academic departments and programs. Faculty are advisors, they prepare students for global engagement, they incorporate student experiences back into their curriculum, and each discipline has different needs and priorities. So, rather than a one-size-fits-all program, the Council believes it is important that departments develop what is best for them, their students and their faculty. The Department to Department program, the International Events & Programs, and departmental involvement in international student recruitment are all examples of a focus on departments. Department Internationalization Plans – should a department choose to develop one – could be used as a way of encouraging departments, assessing their effectiveness, and giving them credits for their progress and accomplishments.

The work of the Council was maintained and momentously enriched by its budget, not only for the obvious opportunities such a budget creates, but as evidence of institutional support. Indeed, the budget enabled CIGE to allow a wide range of events and activities, honoraria, programs, pilot projects, travel, professional participation, student and LTE support, resources, a summer stipend for the chair, and supplies. In many cases, the budget was used to leverage additional monies from other departments and programs. CIGE demonstrated notable stewardship in managing its budget. In each of its first three years, the council used only a portion of its budget allocation, in part because the anticipated programs took a long time to develop; in other cases CIGE was able to leverage support from other sources, such as other institutions, department, Title III and Foundation funding. As the work and expectations of CIGE expand, the Council is expected to be able to effectually use the full budget originally anticipated for it. Table 2 compares budget allocations to expenditures.

Table 2. CIGE Budget, 2013-2015

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<td></td>
<td>$32,091</td>
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*Progress vis-à-vis CIGE’s original mandate and charges*

With reference to CIGE activities and involvements, the Table in the Executive Summary summarizes the Council’s original charges and indicates progress toward those initial tasks. As the information in the table indicates, the Council has actively and diligently made progress on the three broad categories of tasks set before it in Spring 2013. All of these are ongoing. Though the Council has not comprehensively published an (1) *inventory and assessment of UW-Eau Claire’s resources, strengths and weaknesses*, the Council has been gathering data which it uses to inform its efforts.
Indeed, such data has been used to identify and (2) **recommend priority areas for action**, including the need to be clear about expectations and responsibilities, the emphasis on department-level programming, and attention on the Campus 75% (those UWEC students who do not pursue a learning abroad activity). From the activities and efforts identified above, the Council has taken seriously its mandate to (3) **identity and promote implementation of activities**.

Following is a specific accounting of the projects, accomplishments, and activities in/on which the Council and its members have been directly involved since Spring 2013. Links are provided to relevant websites and documents.

**CIGE supported, advised on, served on development of…**
1. Updated Travel Warning/Advisory Procedure (**Appendix III**)
2. Revised LE Core Global Learning Rubric (**Appendix IV**)
3. Study Abroad Assessment Tool (**Appendix V**)
4. FLIEE program and RFP development (**Appendix VI**)
5. FLIEE and IFP proposal reviews
6. Intercultural Immersion Coordinator hire
7. Department of Political Science’s Center for Global Politics (**Appendix VII**)
8. Review of APC memorandum regarding fulfillment of foreign culture credits (3 credits) for students who complete a Faculty-Led International Immersion Experience (FLIEE).
9. UWEC/College of Education MOU with umbrella agreement with **Pontificia Universidad Católica del Perú** (PUCP) (**Appendix VIII**)
10. UWEC Peace Corps Prep Program with CAS/Liberal Studies, CIE (**Appendix IX**)
11. Integration of International Student recruiting with Admissions
12. Presentation and Participation at 2015 AAC&U Conference, Ft. Lauderdale, FL
13. Participation of CIGE Chair in the Chancellor’s Cabinet

**CIGE initiated and sponsored activities**
1. Hire of Kim Reed, CIGE Secretary
2. CIGE/CETL Global Learning lending library (**Appendix X**)
3. Created CIGE logo & drafted university internationalization mission statement
4. Resource Inventory – carried out faculty and staff/administrator surveys
7. Developed website ([www.uwec.edu/cige](http://www.uwec.edu/cige)) with schedule of international events
8. Established Department to Department Partnerships RFP using Foundation funds (**Appendix XI**)
   a. 2013-14 Proposals funded
      i. Ed Studies-PUCP Initiative (February 2015)
      ii. Geography & Anthropology-partnerships with Aberdeen, Scotland, & PUCP (July 2014) (**Appendix XI**)
iii. Music & Theatre Arts-partnership with Stellenbosch University (July 2014)
iv. Political Science & Criminal Justice-partnership with University of Stirling-Scotland (TBD)

b. 2014-15 Proposals funded
i. History-partnership with University of Stirling (Spring-Summer 2015)
ii. Women’s Studies-partnership with Women’s University in Africa (Fall 2015-Spring 2016)
iii. Women’s Studies-Partnership with Miranda House, Delhi University (September 2015)

9. Established International Events & Programs RFP (Appendix XII)
   a. 2014-15 Proposals funded
      i. Biology-Conservation in Galapagos: past, present, and future (April 2014)
      ii. Music & Theatre Arts-PUCP collaboration (February 2015)
      iii. Management & Marketing- From the International Boardroom: Experiences and reflections on managerial and marketing practices (April 2015)

10. Established Working groups – Preliminary reports include:
    a. Oversight and Evaluation (Appendix XIII)
    b. International Partnerships-Draft Report (Appendix XIV)

11. Finalized and signed MOU with Pontificia Universidad Católica del Perú (PUCP) (Appendix VIII)

12. Applied rubric & developed protocol to assess study abroad, w/ CETL, Title III, ULEC, CIE + final report/recommendations (Appendix XV)

13. Consolidation of duties
    a. CIGE to take on IEAB role
    b. CIGE to help CIE review faculty teach abroad applications (AY 2015-16)

14. 2013-2014 Sponsored Events
    a. NAFSA Webinar – Cross-Campus Collaboration: Strategies for Successful Internationalization, 17 July 2013
    b. Participation in a “Global Learning Dialogue” with Pontificia Universidad Católica del Perú, 5 December 2013
    c. Cultural Insights photo contest co-sponsored with CIE, February 2014 (Appendix XVI)
    d. Kennedy Warne, National Geographic writer, Place and Identity in the New Zealand Rainforest, 22 April 2014 and class visits (Appendix XVII)
    e. 14th Symposium on East Europe, 2-3 May 2014, with class visits (Appendix XVIII)
    f. The Soldier and the Refusenik, Israeli Occupation, 6 May 2014 (Appendix XIX)
g. NAFSA Webinar to sustain and improve internationalization initiatives
   – *Making Data Come Alive: Diverse Methods for Engaging Stakeholders in
     Meaningful Assessment*, 24 April 2014

15. 2014-15 Sponsored Events
   a. Elizabeth Redden, international issues journalist, *Inside Higher Ed*,
      25 Sept 2014 (Appendix XX)
   b. CIGE/CETL workshop on D2D, October 2014 (Appendix XXI)
   c. CIGE/CETL workshop on Thoughtful Photography, November 2014
      (Appendix XXII)
   d. Collaborations with Chippewa Valley Book Festival, e.g., Frank Bures,
      travel writer, October 2014 (Appendix XXII)
   e. Backgammon Tournament, with McIntyre Library and community,
      February 2015 (Appendix XXIII)
   f. *Humans of Study Abroad* photo contest co-sponsored with CIE,
      February 2015 (Appendix XXIV)
   g. Campus visit of Peruvian contingent under D2D and PUCP MOU,
      February 2015 (Appendix XXV)
   h. Immersions Week, April 2014 (Appendix XXVI)

16. Upcoming Events & Activities, planned and proposed
   a. Kardenimmit, Traditional Finnish music to Eau Claire,
      September 2015 (Appendix XXVII)
   b. AAC&U conference 2015, presenting workshop on D2D (Appendix
      XXVIII)
   c. Student hire for UWEC Centers on international programming
   d. UW-System Internationalization Symposium (Proposed and under
      development)
   e. International broadcasting & event programming on campus
   f. Integrating international students with domestic students
   g. Enhance and focus international partnerships
   h. Support & build on department-level initiatives/events, e.g. East
      Europe Symposium
   i. Work with Departments to develop Department Internationalization
      Plans (DIPs)
   j. Monthly CIGE/CETL presentations/workshops – e.g., on DIPs, Service
      Learning
   k. CETL/FLIE communities of practice
   l. Work with Chancellor’s office on gifts when travelling abroad
   m. Continue to work toward meeting needs of Campus 75%
   n. Visit to Peru under PUCP D2D and MOU
   o. Pilot projects of including faculty in international recruiting –
      Math/Actuarial Science to Malaysia in Sept 2015
Conclusions
In the 2 ½ years since the establishment of the Council on Internationalization and Global Engagement, it has accomplished much of what it set out to do. With its broad representation and the experience of its members, it has served as an advisory, deliberative, coordinating, strategic, and implementing group on issues relating to UW-Eau Claire’s internationalization goals. It has been a resource and advocate for effective international programming and expanded the scope of the university’s globally engaging efforts and activities. In doing so, it has established itself as a central and valued UW-Eau Claire committee in support of programming and administration and attempts to provide stability and consistency in a dynamic and creative academic environment. Thus, despite – and in part because of – the Council’s contributions, there is still much to do. Some of its original tasks are still underway, new tasks/needs/opportunities regularly emerge, and programs it has developed continue.

Ongoing Needs
The original intents and purposes that gave rise to the Council remain and will continue. The need for coordination, communication, collaboration, sharing and learning between departments and programs, across campus and in the context of our community and region grows stronger with each new idea, opportunity or requirement. While the Council has started discussions regarding the delineation of responsibilities and expectations, e.g., between faculty/departments and administration, between teaching/learning and administrative needs and requirements, and even between programs and departments, legislative actions of this past year have created many new needs as well as opportunities in internationalization and global engagement that will need attention over the next years. It may helpful to identify examples of specific needs:

- Departments need to be acknowledged for their work. Internationalization and global engagement is not a one-size-fits-all endeavor, and what is best for each department, discipline, program varies. The D2D program was developed in recognition of this. Further, it may behoove departments to develop their own unique Department Internationalization Plan (DIP) for how they will globally engage their students, staff, faculty, curricula, and programs.
  ○ Toward this end, Departments and programs need to be recognized for their efforts. This could be accomplished, for example, through the SAM-PAM accountability measures. CIGE will develop this with Departments and administration.
- The need to delineate responsibilities and expectations, for example, between teaching/learning and administration, or between disciplinary departments
and programmatic offices. This past year, CIGE, CIE, and other faculty and staff worked very effectively together on the development, implementation, and evaluation of a study abroad assessment tool. After numerous iterations, we believe we have a better (though not at all complete) understanding of student learning and needs in the context of study abroad and immersions.

- Based on initial results, UW-Eau Claire needs to provide comprehensive, site and context specific preparation to students before they embark on learning abroad experiences. Toward this end, faculty need to help prepare students for study and learning abroad.

- The need to work with Academic Affairs and staff in the Center for International Education (CIE) in response to budget reductions and personnel changes is now critical. With anticipated personnel changes in CIE, it is expected that the Council will be called upon to play an increased role in international education at UW-Eau Claire and to advise the university on how to proceed. The task is consistent with the Council’s original mandate to help clarify the tasks and responsibilities of CIE, but the timing is now immediate and the need for collaboration is heightened.

Related to all of the above, the need to manage, organize, promote, advocate, support, consult, resolve, and recommend is ongoing. Specifically, attention to student engagement, with emphasis on the Campus 75%, must be a priority. In recognition, the need to enhance culturally and intellectually challenging international and globally engaged programming at UW-Eau Claire remains. At the same time, the need to identify and develop cost-effective and cost-neutral study abroad opportunities continues.

Overall, the need to develop, set, and assess progress toward meaningful internationalization goals is critical at a liberal arts institution such as ours, and is difficult to accomplish without a teaching/learning-oriented committee such as CIGE.

**Recommendation**

The original mandate of the Council concludes with the production of this report. Yet, the intents and purposes behind the Council’s establishment continue – CIGE was not established to solve a single, discrete problem but to attend to ongoing needs, tasks, and aspirations. **Thus, our first and primary recommendation is for UW-Eau Claire to institutionalize the Council on Internationalization and Global Engagement.** Toward these ends, CIGE recommends that the Chancellor and Provost commission the Council to continue through the Fall 2015 semester under its original mandates, but with the additional tasks of transitioning itself into a permanent entity by the end of the semester.
While there are numerous models for how to institutionalize CIGE, the Council recommends that the Council work with Academic Affairs and University Senate leadership to consider CIGE as a University Council under PART III, Article Four: University Governance Committees and Councils (FASRP, 2013). Specifically, because of CIGE’s teaching/learning and faculty orientation, we believe it is appropriate to be organized as a University Council. Indeed, the University Honors Council appears to be a meaningful model for the CIGE – recognizing, though, that CIGE is broader in its activities and serves a greater portion of the university community - both internationally and domestically. CIGE’s membership and function as a University Council would be based on its current mandate and activities, including responsibility for teaching/learning, curricular issues and assessment related to internationalization and global engagement.

To ensure effective operations, the Council recommends maintaining a budget for programming and operations, a stipend for the Council Chair, and at least a ¼-time LTE for administrative support, without which the Council cannot function. The total FY budget should be approximately $50,000 to continue the work of CIGE.

University Senate Chair Freymiller affirm (10 July 2015) this as an appropriate approach and agrees that the University Senate Executive Committee will be willing to work with CIGE in the Fall of 2015 to complete this process in time for inclusion in the January 2016 edition of UW-Eau Claire’s Faculty and Academic Staff Rules and Procedures (FASRP). Specifically, should administration endorse the recommendation to institutionalize CIGE, the Council will, with Chair Freymiller’s help, draft language for the FASRP regarding membership and functions in time to be put into motion for the Senate Executive committee to consider prior to being presented to the full University Senate in the Fall.

PK, 17 July 2015
Appendices

I. Invitation to serve on Council
II. Memo from Interim Chancellor & Provost
III. Travel Warning/Advisory Procedure
IV. LE Core Global Learning Rubric
V. Study Abroad Assessment Tool
VI. FLIE RFP
VII. Department of Political Science’s Center for Global Politics Proposal
VIII. UWEC College of Education MOU with umbrella agreement with Pontificia Universidad Católica del Perú (PUCP)
IX. Peace Corp Prep Proposal
X. Lending Library
XI. D2D RFP with Department of Geography and Anthropology Trip Report
XII. International Events & Programs RFP
XIII. Oversight and Evaluation Report
XIV. International Partnerships-Draft Report
XV. Study Abroad Artifact Assessment Final Report
XVI. Cultural Insights photo contest
XVII. Kennedy Warne, National Geographic writer, Place and Identity in the New Zealand Rainforest
XVIII. 14th Symposium on East Europe
XIX. The Soldier and the Refusenik
XX. Elizabeth Redden, international issues journalist
XXI. CIGE/CETL workshop on D2D & Thoughtful Photography
XXII. Frank Bures, travel writer
XXIII. Backgammon Tournament, with McIntyre Library and community
XXIV. Humans of Study Abroad photo contest
XXV. Campus visit of Peruvian contingent under D2D and PUCP MOU
XXVI. Immersions Week
XXVII. Kardenimmit, Traditional Finnish music group
XXVIII. AAC&U conference 2015, presenting workshop on D2D
February 20, 2013

Erik Hendrickson, Professor
Physics
UW-Eau Claire

Dear Erik,

I am writing to invite your participation in the newly formed UW-Eau Claire’s Council on Internationalization and Global Engagement to be chaired by Dr. Paul Kaldjian, Department of Geography & Anthropology. As you know, global learning was identified as a priority in UW-Eau Claire’s Centennial Plan: Transforming our Future, 2008, and much good work has taken place in the past few years. Internationalization and global engagement are already strong at UW-Eau Claire, but we need to think creatively and boldly if we are to meet the goals we have laid out, to meaningfully serve our students, and become truly distinctive in this area.

I am forming this committee to further the development of a coherent and integrated approach to internationalization at UW-Eau Claire. The need for such an approach has become clear from ongoing campus discussions and was soundly endorsed during discussions at the Feb 10, 2013 Forum with Madeleine Green. My interest is to build on the momentum that UW-Eau Claire’s faculty and staff have built up over the years.

The overall goals of the team are three-fold:
- To inventory the existing international programs, activities, and resources on campus, as well as strengths, weaknesses, and needs;
- To recommend priority areas for action and to develop short-term and longer term strategic goals for each of these areas; and,
- To identify and promote implementation of activities that can be taken up in the very short term – to address the “less talk, more action” comment that was raised at the recent Forum with Madeleine Green.

Toward these goals, I would like the Council to undertake the following tasks:
1. Engage the campus in a discussion of the rationale for internationalization and global engagement in light of its mission and context and create a vision statement.
2. Identify a series of key topics that will be explored by various sub-groups of the Council. These might include:
   a. quality of education and university-supported experiences abroad;
   b. recruitment and integration of international students;
c. collaboration with external UW-Eau Claire stakeholders such as local business and local government;
d. integration of global learning outcomes into the curriculum, and in particular liberal education (including assessment);
e. intersection with EDI issues and needs;
f. contribution of extra-curricular activities;
g. faculty and staff development.

The sub-committees working on each of the areas you select will undoubtedly draw from the participation of individuals outside the Council membership.

1. By early April, provide to me and Provost Patricia Kleine a list of the topics you have chosen and the membership of the subcommittees
2. By early April, a recommendation of two to three initiatives that can be undertaken this semester
3. By mid-May, provide to me and Provost Patricia Kleine, a draft vision statement for internationalization and global engagement at UW-Eau Claire, and a preliminary plan/report from each of the sub-committees
4. By the beginning of June, provide to me and the Provost a report that outlines the Council’s work plan for 2013-2015. The Council will provide a progress report to the new Chancellor and to the Provost at the end of each semester through 2015.

The formation of the Council represents an opportunity to hold an inclusive discussion about the future of internationalization and global engagement at UW-Eau Claire, and I encourage you to reach out to colleagues in your respective departments and across departments. Their input into the vision statement will be essential to its success as a guiding instrument. It will be extremely important to the future of internationalization at UW-Eau Claire to ensure that this is a campus wide effort, and that new patterns of collaboration and dialogue are modeled with this exercise.

Thank you again for considering this important undertaking. I hope that this opportunity to guide UW-Eau Claire on how to move forward with internationalization and global engagement will be exciting and rewarding. Dr. Kaldjian will contact you immediately about convening the Council.

Sincerely,

Gilles Bousquet, Ph.D.
Interim Chancellor

gb/js

c: Patricia Kleine, Provost and Vice Chancellor
Paul Kaldjian, Associate Professor, Geography & Anthropology
DATE: June 26, 2013

TO: Paul Kaldjian, Chair
UW-Eau Claire Council on Internationalization and Global Engagement

FROM: Gilles Bousquet
Interim Chancellor

Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs

Thank you and the Council on Internationalization and Global Engagement (CIGE) for taking on the critical and important task of systematically identifying, organizing, coordinating and evaluating the many and varied activities related to international teaching, learning, research and administration on our campus. The Council has accomplished much in a short time and, as needs have been identified, the Council has adapted well to what seems like a growing scope of work. This may be inevitable — as inventive opportunities are identified, creative activities develop, and new understanding emerges, administrative needs grow and conventional practices may be insufficient. This is how we learn and grow, and we want to do it intentionally, smartly and toward shared goals. As a committee of dedicated, experienced, and conscientious professionals, the Council is central to facilitating this change. The council is well-suited to address a wide variety of university needs from serving in an advisory capacity to providing much-needed evaluation, communication and coordination functions.

Toward that end, we recognized that such work can be difficult and we want to take this opportunity to encourage the Council to continue in the work that it has started. We do this by affirming the approach the Council has taken, and follow this up with specific issues and areas we wish the Council to consider for action.

We endorse the mission statement that the Council has developed, based on the Interim Chancellor’s initial charge to the Council and the Council’s subsequent activities:

**CIGE Mission Statement**

The Council on Internationalization and Global Engagement is a two-year committee of students, staff, faculty and community members created to develop an integrated, coherent and purposeful approach to internationalization and global engagement at UW-Eau Claire.

To that end, the Council shall:
- Create a vision for internationalization and global engagement at UW-Eau Claire;
- Inventory and assess existing programs, activates, and resources on campus to:
  - identify strengths, weaknesses, needs and opportunities;
  - recommend and promote implementation of activities for immediate action;
  - develop short-term and longer term strategic goals for each; and,
- Engage and advise the campus and community in carrying out the above tasks and communicating its findings.

Excellence. Our measure, our motto, our goal.

Office of the Chancellor • Schofield 204 (715) 836-2327 • fax: (715) 836-2902
Similarly, we support the draft mission statement the Council has developed for the university. We look forward to its finalization based on university-wide input.

**UW-Eau Claire Internationalization Mission Statement - DRAFT**

UW-Eau Claire will prepare students, faculty and staff for active, informed and ethical participation in a pluralistic and globally interdependent world through meaningful learning opportunities on and off-campus and by cultivating communal relationships between our university community and people, places and cultures beyond the borders of the United States as well as with multi-ethnic individuals and populations in our region.

We look forward to the next steps as the Council thinks about our hopes and expectations for internationalization and global engagement at UW-Eau Claire, namely, the development of a vision statement to help direct our activities over the next few years.

As an indication of the importance with which the university views the Council and its work, and to help it effectively carry out its mission, we emphasize the following:

1. To improve campus-wide coordination and help coordinate international activities and the administration of the international programs at UW-Eau Claire, we ask the Council to:
   a. Serve as the Center for International Education's (CIE) Advisory Board. The Council should draw from the current Advisory Board membership as appropriate. This should be accomplished at the beginning of Fall Semester 2013.
   b. Clarify the administrative tasks and responsibilities expected of the Center for International Education, and to delineate the responsibilities of CIE from those of the Council by the end of Fall Semester 2013
   c. Assess the administration of international programs and the coordination of international activities by the end of Spring Semester 2015, with an interim report at the end of Spring Semester 2014. We encourage the Council to work with the Provost’s office to enlist.Ensure CIE’s cooperation and involvement as appropriate.
   d. Provide regular updates on the Council’s activities to the Chancellor and Provost.

2. We have provided the Council with a budget through the 2014-2015 fiscal year to help with the Council’s ongoing tasks as well as toward specific activities and projects to highlight, promote and implement meaningful internationalization and global engagement at UW-Eau Claire (See attached.)

3. To improve the flow of information between administration, faculty and staff, we request that the chair of the Council serve on the Chancellor’s Cabinet and serve as a special adviser to the Provost, especially in matters pertaining to Blugold Commitment funding decisions and curricular issues. We believe this will enhance communication and coordinate decision-making on issues of internationalization and global engagement across campus and the Eau Claire community.

cc: James Schmidt, Chancellor; Mike Wick, Associate Vice Chancellor for Academic Affairs; Stephanie Jameiske, Budget Officer for Academic Affairs; Karl Markgraf, Director, Center for International Education; Paul Kaldjian; Erik Hendrickson; Teresa Kemp; Analisa De Grave; Rose-Marie Avian; Karen Havholm; Alan Rieck; Eric Torres, Cheryl Lapp; Nancy Hanson-Rasmussen; Cindy Albert; Quincy Chapman; Colleen Marchwick, Kerry Kincaid, President, Eau Claire City Council, and John Rosenow, Rosenholm Wolfe Dairy
## ATTACHMENT

### BUDGET – Council on Internationalization and Global Engagement

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### NOTES:

- Unclassified Salaries (excluding fringe rates)
  - One month summer salary per year ($6,421)
  - Sixteen faculty project stipends per year (16 * $250)
  - Six credits course release backfill in third year (6 @ $2,000)

- Temporary Salaries:
  - .25 LTE office support in second and third years (.25 * 2088 @ $14/hr)
  - Two honorarium payments per year (2 @ $1,500)
  - One student worker (10 hr/week AY, 20 hr/week SMR @ $9.00/hr)

- **Travel**:
  - Two faculty trips first year (2 @ $1,250)
  - Five faculty professional development trips in second and third year (5 @ $1,250)
  - Two speakers in second and third years (2 @ $1,250).

- **Supplies**:
  - Books ($1,000)
  - Office Supplies ($2,500)
  - Opportunity projects per year (4 @ $2,500)
University of Wisconsin-Eau Claire Procedure
Related to State Department Travel Warnings
and University-Sponsored Travel Abroad

Introduction

UW-Eau Claire is committed to providing a broad spectrum of international experiences for our students, faculty, and staff. We strongly encourage study abroad in University-approved programs, participation in other credit and non-credit international experiences, and faculty international research. At the same time, in the face of the safety risks in the world today, we are also committed to protecting the health and safety of students, faculty, and staff when they journey outside the borders of the United States.

We strongly recommend that before traveling to any part of the world, faculty, students, staff, and other members of the University community (hereinafter referred to as “others”) familiarize themselves with the U.S. Department of State website (http://travel.state.gov), paying particular attention to the “Current Travel Warnings” section, which lists countries and regions about which the U.S. Government has serious concerns for American travelers, and the “Public Announcements” section, which articulates health and safety issues in various countries or regions. Although UW-Eau Claire does not prohibit travel to countries for which “Public Announcements” have been issued by the State Department, we urge all travelers to seriously consider the risks in visiting such locales. It is the responsibility of the individual traveler to consult the State Department website to obtain current information about the health and safety conditions of the proposed destination. In addition, all individuals traveling or studying abroad on a University program or an affiliated program must sign the “UW-System Uniform Statement of Release” form. All individuals participating in University-sponsored programs or approved affiliated programs abroad must also obtain CISI insurance from the Center for International Education before departure.

1.0 Policy Governing Travel to Countries on the State Department’s “Current Travel Warnings” List

In order to protect the health and safety of its undergraduate and graduate students, faculty, staff, and others, UW-Eau Claire prohibits University-sponsored travel to those countries or regions of countries for which the State Department has issued a Travel Warning that includes any of the following phrases:

• orders departure of U.S. dependents and non-emergency personnel;
• recommends that any U.S. citizens remaining in the country should depart;
• (strongly) warns U.S. citizens against (all) travel to the country (region); or
• warns (urges) U.S. citizens to defer (all) (non-essential) travel to the country (region).

Click here to view current Travel Warnings on the State Department’s website (http://travel.state.gov).

Any reference to “Travel Warning” in this document refers to the specific kinds of warnings referenced above in 1.0.

When the State Department Warning (1.0) targets a specific region(s) of a country, but not the country as a whole, travel is only prohibited to those regions identified by the Travel Warning.
specified in 1.0 above. This restriction applies to the University’s own study abroad programs, faculty international research activities, University-sponsored travel programs (e.g., sports teams, performing groups, volunteer activities, organized tours for community members or alumni, etc.), and study-away experiences sponsored by affiliated programs. Approval for University-sponsored study abroad or travel in these locations is suspended for the duration of the Travel Warning (1.0 above).

2.0 Student Travel

2.1 No UW-Eau Claire student is permitted to embark on study abroad in the affected country/region nor are any short-term programs led by University faculty permitted to depart as long as the Travel Warning (1.0 above) is in effect.

2.2 If a student receives formal approval to participate in a program location prior to the issuance of a Travel Warning (1.0 above) or to the development of a critical situation, the University’s approval will be suspended until such time as the Travel Warning has been lifted or the critical situation is no longer a concern.

2.3 In the event that a Travel Warning (1.0 above) is issued or a critical situation arises while a UW-Eau Claire student is participating in a University or an affiliated program already in progress, the University will do all that it reasonably can to facilitate actions to address the safety and security concerns of the individuals in the program.

2.4 If a UW-Eau Claire student chooses on his or her own to enroll in a study abroad program or pursue any academic work in a country/region where a Travel Warning (1.0 above) has been issued, the student will not receive:

- support from any UW-Eau Claire office or department,
- any financial assistance from UW-Eau Claire,
- CISI insurance coverage issued through UW-Eau Claire or the UW System, or
- pre-approved credit for the work undertaken in that location.

An exception to this provision of pre-approved credit may be made in cases in which students return to their home countries (they must possess the passport of that country) and are under their parent(s)’s or guardian’s care. With special permission, these students can receive prior approval for courses taken in their home countries. However, such students will not receive support from any UW-Eau Claire office or department, any financial assistance from UW-Eau Claire, or CISI insurance coverage through UW-Eau Claire or the UW System.

3.0 Faculty and Staff Organizing Group Travel Experiences in Countries on the State Department’s “Current Travel Warnings” List

No UW-Eau Claire sponsored travel programs may embark for affected areas while the Travel Warning (1.0 above) is in effect. A Travel Warning must be lifted before a University-sponsored trip may depart. In the case of UW-Eau Claire programs already underway when a Travel Warning for the country/region is issued or a critical situation arises, the University, in consultation with the
faculty member on site and other knowledgeable sources, will do all that it reasonably can to facilitate actions to address the safety and security concerns of the individuals in the program.

4.0 Faculty and Staff Consulting, Travel, and Research

4.1 UW-Eau Claire encourages faculty to develop international connections and to pursue international research. We do, however, strongly recommend that before traveling to a region of the world, faculty and staff familiarize themselves with the U.S. Department of State website (http://travel.state.gov) and carefully assess the health and safety risks posed by travel to a particular area.

4.2 Normally, faculty or staff may not use any UW-Eau Claire administered funds, whether its own monies or those received through external granting agencies, to support travel to or research activities in countries/regions that have been designated by the State Department “Travel Warning” specified in 1.0 above. Furthermore, UW-Eau Claire will not permit faculty or staff members to travel to these areas on university-related business.

4.3 If faculty or staff make the personal decision to travel to countries/regions that have been designated by State Department “Travel Warning” specified in 1.0 above, they do so as private individuals with no connection to UW-Eau Claire.

4.4 An exception to the policy articulated for faculty and staff (4.2) may be granted under extraordinary circumstances (i.e., travel to high-risk regions) by the chancellor of the University or his/her designee. Faculty and staff who seek personal exceptions to this policy must complete a “UW-Eau Claire International Travel Waiver Request Form – Employee Travel” along with a signed copy of the “Employee Acknowledgement of Risks in Traveling to Countries on the State Department’s Travel Warning List”.
# Liberal Education Assessment Rubric

**Responsibility Outcome 1:** Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

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<th>Benchmark met (1 Point)</th>
<th>Benchmark exceeded (2 Points)</th>
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<td>A. Student understands there are diverse social-group (such as race, class, gender, sexualities, ethnicity, religion) perspectives.</td>
<td>Demonstrates minimal or no understanding of diversity of social-group formation and perspectives.</td>
<td>Identifies and describes how and why social-groups may have different perspectives.</td>
<td>Explains the relationship between different social-group perspectives.</td>
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<tr>
<td>B. Student understands impact of dominant assumptions (such as race, class, gender, sexualities, ethnicity, and religious beliefs) on the social construction of individual identities.</td>
<td>Demonstrates minimal or no understanding of the impact of dominant assumptions on the social construction of individual identities.</td>
<td>Identifies and describes the historical and/or institutional development of the dominant assumptions that influence the development of individual identities.</td>
<td>Explains how institutions maintain the dominant assumptions that influence the development of individual identities.</td>
</tr>
<tr>
<td>C. Student understands systems of privilege (such as racism, sexism, classism, heterosexism, linguicism, able-ism and colonialism) and oppression within societal structures.</td>
<td>Demonstrates minimal or no understanding of systems of privilege and oppression. May show openness to the reality of these systems in the past but does not see them as having any impact in the present.</td>
<td>Identifies systems of privilege and oppression and describes the place of these systems within societal structures. Recognizes the reality of these systems in the past and does see them as having impact in the present.</td>
<td>Explains the dynamics of systems of privilege and oppression and their impact on institutional and interpersonal experiences, opportunities, and outcomes.</td>
</tr>
</tbody>
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Critical Reflective Assignment
What I learned in my study abroad experience
2015-16 Academic Year

As the world becomes ever more complex and inter-connected, it becomes increasingly important to recognize, analyze, and evaluate those complexities and connections between systems, institutions, and issues in local and global contexts, and across cultures. Global Learning also explores the personal and social responsibility required for ethical global citizenship and develops the skills necessary to thrive in a pluralistic and globally interdependent world. UW-Eau Claire has defined three elements to Global Learning, described below. Study abroad experiences foster opportunities for global learning in significant and transformative ways.

Reflecting on your study abroad experience, please answer each of the following questions individually, using concrete examples to support any observations made. You are expected to critically reflect on and evaluate your study abroad experience and its contribution to your intellectual understanding, personal growth, and professional/career aspirations. You should include the contributions of your coursework – as well as out-of-class experiences – in your answers. Avoid broad generalizations regarding the culture as well as your experience such as “it was great” or “It changed my life”. Support your statements with specific examples for a reader who has never been to this country.

1. Provide a brief introduction and overview of your study abroad experience (1-2 paragraphs).

2. Global Learning Element A: Demonstrate knowledge of the world’s diverse cultures, environments, practices, or values. While abroad, you may have encountered and engaged with a range of differences between your host country and the U.S. The experience of difference may have prompted you to reflect upon the nature of difference and how and why these differences exist and what they mean. Your return to the U.S. may have prompted further reflection upon difference.

   Using one to two examples, explain how your study abroad experience advanced your knowledge and understanding of ONE of the following: the world’s diverse cultures, environments, practices or values (2-3 paragraphs).

3. Global Learning Element B: Learn to evaluate global systems, institutions and relationships of power in a historical or geographical context. You may have encountered and engaged with global, transnational forces and power (forces that shape societal and individual experiences in your host country, and/or in the U.S.). You might have begun to ask questions about global forces and global dynamics and the way that they shape societal and individual experiences. Or, you may have learned about education, the media, religions, marriage and the family, civil society, healthcare, or other formal or informal institutions.

   Using one to two examples, describe how your study abroad experience has impacted your knowledge and understanding of ONE of the following: global systems, institutions, or relationships of power (2-3 paragraphs).

REV June 2015
Critical Reflective Assignment
What I learned in my study abroad experience
2015-16 Academic Year

4. Global Learning Element C: Develop an understanding of the global implications of individual and collective actions. As you study abroad, you may begin to question where you and your experiences, values, and actions fit within an increasingly globalized world. You may recognize that the choices that individuals and groups make have wide-reaching, transnational, even global effects.

Using one to two examples, identify and describe how a decision (or lack of a decision) made by people in your home community or country has impacted your host community or country. Or, if you prefer, identify and describe how a decision/lack of a decision made by people in your host community/country has impacted your home community/country (2-3 paragraphs).

5. Describe a disorienting experience that challenged your assumptions, and why you found it disorienting. How did the experience challenge your previous knowledge of the world’s cultures, environments, practices, or values? How did the experience help you to understand how your decisions and the decisions of others have global implications? (2-3 paragraphs).

6. Explore and reflect on how you see your study abroad experience integrating into your life. How has your study abroad experience changed your goals, aspirations, or perceptions? Are you or do you plan to do anything differently after returning home from this study abroad experience? (2-3 paragraphs).

7. Finally, please attach two pictures, with captions, that illustrate what was important and meaningful about your experience.

Students who provide exceptional answers to the questions will be invited to participate in the Provost’s Honor Symposium in the spring following the study abroad experience. Student work will be publicly available to faculty and administrators as evidence of the impact of learning study abroad programs for our students, as well as to other students who are thinking about studying abroad, and to benefactors looking for ways of supporting high-impact programs for students. Submitted work will also be used as a component in assessing the merits of UW-Eau Claire’s study abroad programming.

Create a cover sheet that provides the following background information:
Name:
Major(s)/Minor(s):
Site(s) of Experience:
Dates of Experience:
(Expected) Graduation Date:
Support from UW-Eau Claire: Scholarship name: ________________________ $______________

REV June 2015
Faculty-Led International Immersion Experiences (FLIIE) Program

Request for Proposals

Fiscal Year 2015-2016 proposals due (targeting immersions planned for Winterim or Summer 2016):

- January 26, 2015 to your Department Chair, Program Director, or Supervisor
- January 30, 2015 to Shanti Freitas in Academic Affairs

Goals of the Faculty-Led International Immersion Experiences (FLIIE) Program

- To increase student access to high-impact learning abroad experiences
- To deepen student cultural competence through global engagement, study and experience
- To tap and develop faculty expertise in building global relationships
- To bring faculty and student learning, capacity and understanding from the experience back to UW-Eau Claire

Context/Funding Sources of this RFP

This program is made possible by a Blugold Commitment Grant funded for 2013-2016. The goal of the program is to encourage and support faculty-led international immersion experiences for undergraduate UW-Eau Claire students by providing funds to defray student costs and, thus, increase possibilities and opportunities for participation. Programs may focus on issues, themes or locations with geographical, cultural or historical significance, current events or issues of importance to the people of the places travelled.

Deadlines

The deadline for proposals (submitted through BP Logix) is January 26, 2015 to your Department Chair, Program Director, or Supervisor and January 30, 2015 to Academic Affairs. Proposals will be reviewed by a committee of UW-Eau Claire faculty and staff with expertise or experience in learning abroad and international education. The total number of programs funded depends on the number of applicants and quality of proposals. It is anticipated that 8-10 experiences serving 90-120 students will be funded. Academic Affairs will confirm awards by February 27, 2015.

Eligibility

The FLIIE program is open to current UW-Eau Claire faculty and academic staff with 0.50 FTE or greater appointments. New applicants are highly encouraged, but must demonstrate sufficient knowledge of the country and culture, and feasibility of the program. Repeat applicants must demonstrate past program achievements, such as student learning, met program goals and learning outcomes, and impact on the UW-Eau Claire community. The receipt of funding one year does not guarantee funding in future years. Interested faculty and academic staff are encouraged to apply for other Blugold Commitment-funded immersion programs; however, each program proposal should be unique and date and time conflicts across the programs must be avoided.

Program Requirements

To receive FLIIE funding, programs must meet the following requirements:

- Serve UW-Eau Claire undergraduate students*
- Occur outside the continental United States and require a passport to get there
- Be at least 2 weeks in duration (including travel)
- Tie directly to UW-Eau Claire Global Learning Outcomes (http://www.uwec.edu/Assess/libed/outcomes.htm)
- Include pre-experience preparation, post-experience guidance, and opportunities for student growth
- Assess student learning on the program objectives, and submit a final report and assessment
- Begin after July 1, 2015 and occur during the fiscal year that ends June 30, 2016 (some exceptions apply for summer programs that may take place over the end of the fiscal year)

*While students are encouraged to participate in multiple high-impact immersions, each student is eligible to receive Blugold Commitment funding for only one FLIIE experience, in an effort to extend access to all UW-Eau Claire undergraduate students.
Program Priorities
Programs which demonstrate the following will be given preference by the selection committee:

- Deep, cognitively rigorous and inter-culturally engaged experiences (in contrast to tourist experiences)
- Interdisciplinary, collaborative, and innovative models
- Efforts to have a meaningful and positive impact on the people and places of the host community, while recognizing power dynamics and systems of inequality
- Collaboration with local partners, and substantial opportunities for intentional interaction and engagement with host community members and leaders, local students, or local organizations/institutions, to contribute to meaningful and beneficial relationships with the host community
- Targeting students who might not otherwise be able to or consider semester or year-long study abroad options (the 75% of students on UW-Eau Claire campus who have traditionally not studied abroad*)
- A concerted effort to keep costs down, where possible
- A thoughtful, long-term plan that addresses subsequent years of programming and faculty leader participation

*This includes but is not limited to students in Nursing, Education, and STEM majors, students of color, nontraditional students, and students with high financial need. For resources about diversity in study abroad: http://www.nafsa.org/Content.aspx?id=42315

Faculty-Led International Immersion Experience Proposal Guidelines for Submission:
Applications must be submitted using the e-form available in BPLogix under Academic Affairs. The e-form includes:

- Applicant Information and Abstract
- Budget Estimates
- Routing and Approval Signatures
- Required Attachments: Application Narrative (found here http://www.uwec.edu/Undergrad/FLIIEFacultyandStaff.htm)
- Recommended Attachments: Program Itinerary, Course Syllabus, Letters of Support from local partners

Routing and Approval of FLIIE Grant Programs:
The departments/programs and/or colleges of all faculty/staff coordinating these FLIIE programs must read and approve the FLIIE grant proposal. These include first level supervisors [typically a department chair or unit administrator] for all departments involved and next level supervisor [typically a College Dean, AVC, or VC]. Supervisors should comment on the quality and significance of the FLIIE program, and forward the proposal to the next appropriate person. If two or more Chairpersons or Deans are involved, each must review and indicate approval.

Budget Directions:
Use the “Budget Estimates” section of the e-form to indicate all expenses for the program and projected income sources. Clearly indicate which budget items are requested through this proposal, and specify other funding sources and participant contribution. Repeat programs should base the budget on past actual expenses, including inflation. New programs must demonstrate sufficient basis for budget line items. You can include a short budget description for further detail, including any research or requested quotes for budget line items.

Proposals that demonstrate a concerted effort to keep costs down, where possible, will be prioritized. For example, it is not possible to control or influence international flight costs; however, it is possible to make programmatic decisions about accommodations, in-country transportation options, use of tour agencies or organizations charging overhead costs, etc. to lower the overall program cost, while still taking into account student safety.
Narrative Directions:
Please use the Application Narrative Word Document to provide your answers for each section below, and then upload it as an attachment to the e-form. Use the suggested answer length provided on the Word document to guide you through the narrative. The total uploaded document cannot exceed 7 pages.

I. **Goals of the Experience:** Please describe your learning objectives, and explain how these learning objectives align with the Global Learning Outcome (R2): evaluate the impact of systems, institutions and issues in local and global contexts and across cultures (http://www.uwec.edu/Assess/libed/upload/R2-Operational-Rubric.pdf). If these learning objectives fit better under a different Liberal Education Learning Outcome, please explain.

II. **Participants:** Indicate your target student audience and numbers. Programs must focus on undergraduate students. Desired student participation is 12 students per experience. If this is not appropriate or feasible, please explain. Programs that target students who might not otherwise consider study abroad will be prioritized.

III. **Course Association:** Please explain if this immersion experience will be associated with a course, bundle, existing program, etc. Immersion experiences may be either credit bearing or non-credit bearing.

IV. **Location:** Describe the culture(s) of the location and how this location can achieve a result different from one obtained by studying culture in the classroom. The setting must be outside the continental U.S. and travel must require a passport. The selection committee will take into account diversity of location when making funding recommendations. **Note:** In some cases, travel to countries or regions on the U.S. Department of State’s Travel Warning List is prohibited. Please see UW-Eau Claire procedures for travel to countries on the U. S. Department of State’s Travel Warning List (http://www.uwec.edu/CIE/divisions/uwecfaculty/travel-policy-and-waiver.htm).

V. **Duration:** State the length of your program and academic term, and your justification for this length. The experience must be at least 12 full days of immersion (allowing an additional 2 days for travel). It is recognized that a longer experience would likely be richer for the students but may not be feasible when considering potential constraints on students (e.g., family obligations, cost, employment obligations, academic calendar, etc.). If 12 full days in-country is absolutely not feasible for your program, justify why, and how you will make up for in-country immersion with other program components. **Note:** Travel and associated travel reimbursement forms are to be completed by June 30, 2016. For summer programs that may take place over the end of the fiscal year, Academic Affairs will make special arrangements for fiscal year-end deadlines.

VI. **Pre-Program Preparation:** Describe how you will prepare students for the experience prior to travel. Some ideas could include readings or assignments about the culture and history of the program location, orientation about program itinerary and managing expectations, or group team building activities. Programs that provide thoughtful consideration to adequately preparing students for their experience will be prioritized.

VII. **In-Country Itinerary:** Describe the program activities, and what students will be doing in the host country. This could include lectures, site visits, excursions, service learning projects, homestays, etc. Provide detail about the extent to which students will be immersed in the host culture, and how assignments or activities will enable the students to contextualize the experience to better understand the Liberal Education Learning Goals. Because guided, critical reflection is a key component to global learning and experiential education, state how students will be given the opportunity to reflect, discuss, and process their experiences while in-country. Deep, cognitively rigorous and inter-culturally engaged experiences, in addition to substantial opportunities for interaction and engagement with host community members and leaders, local students, or local organizations/institutions will be prioritized. Attach a draft itinerary or course syllabus if possible to the e-form.
VIII. **Community Connections**: Please describe your connections with the people and community with whom you intend to work. If you have yet to establish entrée into the community, please describe how you intend to become connected and build meaningful relationships. Proposals that include collaboration with local partners to contribute to meaningful and beneficial relationships with the host community will be prioritized. Attach Letters of Support from local partners if possible to the e-form.

IX. **Risk Management and Safety**: Research and describe the health and safety concerns associated with the program location (consider potential for crime, natural disasters, transportation, food and water, etc.). Address how you will prepare students for those risks before travel, and how you will mitigate those risks while in-country. Useful links are: Centers for Disease Control and Prevention (http://www.cdc.gov/), U.S. Department of State (http://travel.state.gov/travel/travel_1744.html), and Association for Safe International Road Travel (http://www.asirt.org/).

X. **Post-Program Follow-Up and Impact on UW-Eau Claire**: One of the goals of the FLIIE program is to bring faculty and student learning, capacity and understanding back to UW-Eau Claire, and a requirement is post-experience guidance. Describe what you plan to do with students after returning to campus and how you could encourage and support them in processing and sharing their experiences with a larger community.

XI. **Assessment Plan**: Indicate which Global Learning Outcomes will be used to assess student learning. If you will assess student learning along a different Liberal Education Learning Outcome, please explain. Describe how you plan to assess student learning along these outcomes, and what artifacts from the experience will be used as evidence of student learning. Artifacts could include a pre/post survey, journals, projects, reflection papers, student narratives, or travel blogs. After the experience is completed, all funded programs must submit a summary of the assessment as well as excerpts or examples of student work that was assessed.

XII. **Future Programming and Sustainability**: State plans for this program in future years, and how often it is planned to run. If determined, include names of future Faculty/Staff Leaders. If not yet determined, describe plans to integrate new faculty, and describe strategies for faculty recruitment and training. Programs that plan to run for multiple years, and have a thoughtful and innovative approach to sustainability will be prioritized. This may include collaborations with colleagues and/or other departments at UW-Eau Claire, possible additional future funding sources, and/or collaborations with the international partners, community members and/or institutions. **Note**: Currently, funding is not available for multi-year awards, and each program must reapply each year. The receipt of funding one year does not guarantee funding in future years.

XIII. **Faculty Qualifications and Preparation**: Please state the qualifications and expertise of the faculty/staff leaders, both in the country and content of the proposed program. Include what you will do to prepare to lead the immersion, and how this experience ties into your professional development.

XIV. **Additional Documentation**: Programs that have run in previous years (with or without BCDT funding) must demonstrate past program achievements, including student learning, meeting program goals and learning outcomes, and impacting the UW-Eau Claire community. This could include excerpts from the final program report, student evaluations, student reflections or artifacts, or a description of past program achievements. New programs must demonstrate sufficient faculty qualifications and program feasibility. This could include letters from local partners, detailed program itinerary, or a list of prior immersion experiences/locations. You can include these documents as attachments to the e-form if necessary.
Funding Guidelines:
Items that are eligible to be funded include the following (for specifics and guidelines, see the Accounts Payable Website under Travel http://www.uwec.edu/Bussvs/acctpay/index.htm):

- Faculty stipend for program planning and for leading the program, not to exceed $1500 per faculty/staff or $3000 total per proposal. **Note:** faculty salaries for the teaching of courses related to the proposal are not affected by the stipend payment.
- International airfare
- In-country transportation
- Accommodations
- Activity and admissions fees
- In-country services and admin including guides, internet access, phones, tips
- Faculty/Staff Per Diem for meals
- Honoraria to individuals or organizations

Items that are NOT eligible to be funded include the following:

- Tuition
- Per diem for student meals (complimentary breakfasts offered by hotels are not considered per diem)
- Passport and Visa costs for students

Blugold Commitment FLIE funding will cover 50% of total allowable costs, in addition to faculty stipends. Student financial contribution to the experience will include the other 50% of total allowable costs, plus additional estimated costs of non-eligible expenses such as tuition, meals, and passport fees.

Total amount awarded will not exceed $2500 per student.

Scholarships for eligible students are applied after Blugold Commitment funding.

Guideline for Proposal Budgets
Based on actual expenses of past funded FLIE proposals, a 3-week international immersion for 12 students and 2 faculty might request about $18,000 – $26,000 total in FLIE funding. This amount would be 50% of the total program budget, including faculty stipends. Of course, this varies based on such things as international flight costs and the cost of living at the immersion location. However, proposals that demonstrate a concerted effort to keep costs down, where possible, will be prioritized. A sample budget sheet can be seen on the Immersions website here: http://www.uwec.edu/Undergrad/FLIIEFacultyandStaff.htm. Use the e-form to indicate the budget for your proposal.

Proposal Submissions and Assistance:
Proposals should be submitted to Ms. Shanti Freitas (freitasb@uwec.edu) through the e-form. Proposals are due, with all required signatures and approvals, by January 30, 2015.
Proposal for Establishing

_UWEC Department of Political Science Center for Global Politics (PSCGP)_

1. **Purpose and Functions**

**Vision**

The Department of Political Science wishes to contribute to the goal of making UW-Eau Claire the Upper Midwest's premier institution for global learning. We believe the establishment of a Political Science Center for Global Politics (PSCGP) will enable us to consolidate our department's international expertise, together with our teaching, research and communications, into a collective identity that will significantly enhance our ability to make such a contribution.

We envision the PSCGP as a vehicle for attracting new students to the study of global politics, students who will hopefully major or minor in our department’s programs, but who will also through this be attracted to study in other disciplines within the field of global studies. We hope the PSCGP can also become a resource for other departments and programs on campus as they internationalize their curricula. In these ways we believe we can help UWEC’s Council on Internationalization and Global Engagement (CIGE) promote and accelerate integrative global learning across our institution’s curriculum.

The Department of Political Science also believes this proposal dovetails with CIGE’s encouragement for UWEC’s departments and programs to construct plans to internationalize their curricula. In this sense, a PSCGP represents the next significant development in our department’s plan for internationalization.

**Mission and Objectives**

PSCGP will foster interdisciplinary education, scholarship and community outreach in the field of global politics by:

- attracting new students to the study of global politics
- encouraging the inclusion of global politics content and courses in interdisciplinary and integrative experiences, for example, in `bundled’ courses
- supporting collaborative research on global political issues
- providing opportunities for scholars and practitioners of global politics to visit and interact with students and the community
- encouraging global political awareness on campus through the organization of educational events and other extracurricular activity
- develop outreach to the local community on global political issues
- acting as a repository of information for students seeking advice on graduate programs in Political Science or pursuing careers within the field
Purpose & Function As They Relate To Goals Of The Centennial Plan

As declared in UWEC’s Centennial Plan, it is the vision of our institution that we become ‘the premier undergraduate learning community in the Upper Midwest, noted for rigorous, integrated, globally infused, undergraduate liberal education.’ To achieve this, the Plan has two foundational goals; the first to transform learning and the second to transform the University. To achieve our vision for truly transformative learning, the Plan focuses on three specific goals, one of which is to accelerate global learning. The Department of Political Science’s goal in establishing the PSCGP is thus to achieve exactly what the Plan has called for; ‘to [help] bring the world to our students and our students to the world.’

Through the coordination, development and innovation of integrative and purposeful educational experiences in the field of global politics, PSCGP will help our institution achieve Goals 1, 2, 3, 5 and 6 of its Centennial Plan. By encouraging a more internationalized culture on campus; by helping to recruit and retain more diverse faculty and staff; and by helping development programs that support faculty and staff and foster inclusivity, equity and diversity, PSCGP will also help our institution achieve Goal 4 of its Centennial Plan.

What Will We Do For Curriculum, Research And Service/Outreach?

I. Curriculum

Goal: To create and offer a curricular portfolio that promotes global learning and encourages purposeful and integrative learning.

Specific Offerings:

1. Majors: The Department of Political Science presently offers a Comprehensive Political Science major with an emphasis in World Politics. The potential exists to convert this into a Major in Global Politics
2. Minors: The Department of Political Science presently administers an interdisciplinary Minor in Global Studies
3. Certificates: The Department of Political Science presently offers a Certificate in International Affairs
4. Bundles: We can encourage the inclusion of global politics courses into bundles and other integrative learning opportunities
5. Immersion experiences: One of our faculty has received an International Fellows Program grant for 2014/15 to take three students to Indonesia to research on Islamic political parties. We will seek similar opportunities for our faculty and students. Political Science faculty will also be encouraged and supported in organizing faculty-led immersion programs
II. Research/Scholarship

Goal: Create an entity that promotes, encourages and supports collaborative, mindful and globally focused research and scholarship among our students, faculty and the wider community.

PSCGP will:

1. Serve as a unifying ‘global politics identity’ for our Political Science faculty when pursuing external funding or publications
2. Encourage, support and organize faculty-student research activities in the field of global politics.
3. Encourage research collaborations in the field of global politics
4. Serve as the forum for inviting relevant speakers, creating lecture series, hosting seminars, workshops or conferences in the field of global politics

III. Service/Outreach

Goal: Serve as the portal and source for creating and informing a community of globally aware, globally engaged citizens.

PSCGP will:

1. Work with UW-Eau Claire’s News Bureau to provide expertise on global politics
2. Publicize and showcase curriculum and research conducted within PSCGP’s portfolio (e.g. on a PSCGP webpage)
3. Create a website that serves as a central source and portal for information on campus and for community events related to the PSCGP mission
4. Collaborate with student organizations operating within PSCGP’s mission
5. Cooperate and collaborate with other campuses and institutes within the UW-system and with external organizations working in the field of global studies, eg. The Wisconsin Institute for Peace and Conflict Studies

2. Organization Structure and Bylaws or Operating Procedures

The membership will include faculty and staff from the Department of Political Science, as well as interested faculty and staff from across campus. Bylaws and operating procedures will be developed over time.

3. Evaluation

PSCGP will maintain a current webpage and links for communicating all PSCGP events, accomplishments and programs. For evaluation, PSCGP will provide a biennial report and then an institutional review every six years to the Provost and Vice Chancellor that would follow standard protocol for reviews.
4. **Support**

We have no working budget at this time but we anticipate that our future budget will involve federal grants, private funding and other sources. Proposed internal sources include, but are not limited to: differential tuition funding, ORSP student-faculty collaborative grants, the UW Foundation and an Alumni fund.

5. **Staffing**

The initial operating structure of PSCGP will be organized on a voluntary basis and will include a steering committee composed of a director, faculty from the Department of Political Science and several interested faculty and staff from across campus. It will also have an external advisory board. All faculty and staff positions will be reviewed within their respective departments according to the Departmental Personnel Evaluation Plans. Professional activities of an individual will be recognized depending on the emphasis, i.e., administrative service, research, and equitable to that occurring within their department/unit.

6. **Space**

PSCGP will be provided with an office within the Department of Political Science
Memorándum de Entendimiento

Con el fin de crear lazos de cooperación institucional, facilitar la colaboración académica y promover el entendimiento mutuo, la Universidad de Wisconsin-Eau Claire y la Pontificia Universidad Católica del Perú, convienen en establecer un marco de cooperación educativa y científica.

Declaramos que:

Compartimos la responsabilidad y el interés en crear y promover una red inclusiva de educación global y el diseño de iniciativas de educación global que promuevan la justicia social.

Creemos que:

1. El diseño de un currículo global, auténtico, viable y culturalmente relevante es una tarea necesaria que puede ser satisfecha de un modo más eficiente mediante la cooperación de agentes educativos internacionales que asuman una perspectiva crítica que facilite tanto el diálogo académico Norte/Sur como el diálogo Sur/Sur.

Memorandum of Understanding

In order to create cooperative institutional ties, facilitate scholarly collaboration and promote mutual understanding, the University of Wisconsin-Eau Claire and the Pontificia Universidad Católica del Perú agree to establish a framework for educational and scientific cooperation.

We declare that:

We share a responsibility and an interest in the creation and promotion of an inclusive, global education network and in the design of global education initiatives that promote social justice.

We believe that:

1. The design of an authentic, viable, culturally relevant global curriculum is a necessary task that can be completed in the most efficient way through the cooperation of international educational partners who assume a critical perspective and facilitate both North/South and South/South academic dialogue.
2. La educación para la democracia en un contexto global requiere la identificación y análisis crítico de la conexión entre diversos asuntos de interés local, regional y nacional con sus contrapartidas expresadas en términos de políticas públicas internas e internacionales.

3. Los estudios globales en educación superior deben explorar e investigar las diferentes dimensiones que subyacen en procesos globales de orden político, económico, social y cultural.

4. La internacionalización de la educación debe incluir la evaluación sistemática de los resultados obtenidos y la valoración de los niveles de reciprocidad simétrica y asimétrica alcanzados entre los agentes cooperantes.

Las partes convienen en precisar que, tratándose de un convenio de colaboración, el mismo no supone ni implica transferencia de recursos económicos ni pago de contraprestación alguna entre ambas instituciones. Las partes convienen en colaborar en la tarea de solicitar ayuda financiera a instituciones idóneas cuando se estime necesario.

Un acuerdo entre nuestras Facultades de Educación está incluido como Anexo 1 y un listado de temas generadores de diálogo en el área de Educación está incluido como Anexo 2 y forman parte del presente convenio. La implementación de las actividades que correspondan a cada objetivo y/o tema generador de diálogo será acordada en cada caso específico y de acuerdo a las posibilidades de cada institución.

Anexos adicionales que incluyan otros temas así como otras áreas de investigación pueden

2. Education for democracy in a global context requires the identification and critical analysis of the connection between disparate issues of local, regional and national interest with their correlating discourses expressed in terms of internal and international public policies.

3. Global studies in higher education must explore and research the educational dimensions embedded in global processes of political, economic, social, and cultural nature.

4. The internationalization of education must include the systematic assessment of the outcomes and the due appreciation of the symmetric and asymmetric levels of reciprocity accomplished between the cooperating agents.

Both parties agree to specify that this Agreement, being a Cooperation Agreement, does not mean or imply either transfer of economic resources or payment of consideration between both institutions. The parties agree to collaborate in requesting financial support to pertinent institutions when necessary.

An agreement between our Colleges of Education is included as Addendum 1 and a list of overarching questions in Education is included as Addendum 2 and are part of the present agreement. The implementation of the activities corresponding to each objective and/or overarching question shall be negotiated and dealt with in each specific case and according to the possibilities of each institution.

Additional addenda about different overarching questions or concerning other areas of research
incluirse dentro del marco general de este Memorándum de Entendimiento mediante el acuerdo escrito de los respectivos representantes.

Los arreglos logísticos requeridos como condición para todo intercambio de estudiantes bajo este Memorándum de Entendimiento se encuentran listados en el Anexo 3 y forman parte del presente convenio.

Las partes se comprometen a respetar los derechos de propiedad intelectual de cada cual respecto de la producción intelectual desarrollada o utilizada en el marco del presente convenio. Los derechos intelectuales respecto a cada obra conjunta serán pactados por las partes con carácter previo a la realización de la misma.

Las partes no usarán el nombre, logotipos, emblemas, y marcas registradas de la contraparte sin su consentimiento previo y por escrito.

El presente convenio tiene una vigencia de cinco (5) años computados desde el día en que los representantes de ambas Universidades hayan registrado sus firmas, pudiendo ser renovado mediante la suscripción de una adenda.

Las partes acuerdan que cualquiera de ellas podrá resolver el presente convenio dando un aviso de seis (6) meses de anticipación a la contraparte. La denuncia no afectará la validez y continuidad de responsabilidades ulteriores provenientes de obligaciones pendientes.

Todas las desavenencias o controversias que pudieran derivarse de este convenio son resueltas entre las partes siguiendo las reglas de la buena fe y común intención.

may be included under this Memorandum of Understanding through written agreement of the representatives involved.

The logistical arrangements required as a condition for every student exchange project under this Memorandum of Understanding are listed as Addendum 3 and are part of the present agreement.

Each party shall respect the intellectual property rights of its counterpart related to the intellectual property used or developed within the frame of this Agreement. The intellectual property rights regarding a common work shall be agreed by both parties before its execution.

The parties shall not use the name or trademark of its counterpart without previous and written consent.

This agreement will be in force for five (5) years, from the day the representatives of both Universities affix their signatures, it may be renewed by signing an addendum.

Either party may dissolve this agreement by giving the other a six (6) month notice. Such termination shall not affect the validity and continuity of any incomplete discharged obligation agreed upon by the two parties before termination.

Both parties hereby agree that in the event of a dispute, conflict or claim between them, the rules of good faith and the parties’ intentions must be followed.
En representación de la
Pontificia Universidad Católica del Perú

Dr. Marcial Rubio Correa
Rector
Fecha: 23-02-2015

For and on behalf of
University of Wisconsin-Eau Claire

Dr. James C. Schmidt
Chancellor
Date:
Anexo 1

Con el fin de crear lazos de cooperación institucional, facilitar la colaboración académica y promover el entendimiento mutuo, la Pontificia Universidad Católica del Perú y la Universidad de Wisconsin-Eau Claire, han establecido un marco de cooperación educativa y científica. Dentro de este marco de entendimiento nuestras Facultades de Educación convienen en colaborar para la consecución de lo siguiente:

1. Diseñar un marco conceptual para nuestros programas de Educación que incluya una perspectiva global y multicultural que incluya las experiencias nativas e indígenas.

2. Diseñar instrumentos apropiados para evaluar el desempeño cualitativo de estudiantes de educación y licenciados en educación con énfasis en procesos educativos globales centrados en el educando.

3. Colaborar en la construcción del conocimiento a través de:
   a) Proyectos de investigación dirigidos por miembros de la facultad y alumnos de pre y postgrado de ambas instituciones.
   b) Experiencias interculturales dentro del contexto del Programa Académico de Educación y a través de experiencias de inmersión cultural con énfasis en el aprendizaje en posiciones de servicio.
   c) Intercambio de profesores y estudiantes a nivel de pre y post grado.

Addendum 1

In order to create cooperative institutional ties, facilitate scholarly collaboration and promote mutual understanding, the University of Wisconsin-Eau Claire and the Pontificia Universidad Católica del Perú have agreed to establish a framework for educational and scientific cooperation. Within this frame of understanding our colleges of Education agree to collaborate in the pursuit of the following:

1. Design an academic framework for our Teacher Education programs that includes a global and multicultural perspective that includes native and indigenous experiences.

2. Design of appropriate tools to assess the qualitative performance of student teachers and licensed teachers focused on learner-centered global education.

3. Collaborate in the production of knowledge through:
   a) Research projects involving faculty members, undergraduate and graduate students from both institutions.
   b) Cross-cultural experiences in the context of Teacher Education courses and through experiences of cultural immersion with an emphasis on service learning.
   c) Exchange of Education faculty and students at graduate and undergraduate levels.
d) Proyectos de aprendizaje de cooperación a distancia que permitan negociar perspectivas globales en el contexto de experiencias curriculares en matemática, ciencias sociales y naturales, tecnología y las artes.

4. Diseñar oportunidades de educación continua en un contexto global.

En representación de la
Facultad de Educación
Pontificia Universidad católica del Perú

[Dra. Carmen Coloma
Decana
Fecha: 23/02/15]

For and on behalf of
College of Education and Human Sciences
University of Wisconsin-Eau Claire

[Dr. Carmen Manning
Dean
Date: 23/02/15]
Anexo 2

Con el fin de crear lazos de cooperación institucional, facilitar la colaboración académica y promover el entendimiento mutuo, la Pontificia Universidad Católica del Perú y la Universidad de Wisconsin-Eau Claire, han establecido un marco de cooperación educativa y científica. Dentro de este marco de entendimiento nuestras Facultades de Educación han convenido en colaborar para el desarrollo de investigación conjunta. Con este fin ambas instituciones desean explorar inicialmente los siguientes temas generadores en Educación:

1. ¿De qué modo puede una red internacional de instituciones educativas contribuir al diseño de un currículo global?
2. ¿Qué oportunidades existen para la innovación pedagógica, libertad académica, y el acceso universal a la educación en un currículo global?
3. ¿Cuáles son los desafíos estructurales que un currículo global presenta a las instancias de gobierno institucional y a la garantía de la calidad y equidad en la educación?
4. ¿Cuáles son los desafíos que los contextos globales presentan al liderazgo educativo?
5. ¿Cuál es la dinámica de economía política entre la producción del conocimiento y la gestión del conocimiento?
6. ¿Cómo se forma la política de educación pública?
7. ¿De qué modo la cultura juvenil, el sentido de identidad, y la cultura popular influyen la formación de políticas públicas?
8. ¿De qué modo los conceptos de género, clase social y raza informan la noción de ciudadanía global en el contexto de la Educación y desarrollo de un currículo global sostenible?

Addendum 2

In order to create cooperative institutional ties, facilitate scholarly collaboration and promote mutual understanding, the University of Wisconsin-Eau Claire and the Pontificia Universidad Católica del Perú have agreed to establish a framework for educational and scientific cooperation. Within this frame of understanding our colleges of Education have agreed to collaborate in the pursuit of joint research projects. With that purpose both institutions agree to initially explore the following overarching questions in Education:

1. How can institutional networking contribute to the design of a global curriculum?
2. What opportunities are there for pedagogical innovation, academic freedom, and universal access to education in a global curriculum?
3. What are the structural challenges that a global curriculum presents to governance, quality and equity protections in education?
4. What are the challenges of Educational Leadership in global contexts?
5. What are the political and economic dynamics of knowledge production and knowledge management?
6. How is public education policy shaped?
7. How do youth culture, identities, and popular culture inform public policy making?
8. How do gender, class and racial inequalities relate to the notion of global citizenship in the context of Education and the development of a sustainable global curriculum?
9. ¿Cuál es el rol de los procesos de estandarización internacional en un currículo global?
10. ¿Cuál es la pedagogía tras las fuerzas que promueven la globalización del mercado?
11. ¿Cómo podemos llegar a la compresión uno mismo a través de la comprensión del otro?
12. De qué modo se pueden articular tecnologías transformativas con raíces culturales tradicionales indígenas y nativas en un currículo global?
13. ¿Cuál es el rol de las lenguas extranjeras en la internacionalización del currículo?
14. ¿Cuál es el rol de la música en un currículo global culturalmente sensible?

Dra. Carmen Coloma
Decana
Fecha: 23/02/15

9. What is the role of international standardization in a global curriculum?
10. What is the pedagogy behind the market forces of economic globalization?
11. How can one understand the self through otherness in a global scenario?
12. How can transformative technologies be articulated to traditional indigenous and native cultural roots in a global curriculum?
13. What is the role of world languages in the internationalization of the curriculum?
14. What is the role of creative expressions in a culturally sensitive, globalized curriculum?

Dr. Carmen Manning
Dean
Date:
Anexo 3
Memorándum de Entendimiento sobre arreglos logísticos para el intercambio de estudiantes entre la Universidad Católica del Perú (PUCP) y la Universidad de Wisconsin-Eau Claire (UWEC) bajo el marco de cooperación educativa y científica celebrado entre ambas instituciones.

1. Número de Intercambios Estudiantiles: Las instituciones convienen en intercambiar un total de 4 unidades estudiantiles por año (entiéndase cada unidad como un estudiante de intercambio asistiendo durante un semestre académico). El período de intercambio estudiantil puede durar de un semestre a un año académico. La institución receptora lo hará con la condición de que los recursos académicos se hallen disponibles y los arreglos de hospedaje puedan ser facilitados.

2. Selección de Estudiantes: La expectativa es que la institución de origen seleccione solamente a estudiantes de buen rendimiento académico. Los estudiantes de intercambio deberán satisfacer los criterios de admisión establecidos por la institución receptora. La institución receptora se reserva el derecho de dar una aprobación final a los estudiantes de intercambio seleccionados. El proceso de selección debe contener lineamientos claros para la inclusión de minorías como parte del proceso.

3. Transferencia de Créditos. La institución de origen considerará y decidirá el modo en que los créditos obtenidos por los estudiantes de intercambio que envíe han de ser transferidos y documentados en el correspondiente record académico del estudiante.

4. Arreglos financieros: Los estudiantes de intercambio deberán permanecer matriculados como estudiantes con carga académica completa durante todo el período que dure el intercambio y deberán pagar la pensión y derechos académicos correspondientes a la institución de origen. Dichos estudiantes serán matriculados en la institución de destino sin tener que pagar pensión ni otros

Addendum 3
Memorandum of Understanding regulating logistical arrangements for student exchange between Pontificia Universidad Católica del Perú (PUCP) and the University of Wisconsin-Eau Claire (UWEC) under the framework for educational and scientific cooperation upon which both institutions have agreed.

1. Number of Exchange Students: The institutions agree to exchange a total of 4 student units (where each unit means one exchange student attending for an academic semester) per year for an academic exchange period from one semester up to one academic year. The condition is that the host institution will accept exchange-in students if its academic resources are available and accommodations will be facilitated.

2. Selection of Students: It is expected that only students of good academic performance will be selected by the home institution. Exchange students must meet the established admissions criteria for the host institution. The host institution reserves the right of final approval on the admission of exchange students. Clear guidelines for underrepresented minorities’ inclusion should be part of the selection process.

3. Credit Transfer: The home institution shall consider and decide the way in which credits earned by their exchange-out students at the host institution will be transferred or documented in the students’ academic record at the home institution.

4. Financial Arrangements: Exchange students shall remain registered as full-time students throughout the exchange period and pay tuition and fees to the home institution. They will be enrolled at the host institution without having to pay tuition and fees. They are however responsible for the costs of living, travelling, accommodation, insurance and other incidental expenses.
derechos académicos. Sin embargo, dichos estudiantes son responsables por el costo de vida, viaje, hospedaje, seguro médico y otros gastos incidentales.

5. **Hospedaje**: UWEC garantiza que los estudiantes de intercambio recibirán hospedaje en los dormitorios de la universidad. PUCP proporcionará a los estudiantes de intercambio toda la ayuda necesaria para hallar un hospedaje apropiado.

6. **Formalidad Migratoria**: Cada institución expedirá la documentación necesaria para el visado correspondiente en concordancia con la legislación vigente. Sin embargo es responsabilidad individual del estudiante interesado obtener el visado con la debida anticipación.

7. **Seguro Médico**: Los estudiantes de intercambio deberán contar con un seguro médico y de viaje apropiados. Los estudiantes de la UWEC estarán cubiertos por la póliza internacional de la Universidad de Wisconsin y serán responsables del pago de la prima correspondiente. Los estudiantes de la PUCP deberán aceptar cobertura de la póliza de seguro médico para estudiantes internacionales de la UWEC y pagar la(s) prima(s) semestral(es) correspondiente(s).

8. **Obligaciones y Derechos Estudiantiles**: Los estudiantes de intercambio estarán sujetos a las reglas y directivas de la institución receptora. Tendrán derecho a acceder a los recursos académicos y servicios de ayuda al estudiante generalmente disponibles para cualquier estudiante con carga académica completa.

9. **Recepción**: A la llegada al país, la institución receptora brindará al estudiante de intercambio la debida orientación al país y a la institución.

5. **Accommodation**: UWEC will guarantee that exchange students have accommodations in the university residence halls. PUCP will provide exchange students with all possible assistance in looking for suitable accommodation.

6. **Immigration Formalities**: Each institution will issue appropriate documents for visa purposes in accordance with the current law, although it is ultimately the responsibility of the individual student to obtain a proper visa in a timely manner.

7. **Insurance**: Exchange students are required to carry an adequate policy for travel and health insurance. UWEC students will be enrolled in the University of Wisconsin System international health insurance policy and pay the premiums. PUCP students agree to enroll in the UWEC International student health insurance policy and pay the premiums on a semester basis.

8. **Students’ Obligations and Entitlements**: Exchange students will be subject to the rules and regulations of the host institution. They will be entitled to academic resources and support services generally available to full-time students at the host institution.

9. **Arrival Arrangements**: On arrival at the host country, the host institution will provide the exchange students with appropriate orientation on the host country and institution.
10. Logística: La Oficina de Movilidad Estudiantil de la PUCP y el Centro para Educación Internacional (CIE) de la UWEC serán responsables de la coordinación logística necesaria para facilitar el intercambio estudiantil generado a partir del presente convenio. Los asuntos académicos serán responsabilidad directa de la PUCP y UWEC.

Dr. Marcial Rubio  
Rector  
Fecha: 33-02-2015

10. Logistical facilitation: The Oficina de Movilidad Estudiantil of PUCP and the Center for International Education (CIE) of UWEC will be responsible for the logistical facilitation of the student exchange generated under this agreement. The academic matters will be the direct responsibility of PUCP and UWEC.

Dr. James C. Schmidt  
Chancellor  
Date: 11-10-14
PROPOSAL FOR A

PEACE CORPS PREP PROGRAM

at the University of Wisconsin-Eau Claire

Implementing Provisions for a Memorandum of Cooperation (MOC) Between the Peace Corps and the University of Wisconsin-Eau Claire

Submitted by:
Institutional Coordinator, Dr. Marc Goulet
Liberal Studies Program Director
134 Schofield Hall
715.836.2025
gouletmr@uwec.edu
February 2, 2015
PROPOSAL NARRATIVE

I. RATIONALE

UW-Eau Claire students will benefit from the Peace Corps Prep program. UW-Eau Claire has a rich history of international education and global engagement. We have an impressive array of faculty led global immersion programs, a well-recognized study-abroad program, numerous campus curricular offerings in global learning, programs in international studies including a Latin American Studies Program, Middle East Studies minor, and comprehensive majors in International Geography, World Politics and International Business to name a few. All of these programs have natural synergies with the Peace Corps Prep program.

Also, UW-Eau Claire requires all graduating students to complete a 30-hour Service Learning requirement. The Peace Corps Prep program is a natural complement to this requirement as well and will provide further opportunity for those students interested in combining their education with international development and global service. The breadth and depth sought by the Peace Corps Prep program is in strong alignment with the liberal arts mission of UW-Eau Claire. The Peace Corps Prep program provides an appealing structure that will enhance already existing efforts in global education and service learning that exists on our campus.

In particular, the College of Arts and Sciences offers an interdisciplinary degree in Liberal Studies. As part of this program, students develop a comprehensive major involving three integrated themes supporting a coherent program of study. Recent examples have included Asian Studies, International Studies with an emphasis in Eastern Europe, Hmong Studies and Middle East Studies with an emphasis on Illustration and Representation. The Liberal Studies Program Director, with existing connections across campus departments and programs is a natural home for the Peace Corps Prep Program. Along with the curricular connections this program works closely with our Career Services Office, Service Learning Office, Center for International Education and our Office of Research and Sponsored Programs as well.

We believe that UW-Eau Claire is in an ideal collaborative position to work with the Peace Corps to produce highly prepared and motivated students. By highlighting this program on our campus, we will be able to increase the quantity of qualified Peace Corps applicants.

II. DESCRIPTION OF THE SCHOOL AND STUDENT BODY

The University of Wisconsin-Eau Claire is a regional comprehensive university, offering a variety of undergraduate and graduate programs, and serving regionally as a center for continuing education. The campus includes 28 major buildings located on a 333-acre, two-level campus, which embraces Putnam Park on the south bank of the Chippewa River and is
connected by a footbridge to the Haas Fine Arts Center and the Human Sciences and Services building on the north bank. Academic programs are offered through the Colleges of Arts and Sciences, Business, Education and Human Sciences, and Nursing. The student body numbers approximately 11,000; faculty and academic staff total over 750.

SELECT MISSION OF THE UNIVERSITY OF WISCONSIN-EAU CLAIRE

In addition to the University of Wisconsin System Mission and the Core Mission of the University Cluster Institutions, the University of Wisconsin-Eau Claire has the following select mission: We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry. We fulfill our mission through a pervasive university commitment to provide:

- Rigorous, intentional and experiential undergraduate liberal education for life and livelihood;
- Strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education;
- Multicultural and international learning experiences for a diverse world;
- Exemplary student-faculty research and scholarship that enhance teaching and learning;
- An inclusive campus community that challenges students to develop their intellectual, personal, cultural and social competencies;
- Educational opportunities responsive to the needs of our communities, state, region and beyond; and
- Academic leadership in transforming liberal education.

The UW - Eau Claire is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

III. PROGRAM IMPLEMENTATION

A. Marketing and Recruiting Plan

Marketing of the Peace Corps Prep program will be integrated into existing publications, web pages, and promotional events. This approach minimizes duplicative efforts and frames the Peace Corps Prep Program as an integrated part of UW-Eau Claire’s curricular/co-curricular offerings rather than an external add-on. Following steps will be taken:

| Catalogue Copy | Peace Corps Prep information will be added to the UWEC catalogue information in the following areas: Special Academic Programs, College of Arts and Science, Center for International Education. |
| Digital Footprint | • Create a Peace Corps Prep specific page on the Liberal Studies page.  
• Add Peace Corps Prep to the A to Z index.  
• Request key units/departments to link to the Peace Corps Prep page: Academic Advising, Career Services, Center for International Education, Center for Service Learning, Council on Internationalization and Global Engagement, Department of Languages, etc. |
| Integrate into Existing Promotions | • Add slide to study abroad presentation at new student orientation.  
• Add paragraph to annual new student study abroad mailing.  
• Table at annual Study Abroad Fair.  
• Table at Blugold Preview/Majors Fair with Liberal Studies/Office of Interdisciplinary Program  
• Presentation at “Explore your Possibility Week” sponsored by Career Services with regional Peace Corps Recruiter.  
• Integrate information about the program into the Study Abroad Handbook as a program where you can apply course work taken abroad. |
| Peace Corps Prep Sessions | • One info session each semester to highlight the program.  
• Publicized to study abroad returnees, relevant departments, Office of Multicultural Students, Blugold Beginnings tutors, Women’s and LGBTQ Resource Center |

B. **Application Process**

The application process will mirror the application process for students to seeking entry into the Bachelor of Liberal Studies (BLS) program, which includes the following steps:

1. Meet with the Director of Liberal Studies for individual advising session to discuss the program and application process.
2. Students declare their enrollment into the program and begin work on the Peace Corps Prep application. Declaring their intention to apply allows them to be tracked by the Director of Liberal Studies and regular follow up to occur.
3. Students submit application, which will be reviewed by the Bachelor of Liberal Studies (BLS) Committee for approval.
4. The BLS Committee will approve entry into the Peace Corps Prep program or request revision to the application. Students asked to revise will be given specific feedback for resubmission.

The process outlined is intended to be flexible and allow students to receive advising for course selection and while simultaneously completing their official Peace Corps Prep
application. Applications will be approved on a rolling basis as the BLS committee meets every two weeks during the regular semester.

C. **Program Enhancements**
Connecting with local RPCVs would be another strong program enhancement. The Liberal Studies Program Coordinator will invite all Peace Corps Prep students to a social event once/semester. Among University and Staff, there are at least 5 RPCV’s and within the broader Eau Claire community we estimate that there are 30 others. We will work to bring the RPCV’s together with Peace Corps Prep students.

IV. **PROGRAM ADMINISTRATION**

A. **Program Home**
The Liberal Studies Program under the Bachelor of Liberal Studies (BLS) degree within the College of Arts and Sciences is a natural home for a Peace Corps Prep program. The program allows a student to design an interdisciplinary major around a theme of the student’s choosing in consultation with her/his adviser. The program is designed to help students develop the breadth of knowledge and skills that represent the core of liberal education, including knowledge of human cultures and the natural world, communication, critical thinking, problem solving, and analytical skills; and teamwork and collaborative abilities. Many BLS students take courses from across all four colleges as part of their program including business, nursing, and education.

B. **Program Coordinator**
Marc Goulet, Ph.D.
Liberal Studies Program Director
College of Arts and Sciences
134 Schofield Hall
715.836.2025
gouletmr@uwec.edu

C. **Program Coordinator’s Time Commitment**
We anticipate that this work will be in such close alignment with the existing work of the Director, that the Peace Corps Prep program coordination would not result in the need for more time, but actually provide a focus for students who are interested in adding elements of international development and global service in their Liberal Studies comprehensive major. In particular, it would be natural for a student to include curricular electives for the Peace Corps Prep program within one or more of their intertwined concentrations for their Liberal Studies major. The Director will provide up to date advising materials appropriate for campus personnel to assist in recruiting and advising students in the Peace Corps Prep program. This is in addition to work that the Director already does, although the Director is doing this for other interest areas with the Liberal Studies major (Health Care, Asian Studies, Multi-media Studies, etc.), so this
work is a natural extension of work that the Liberal Studies Program Director already does.

D. **Program’s Initial Point of Contact**
Liberal Studies Program Director

This individual will work closely with our Center for International Education and in particular, Ms. Colleen Marchwick, Study Abroad Coordinator, a Returned Peace Corps Volunteer and former Peace Corps Regional Recruiter, our traditional contact for information about the Peace Corps at UW-Eau Claire.

E. **Intra-Campus Coordination**
The Program Director reports directly to the Dean of the College of Arts and Sciences, which is a direct report to our Provost. The Program Director interacts directly and regularly with Chairs and Program Directors throughout campus, regularly with Career Services, the Center for International Education, our Service Learning Office, our Advising Office, Admissions, and the Office of Research and Sponsored Programs to name a few. This position is a hub for connecting students to opportunities on our campus.

F. **Succession Planning and Sustainability**
This responsibility will be written into the job description for the Liberal Studies Program Director. We will expect this individual to be in good contact with the Peace Corps so as to be up to date with any program changes, training opportunities, informational sessions, etc.

G. **Acknowledgement of Graduates**
Initially we will seek to build a certificate on campus so that this experience will appear on a student’s transcript. We will also provide a press release at a minimum of once/year indicating students who have graduated with the Peace Corps Prep credential. Graduation ceremonies also provide opportunities for designating accomplishments such as these through honor cords. Departments and Colleges have formal award ceremonies where we would recognize such students.

V. **PROGRAM GOALS AND EVALUATION**
At this point we have 13 graduates actively volunteering in the Peace Corps. We would anticipate increasing this number, so we can conservatively estimate participation in the Peace Corps Prep program at 5-10 students per academic year for the first three years. We would ideally grow this number so that we would have between 10-20 students per academic year involved in the program. We would consider this quantitative growth in participation a long-term goal. Along with these increased numbers, we would anticipate increased awareness of such opportunities among our prospective students including new high school students as well as transfer students. We would measure this awareness
through our admissions office and make use of the program as a recruitment tool. We would develop, along with our Director of Assessment, a plan for assessing quality along each of the four central learning objectives in the program – training and experience in a specific work sector, foreign language skills, intercultural competence and professional and leadership development.

VI. APPENDICES – *Please see the following four appendices attached to this proposal.*
Marc Goulet, Ph.D.
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Colleen Marchwick, M.A.
Study Abroad Coordinator
Center for International Education
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715.836.4411
marchwcc@uwec.edu
STUDENT APPLICATION

Name: ________________________________   Student ID: _____________   Date: __________

Phone: ____________________   Email: _____________________________________________

Major(s): _____________________________   Minors(s): _______________________________

Expected Graduation (month and year): ______________________ Cumulative GPA: ________

1. Training and experience in a specific work sector
   Please check the box of the sector in which you would like to serve:
   - Education
   - Environment
   - Youth in Development
   - Health
   - Agriculture
   - Community Economic Development

   Note: Actual Peace Corps assignments are based on local needs, and thus may or may not
   align seamlessly with your qualifications. Flexibility is key to the Peace Corps experience!

   (1) Coursework. List the number and name of 3 courses in this same sector that you
   plan to take, and the semester in which you plan to take them (it is fine if you've
   already taken them).

   Note: The courses you include on this application may change, but it’s good to have a plan.

   1. Course: ________________________________   Semester and year: ____________
   2. Course: ________________________________   Semester and year: ____________
   3. Course: ________________________________   Semester and year: ____________

   (2) Hands-on experience in that same sector (must total at least 50 hours).
   Describe what you plan to do:

2. Foreign language skills
   Requirements depend upon desired Peace Corps volunteer placement site. (1) Spanish-speaking
   countries → two 200-level courses. (2) French-speaking countries → one 200-level course in any
   Romance Language. (3) Everywhere else → no explicit requirements, but language skills are a plus.
If you intend to learn a foreign language, please list which one: ______________________

List the top 2 foreign language courses you plan to take:

Course 1: ___________________________ Semester and year: ________________
Course 2: ___________________________ Semester and year: ________________

Or describe your alternative learning process (e.g., native speaker):

3. Intercultural competence

List the core course and two approved electives you plan to take:

Core course: ___________________________ Semester and year: ________________
Elective 1: ___________________________ Semester and year: ________________
Elective 2: ___________________________ Semester and year: ________________

4. Professional and leadership development

1. Professional resume feedback: When do you plan to meet with Career Services for a one-on-one resume review? Month and year: ____________________________

2. Professional interview prep: When do you plan to meet with Career Services for an interview workshop? Month and year: ____________________________

3. Describe a leadership experience that you intend to pursue:
   For example, leading a work or volunteer project, serving on the executive board of a student organization, or organizing a big campus event.

____________________________________  _________________
Signature of Student                                                                 Date

____________________________________  _________________
Signature of Peace Corps Prep Coordinator           Date
The Peace Corps Prep program will prepare you for international development fieldwork and potential Peace Corps service. To accomplish this, you’ll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies, or “learning objectives,” are the following:

1. Training and experience in a work sector
2. Foreign language skills
3. Intercultural competence
4. Professional and leadership development

This document explains each of these requirements in detail. Use this guide to map out your Peace Corps Prep course of study. In particular, refer to this when completing your PC Prep application, where you’ll need to document how you plan to fulfill each requirement. This guide aligns point-by-point with each section of the application!

### 1. Training and experience in a specific work sector

3 courses + 50 hours related experience

Leveraging concrete knowledge and skills is central to on-the-ground international development work. Through this PC Prep program, you will begin to build a professional specialty, which should serve your career well whether or not you become a Peace Corps Volunteer.

For PC Prep, you need to complete at least 3 courses that align with a specific work sector (they can but do not need to come from your academic major or minor). You also must accumulate a minimum of 50 hours of volunteer or work experience in that same sector, preferably in a teaching or outreach capacity.

**Peace Corps Tip!** If you intend to apply to the Peace Corps, the best way to assure that you will be a strong candidate is to identify the type of assignments in which you’d like to serve through this interactive tool (www.peacecorps.gov/openings), then review the positions’ desired qualifications and build them up accordingly. In the process, you should fulfill these PC Prep experiential requirements!

There are six sectors in which Peace Corps Volunteers serve—detailed below. **Choose one sector to focus on** then complete at least 3 courses + 50 hours of related experience in that sector. Sector-specific suggestions for fulfilling your 50 hour work or volunteer experience can be found below. The opportunities below are simply suggestions, students are welcome to identify other opportunities. UW-Eau
Claire Career Services and Service Learning offices can also assist you in identifying volunteer or internship opportunities that may fulfill your 50 hours.

Note: Actual Peace Corps assignments are based on local needs, and thus may or may not align seamlessly with your qualifications. Flexibility is central to the Peace Corps experience!

#1 **EDUCATION** ([www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/](http://www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/))

**Teach lessons that last a lifetime.** Education is the Peace Corp’s largest program area. Volunteers play an important role in creating links among schools, parents, and communities by working in elementary, secondary, and postsecondary schools as math, science, conversational English, and resource teachers or as early grade reading and literacy teacher trainers. Volunteers also develop libraries and technology resource centers.

**If you choose Education, take 3 courses from one of the following areas:**
- **Education Studies:**
  - Elementary, Secondary
  - Special Education
- **English or Linguistics**
- **ESL**
- **Math**
- **Computer Science**
- **Any Physical or Biological Science**

And build **50 hours of related field experience through an activity such as:**
- Teaching in one of these or a similar form: in a classroom, with a community outreach organization, or in a formal tutoring capacity.
- The subject of the teaching may be English as a Foreign/Second Language, special education, drama, or a STEM subject.
- The following opportunities exist for students to gain the necessary experience:
  - **Education Studies (ES) and Special Education (SPED) majors.** You will fulfill the 50 hour requirement through your student teaching experience.
  - **Non ES and SPED majors.** The following campus and community opportunities have been identified as possibilities for fulfilling your 50-hour experience requirement.
    - **Early Childhood Literacy Intervention Program Services and Evaluation (ECLIPSE) program.**
    - Elementary, middle school, or high school mentor opportunities with the [Blugold Beginnings Pre-College Program](http://www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/).
    - Tutoring at [Academic Skills Center](http://www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/+).
    - Tutoring through [Literacy Volunteers-Chippewa Valley](http://www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/).
    - The following [UW-Eau Claire study abroad programs](http://www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/) offer volunteer opportunities in the area of education: Chengdu, China; Pau, France; Ghana; South Africa Semester; and Educators Abroad Student Teaching, and Uruguay.
#2 **HEALTH** (www.peacecorps.gov/volunteer/learn/whatvol/health/assignments/)

Serve on the front lines of global health. Health Volunteers work within their communities to promote important topics such as nutrition, maternal and child health, basic hygiene, and water sanitation. Volunteers also work in HIV/AIDS education and prevention programs to train youth as peer educators, develop appropriate education strategies, provide support to children orphaned by the pandemic, and create programs that provide emotional and financial support to families and communities affected by the disease.

*If you choose Health, take three courses from one of the following areas:*

- Communication Sciences and Disorders
- Nursing
- Nutrition found in Nursing or Kinesiology
- Kinesiology
- Biology
- Environmental Public Health

And build 50 hours of related field experience through an activity such as:

- Volunteer or work experience in such areas as HIV/AIDS outreach, hospice, family planning counseling, emergency medical technician (EMT) or CPR teaching/certification, maternal health, and hands-on caregiving in a hospital, clinic, or lab technician setting
- Counseling or teaching in health subjects
- Working as a resident advisor in a dormitory
- The following opportunities exist for students to gain the necessary experience:
  - **Nursing majors.** You may fulfill this requirement through your clinical experience.
  - **Kinesiology majors.** This can be fulfilled through one of the many outreach programs in the Department, including the Cancer Recovery Fitness Program, Community Fitness Program, Home School Physical Education, K-5 Exercise Program and Physical Activity and Recreation for Individuals with Disabilities in the Eau Claire area (PRIDE) Programs for both youth and adults.
  - **All other majors.** The following campus and community programs have been identified as resources for fulfilling your field experience requirements.
    - Peer Educator with [Student Wellness Advocacy Team](#) (SWAT)
    - Volunteer at [Chippewa Valley Free Clinic](#)
    - Volunteer at [St. Croix Hospice](#)
    - The following [UW-Eau Claire study abroad programs](#) offer volunteer opportunities in health: Botswana, Costa Rica Nursing and Healthcare Professions; Ghana; South Africa Semester; and Uruguay.
#3 **ENVIRONMENT** ([www.peacecorps.gov/volunteer/learn/whatvol/env/assignments/](www.peacecorps.gov/volunteer/learn/whatvol/env/assignments/))

**Help forge a global movement to protect our planet.** Volunteers lead grassroots efforts in their communities to protect the environment and strengthen understanding of environmental issues. They teach environmental awareness in elementary and secondary schools and to youth groups and community organizations, empowering communities to make their own decisions about how to protect and conserve the local environment. Volunteers also address environmental degradation by promoting sustainable use of natural resources.

**If you choose Environment, take three courses from one of the following areas:**

- Environmental Studies or related field
- Environmental Public Health
- Biology- Botany, Conservation, Zoology
- Geology
- Geography

**And build 50 hours of related field experience through an activity such as:**

- Educating the public on environmental or conservation issues, or working on environmental campaigns
- Conducting biological surveys of plants or animals
- Gardening, farming, nursery management, organic or low-input vegetable production, or landscaping
- UWEC Career Services and Service Learning can assist you in identifying volunteer or internship opportunities in the U.S. or abroad that may fulfill your 50 hours.
- The following UW-Eau Claire study abroad programs offer volunteer opportunities in the area of the environment: Botswana, Ghana; South Africa Semester; and Thailand.

#4 **AGRICULTURE** ([www.peacecorps.gov/volunteer/learn/whatvol/agr/assignments/](www.peacecorps.gov/volunteer/learn/whatvol/agr/assignments/))

**Lead grassroots efforts to fight hunger in a changing world.** Agricultural Volunteers work with small-scale farmers and families to increase food security and production and adapt to climate change while promoting environmental conservation practices. They introduce farmers to techniques that prevent soil erosion, reduce the use of harmful pesticides, and replenish the soil. They work alongside farmers on integrated projects that often combine vegetable gardening, livestock management, agroforestry, and nutrition education.

**If you choose Agriculture, take three courses from one of the following areas:**

- Botany
- Entomology
- Business or economics
- Biology
- Physical Geography
- Geography

**And build 50 hours of related field experience through an activity such as:**

- Working with a large-scale or family-run business involving vegetable gardening, farming, nursery work, tree planting or care, urban forestry, livestock care and management, or fish cultivation and production
- Teaching or tutoring the public in environmental or agricultural issues/activities
- Working on the business management or marketing side of a commercial farm
- UWEC Career Services and Service Learning can assist you in identifying volunteer or internship opportunities in the U.S. or abroad that may fulfill your 50 hours.
Empower the next generation of changemakers. Volunteers work with youth in communities on projects that promote engagement and active citizenship, including gender awareness, employability, health and HIV/AIDS education, environmental awareness, sporting programs, and info technology.

If you choose Youth in Development, take three courses from one of the following areas:
- Social Work
- Counseling
- Developmental Psychology
- Human Development
- Family Studies

And build 50 hours of related field experience through an activity such as:
- Teaching or counseling in at-risk youth programs
- Activities that involve planning, organizing, assessing community needs, counseling, and leadership, in areas such as education, youth development, health and HIV/AIDS, the environment, and/or business
- The following opportunities exist for students to gain the necessary experience:
  - Social Work. You will fulfill the 50 hour requirement through your social work internship. NOTE: UW-Eau Claire Social Work also offers an internship placement in South Africa.
  - Non Social Work majors. The following campus and community opportunities have been identified as possibilities for fulfilling your 50-hour experience requirement.
    - Elementary, middle school, or high school mentor opportunities with the Blugold Beginnings Pre-College Program.
    - Volunteer at the Boys and Girls Club of the Greater Chippewa Valley
    - Work/Volunteer at Easter Seals Wisconsin Camps
    - Child Advocacy Volunteer at Bolton Refuge House
    - Volunteer at Girls on the Run of Eau Claire County
    - Volunteer at Eau Claire County Restorative Justice Program
    - The following UW-Eau Claire study abroad programs have historically offered volunteer opportunities in the area of youth development: Chengdu, China; Costa Rica (spring); Costa Rica/Nicaragua (fall); Pau, France; Ghana; South Africa Semester; Educators Abroad Student Teaching; Thailand; and Uruguay.
#6 **COMMUNITY ECONOMIC DEVELOPMENT**

(www.peacecorps.gov/volunteer/learn/whatvol/busdev_01/assignments/)

Harness 21st-century tools to help communities lift themselves. Volunteers work with development banks, nongovernmental organizations, and municipalities to strengthen infrastructure and encourage economic opportunities in communities. They frequently teach in classroom settings and work with entrepreneurs and business owners to develop and market their products. Some Volunteers also teach basic computer skills and help communities take advantage of technologies such as e-commerce, distance learning, and more.

*If you choose Community Economic Dev., take three courses from one of the following areas:*

- Business Administration
- Nonprofit Management
- Accounting or Finance
- Computer Science and related majors
- Graphic Design
- Mass Communications
- International Business
- Political Science (Public Administration)
- Information Systems
- Geography/Planning

*And build 50 hours of related field experience through an activity such as:*

- Working with businesses, organizations, or cooperatives in accounting, finance, microfinance, management, project management, budgeting, or marketing
- Starting and running your own business or other entrepreneurial activity
- Training others in computer literacy, maintenance, and repair
- Website design or online marketing
- Founding or leading a community- or school-based organization
- UWEC Career Services and Service Learning can assist you in identifying volunteer or internship opportunities in the U.S. or abroad that may fulfill your 50 hours.
- The following UW-Eau Claire study abroad programs have historically offered volunteer opportunities with various businesses/non-profits: Pau, France; Ghana; Stirling, Scotland (summer) and Thailand.

**Peace Corps Tip!**

Nearly two-thirds of Peace Corps Volunteers serve in Education or Health. Coursework and meaningful experience in one of these areas—especially teaching English as a second/foreign language—produce some of the strongest candidates.

## 2. Foreign language skills

*Requirements vary by language*

Working across cultures often entails verbal and nonverbal languages distinct from your own. Building foreign language skills is thus a second key component of the PC Prep curriculum.
Where would you like to serve? PC Prep minimum course requirements align with those needed by applicants to the Peace Corps itself, which vary by linguistic region.

- **Latin America**: Individuals wanting to serve in Spanish-speaking countries must apply with strong intermediate proficiency. This typically means completing **two 200-level courses**.
- **West Africa**: Individuals wanting to serve in French-speaking African countries should be proficient in French (or, in some cases, any Romance Language), usually through **one 200-level course**.
- ** Everywhere else**: The Peace Corps has **no explicit language requirements** for individuals applying to serve in most other countries. However, you will still likely learn and utilize another language during service, so it is only helpful to have taken at least one foreign language class.

UW-Eau Claire **Department of Languages** offers instruction in the following languages currently used by Peace Corps Volunteers: Arabic, Chinese, French, Russian, and Spanish.

In addition, the **Center for International Education** offers a number of study abroad programs where students can pursue language study currently used in Peace Corps countries. In addition to Spanish and French, students can study languages such as the following:

- Botswana: Setswana
- China and Hong Kong: Chinese
- Ghana: Twi
- Latvia: Russian
- South Africa: Afrikaans and Xhosa
- Thailand: Thai

**Note:** If you are a strong native speaker and want to serve in a country that speaks your same language, you can skip this requirement!

### 3. Intercultural competence

**3 approved courses**

Engaging thoughtfully and fluidly across cultures begins with one’s own self-awareness. With this learning objective, you will deepen your cultural agility through a **mix of three introspective courses** in which you learn about others while reflecting upon your own self in relation to others. The goal is for you to build your capacity to shift perspective and behavior around relevant cultural differences.

**You’ll take at least 1 of these core courses:**

- [CJ 301, Intercultural Communication]
- [ES 385, Social Foundations: Human Relations]
- [GEOG 111, Human Geography]
• RELS 100, Introduction to the Religions of the World
• [ANTH 161, Introduction to Cultural Anthropology]

And choose 2 additional electives from the above list or these below:
• [LAS 150, Introduction to Latin American Studies]
• [GEOG 308, Geography of Russia and Eastern Europe]
• [GEOG 319, Geography of the Middle East and North Africa]
• [GEOG 321, Geography of Latin America]
• [Geography 322, Native Geographies]
• [ANTH 315, Language in Culture and Society]
• [ANTH 463, Religion and Culture]
• [RELS 203, Women and World Religions]
• [RELS 309, Islam]

• [ANTH 351, Cross-Cultural Dynamics]
• [RELS 312, Buddhism: Past and Present]
• [RELS 330, Indigenous Religions of the Americas]
• [SOC 360, Sociology of Culture]
• [WMNS 335, Transnational/Global Feminisms]
• [ECON 337, Women and the Labor Market]
• [ECON 355, Economic Development of the Third World]
• [ECON 356, Economic Development of Latin America]
• [ECON 357 Women and Economic Development]

Is there another course in the catalog that you feel meets this requirement? Please discuss it with your PC Prep Coordinator.

Peace Corps Tip! Prolonged intercultural experiences—such as studying or volunteering abroad, supporting new immigrants or refugees acculturate to the United States, or volunteering in diverse schools—would also strengthen your Peace Corps candidacy significantly. Please see your department programs, the UW-Eau Claire Intercultural Immersion programs, and the UW-Eau Claire Center for International Education’s study abroad opportunities for a range of learning abroad experiences.

4. Professional and leadership development

Resume and interview support + Leadership experience

International development is a highly professional sector. It is difficult to break into and demands great initiative and leadership to advance professionally within the field. PC Prep requires three specific activities that will strengthen your candidacy for the Peace Corps (and most any other professional endeavor):

1. Have your resume critiqued by an advisor, an academic/professional mentor, or someone in Career Services. Stop in at Schofield Hall 230, call (715) 836-5358, or see http://www.uwec.edu/career.
2. Attend a workshop or class on interview skills through Career Services.
3. Develop at least one significant leadership experience and be prepared to discuss it thoughtfully. For example, organizing a campus event, leading a work or volunteer project, or serving on the executive board of a student organization. Again, Career Services can help you develop and refine how your present yourself and your accomplishments. Possible opportunities include:
   - Undergraduate Research via the Office of Research and Sponsored Programs
   - Residence Life: Peer Diversity Educators, Resident Assistants, Residence Halls Association
   - Student Organizations
   - Student Senate
   - TV10- student run television station
   - The Spectator: student newspaper/website
   - University Administrative Committees
With your approval, the University of Wisconsin – Eau Claire Peace Corps Preparatory (PC Prep) program will release information on a regular basis to the Peace Corps, including details about the participants in this program and other relevant data that help the Peace Corps evaluate the effectiveness of PC Prep. These educational records are subject to the Family Educational Rights and Privacy Act (FERPA), a Federal law designed to protect the privacy of a student’s educational records. This Act prohibits college officials from disclosing any records, including grade reports, academic standings, transcripts of records, or any other records, which contain information directly related to the student and from which the student can be individually identified without the student’s consent. Consistent with FERPA guidelines, the University of Wisconsin – Eau Claire will not release records related to your performance in the PC Prep program, other than those enumerated in this disclosure agreement.

I hereby permit the University of Wisconsin – Eau Claire to disclose personally identifiable information to Peace Corps regarding my participation in the Peace Corps Preparatory program for the purposes of evaluating PC Prep. This information will be limited to my name, date of admission to PC Prep, the coursework and other activities I pursued to satisfy PC Prep requirements, date of graduation, and whether I successfully completed the PC Prep upon graduation. If I do not ultimately enter the Peace Corps, the University of Wisconsin – Eau Claire may report post-graduation career information to the extent that the University of Wisconsin – Eau Claire has that information.

Student Name (printed) ___________________________________________________

Student Signature _______________________________________________________

Date____________________
### Council on Internationalization and Global Engagement
#### Lending Library
(Located in CETL)

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<thead>
<tr>
<th>Title, Author</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1. Building Cultural Competence: Innovative Activities and Models, Berardo, Kate</strong></td>
<td>This book provides a cutting-edge framework and an innovative collection of ready-to-use tools and activities to help build cultural competence—from the basics of understanding core concepts of culture to the complex work of negotiating identity and resolving cultural differences.</td>
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<tr>
<td><strong>2. Comparative and International Education: Issues for Teachers (International Perspectives on Education Reform Series), Mundy, Karen</strong></td>
<td>This text explores major issues in education today through international and intercultural research. Contributors draw on comparative research from the Americas, Africa, Asia, Europe, and the Middle East and touch upon such themes as the history and philosophy of comparative education, the right to education, teacher formation, alternative pedagogies, gender, international assessments, Indigenous knowledge, peace building, and global citizenship. The text features a vivid portrayal of global educational practices, contributions from preeminent scholars, and invaluable teaching resources.</td>
</tr>
<tr>
<td><strong>3. Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy, Anderson, James A.</strong></td>
<td>This book significantly advances discussion of the mission of higher education in today’s multicultural environment and global economy. It sets out the challenges and considerations that must be addressed by administrative leaders, by trustees, and others who shape the vision and direction of the institution.</td>
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<tr>
<td><strong>4. Educating Global Citizens in Colleges and Universities: Challenges and Opportunities, Stearns, Peter N.</strong></td>
<td>Citing best practices at a variety of institutions, the book provides practical coverage and guidance in the major aspects of global education, including curriculum, study abroad, international students, collaborations and branch campuses, while dealing as well with management issues and options. The book is intended to guide academic administrators and students in higher education, at a point when international education issues increasingly impinge on all aspects of college or university operation.</td>
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<tr>
<td><strong>5. Getting Culture: Incorporating Diversity Across the Curriculum, Gurung, Regan A. R.</strong></td>
<td>The book is intended for faculty integrating diversity into existing courses, and for anyone creating courses on diversity. The contributors offer pragmatic and tested ways of overcoming student misconceptions and resistance, and for managing emotional responses that can be aroused by the discussion of diversity. This book can also serve to inform and guide department chairs and other administrators in the design and implementation of diversity initiatives.</td>
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<tr>
<td><strong>6. Globalization of Education: An Introduction (Sociocultural, Political, and Historical Studies in Education), Spring, Joel</strong></td>
<td>Analysis of the intersection of global forces and education. Designed for courses on globalization and education, international and comparative education, educational foundations, multicultural education, and educational policy, the text is written in a clear narrative style to engage readers in thoughtful consideration of topics discussed.</td>
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<tr>
<td>7.</td>
<td><strong>Guide to Education Abroad for Advisors and Administrators, 3rd Edition</strong>, Brockington, Joseph</td>
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<td>This edition has notably enhanced a book that was already regarded as indispensable by education abroad professionals. Extensive chapters on such topics as short-term programs, intercultural learning, underrepresented constituencies, and community colleges have been added. A significant section of three chapters deals with issues specific to overseas program direction.</td>
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<td>This is a practical guide for practitioners who direct and administer short-term programs. This edition includes a new chapter on internships, independent study, and service learning. It also includes new resources related to budgeting and financial matters. Readers can use the tools provided in the book to build successful short-term programs tailored to their own institutions.</td>
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<tr>
<th>9.</th>
<th><strong>International Service Learning: Conceptual Frameworks and Research (IUPUI Series on Service Learning Research)</strong>, Bringle, Robert G.</th>
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<tr>
<td>This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities. The book argues that rigorous research is essential to improving the quality of ISL’s implementation and delivery, and providing the evidence that will lead to wider support and adoption by the academy, funders, and partners.</td>
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<td>This text is the first to provide a much-needed interdisciplinary approach to international studies. The authors include a geographer, a historian, a political scientist, and an anthropologist. Emphasizing the interconnected nature of these disciplines, the authors detail the methodologies and subject matter of each to provide a fuller understanding of the world. Applying these discipline lenses to regional chapters, the authors examine issues facing these regions and the global community.</td>
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<th>11.</th>
<th><strong>Learning Across Cultures</strong>, Althen, Gary</th>
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<td>Experts in international education provide a vital overview of cross-cultural communication and a detailed, yet accessible, deconstruction of cultural barriers.</td>
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<th>12.</th>
<th><strong>Learning in the Global Era: International Perspectives on Globalization and Education</strong>, Suarez-Orozco, Marcelo M.</th>
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<tr>
<td>An international gathering of leading scholars, policymakers, and educators takes on some of the most difficult and controversial issues of our time in this groundbreaking exploration of how globalization is affecting education around the world. The contributors, drawing from innovative research in both the social sciences and the neurosciences, examine the challenges and opportunities now facing schools as a result of massive migration flows, new economic realities, new technologies, and the growing cultural diversity of the world's major cities.</td>
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<td>Aimed at students who want to make the most of their study abroad experience, this flexible and user-friendly guide helps students identify and use a wide variety of language- and culture-learning strategies. Students can use this guide as they prepare for study abroad, during their experience, and once they return to maximize their experience.</td>
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<tr>
<td><strong>14. Maximizing Study Abroad: An Institutional Guide to Strategies for Language and Culture Learning and Use, Mikk, Barbara Kappler</strong></td>
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<td>Created as a companion to the <em>Students’ Guide</em>, this provides language teachers and study abroad professionals with both a solid understanding of language and culture learning theory and concrete ways to use this knowledge to support students in their skill development. The guide features a “tool kit” of more than 100 hands-on activities that are ready for use in pre-departure, in-country, and re-entry initiatives for study abroad programs, as well as in language classrooms at home and abroad. This user-friendly guide will allow you to quickly and easily integrate or adapt these new ideas to meet the unique needs of your classroom or study abroad program.</td>
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<tr>
<th><strong>15. Rockin’ in Red Square: Critical Approaches to International Education in the Age of Cyberculture (Education &amp; Innovation), Grunzweig, Walter, Rinehart, Nana, and Stephenson, Skye</strong></th>
</tr>
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<td>This book examines the need for international educators to take the high road towards rigorous investment in the ideals of true cultural exchange, rather than taking the low road to customer satisfaction designing programs that reduce or eliminate challenges. International education, structured according to the latter principle, is little more than just another product in the global marketplace. In spite of the process of 'globalization' and partly because of it, international education faces a major crisis.</td>
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<th><strong>16. Student Learning Abroad: What our Students Are Learning, What They're Not, and What We Can Do About It, Vande Berg, Michael</strong></th>
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<tr>
<td>Reviews the dominant paradigms of study abroad; marshals rigorous research findings, with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning; brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice; and presents six examples of study abroad courses or programs whose interventions apply this knowledge.</td>
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<th><strong>17. The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development, McKeown, Joshua S.</strong></th>
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<tr>
<td>In this timely and thought-provoking look at the benefits of studying abroad, the author moves beyond the acknowledged cultural and linguistic benefits to focus on how it promotes intellectual growth in participating students. He shows that for some students—particularly those without substantial prior international experience—study abroad is associated with significant gains in intellectual development. For those students who have traveled abroad previously, the same does not hold true. It is those students who lack meaningful international exposure who seem to benefit most from studying abroad. The book describes in a straightforward way what is happening with today’s study abroad students and holds broad implications for education policy and practice.</td>
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This book is a comprehensive survey of the field. Each chapter eloquently conveys an enthusiasm for study abroad alongside a critical assessment of the most up-to-date research, theory and practice. This contributed volume brings together expert academics, senior administrators, practitioners of study abroad, and policy makers from across the United States, Canada and other part of the world, who meticulously address the following questions:  
*What do we mean by global citizenship and global competence? What are the philosophical, pedagogical and practical challenges facing institutions as they endeavor to create global citizens? How is study abroad and global citizenship compatible with the role of the academy? What are the institutional challenges to study abroad, including those related to ethics, infrastructure, finances, accessibility, and quality control? Which study abroad programs can be called successful?* | 19. **The SAGE Handbook of Intercultural Competence**, Deardorff, Darla K.  
Bringing together leading experts and scholars from around the world, this handbook provides a comprehensive overview of the latest theories and research on intercultural competence. |
|---|---|
| 20. **The SAGE Handbook of International Higher Education**, Deardorff, Darla K.  
Examines the internationalization of higher education from a marginal to a core dimension of higher education worldwide. This handbook serves as a guide to internationalization of higher education and offers new strategies for its further development and expansion in the years to come. With a decidedly global approach, this volume brings together leading experts from around the world to illustrate the increasing importance of internationalization. | 21. **The Twenty-first Century University: Developing Faculty Engagement in Internationalization**, Childress, Lisa K  
This groundbreaking book identifies what successful institutions have done to overcome endogenous challenges and successfully engage faculty in the internationalization process. This book presents a new conceptual model and typology of faculty engagement in internationalization that can be used both by university administrators to expand faculty involvement in the implementation of their institution’s internationalization plans and by faculty to advance their knowledge of internationalization. |
Appendix XI

Request for Proposals
Opportunity in Support of
International Department to Department Partnerships

UW-Eau Claire’s Council on Internationalization and Global Engagement (CIGE) has been exploring the contributions that Department to Department Partnerships can make toward the university’s internationalization aspirations. Generally conceived, a Department to Department Partnership refers to the formal or informal relationships that a UWEC department can develop with a sister department at an institution outside of the United States. Specifically, the Council feels that closer, organic department-level relationships can have valuable benefits to students, faculty and programs in our and our sister departments.

As envisioned, such partnerships can involve a wide array of mutual benefits, including student and faculty exchanges, shared research, collaborative teaching and learning, and mutual understanding. By having a close relationship with another department, internationalization and global engagement can become part of departmental programming. This can increase the number of students globally engaged and studying abroad and become part of a department’s distinction; it can expose students to ideas and possibilities they may not otherwise have considered and provide students an opportunity to study abroad without losing time toward graduation. For example,

- **UW-Eau Claire’s Departments of Chemistry and Material Science** have a relationship with their peers at the City University of Hong Kong. The relationship has led to a semester-long student exchange program designed for upper level students from each school to seamlessly take courses and participate in collaborative research at the other. Academic expectations have been agreed upon and course equivalencies are being developed. Program growth, including faculty exchanges, are future possibilities.

- In order to create cooperative institutional ties, facilitate scholarly collaboration and promote mutual understanding, the **UW-Eau Claire’s School of Education** has been working with the Pontificia Universidad Católica del Perú to establish a framework for educational and scientific cooperation. The intent is for this to serve as an umbrella agreement under which multiple departments and programs can establish relationships to enable exchanges, collaborations and the pursuit of teaching and learning opportunities of mutual interest and in a global context. Academic expectations and course equivalencies are being negotiated.

- Having sent and received numerous students to/from the Universities of Aberdeen and Glasgow, with which UWEC has exchange agreements, **UW-Eau Claire’s Department of Geography and Anthropology** has embarked on an effort to build a relationship with the Departments of Geography at those two schools in order that we can maximally serve each other’s students.
To learn more about the potential of such partnerships, the Council wishes to encourage departments to identify and explore meaningful relationships with a sister department elsewhere in the world, with the goal of developing a perennial relationship designed to enhance departmental programming and distinction, and to increase the opportunities for student global engagement.

Toward these ends, and with financial support from the the UWEC Foundation, CIGE solicits proposals to support the exploration and development of Department to Department Partnerships. The Council received approximately $30,000 to support travel between representatives of sister departments who wish to develop such partnerships. Travel can be to be visit international partners or to bring them to campus. We funded 4 proposals and anticipate funding an additional 5-6 proposals for travel concluding by summer 2015.

**Application Process**
1. Cover memo from the department chair, with signature of support from the dean
2. Attached narrative, not to exceed 2-3 pages
   a. Description and purpose of expenditure
   b. Description and goal/outcomes of envisioned partnership
   c. How does envisioned partnership fit into internationalization/global engagement plans of department?
   d. Who benefits?
      i. Programs that target/benefit students who are not inclined to study abroad will be prioritized.
3. Attached budget – primarily for travel
   a. Evidence of department support
      i. Departments are expected to contribute $500 or 1/6th of total budget, whichever is lower.
   b. An example of non-travel support might be something like light refreshments if a visiting partner gives an open presentation on campus
4. 1-2 page follow-up report from the chair within a month after the trip
   a. How CIGE/Foundation support helped
      i. Results, expectations, program ideas, what next, etc.

**Priority deadline for applications:** Rolling deadline after that until funding is exhausted. For travel reports of Department to Department proposals that have been funded, please see links from the CIGE homepage.

Submit proposal as pdf to Kim Reed, CIGE Secretary at CIGE@uwec.edu.

Direct questions to Paul Kaldjian, CIGE Chair at kaldjian@uwec.edu.
TRIP REPORT

Subject: Department to Department Visits to Scotland and England

To: Council on Internationalization and Global Engagement and Department of Geography and Anthropology

From: Paul Kaldjian, Chair Department of Geography and Anthropology

Date: 28 July 2014

Background
UW-Eau Claire has university-level student exchange agreements with Aberdeen University and the University of Glasgow in Scotland and the University of Winchester in England. Aberdeen and Glasgow offer complete geography programs at the undergraduate and graduate levels. Winchester is in the process of reconstituting its geography degree in response to rising demand. Over the past few years, three UW-Eau Claire geography students have studied geography in semester-long programs at the Scottish schools. This past academic year, we received two geography students from Aberdeen for the full year. Until now, such studies abroad have occurred in the context of university-wide student exchange programs but independent of direct departmental involvement and programming.

As part of an effort to be intentional about studies abroad – to use them to enhance our students’ geographic education, to better serve our students, to improve the effectiveness of study abroad possibilities and to incorporate study abroad into geography programming – I spent this past academic year soliciting interest from the University of Aberdeen in a department-level relationship. My hope is to develop a personal and direct relationship with Aberdeen’s geography faculty in such a way that we can purposefully endorse each other’s programs to our respective students and complement each other’s strengths. For example, UW-Eau Claire’s programs in geospatial techniques and field methods, applications and student-faculty collaborations, and regional geographies offer valuable opportunities for visiting international students. Similarly, our students’ geographic training is enhanced by the wide range of human and physical geography electives offered at Aberdeen, e.g., history of geographic thought, rural-urban issues, globalization, nature-society relationships, and European physical environments. Their study abroad experience and challenges to their world view will be integrated with geographical content, experience, and perspective. They will have a better sense of who they are as geographers and where they are in the world.
Our department wants to be able to promote such a relationship knowing that it will enhance our students’ geographic training, almost as if the courses taught at Aberdeen are an extension of the curriculum we offer. By the same token, we want to be able to serve Aberdonian students in ways that complement Aberdeen’s geography programs and empower their students. The ideal outcome is that student participation in both directions grows, that the link between our departments leads to ongoing relationships between students, faculty, and our regions, and that participation in and support for each other’s programs expands into other areas such as field courses, research and faculty exchanges.

My initial intent was to build a relationship with Aberdeen, though opportunities to explore linkages with programs at Glasgow and Manchester emerged and became part of my itinerary. With support from the Council on Internationalization and Global Engagement (CIGE), the UW-Eau Claire Foundation, and the Department of Geography and Anthropology’s Simpson Fund, and accompanied by my wife, I visited the three universities (30 May – 10 June 2014) with the express purpose of establishing department-level collaborative relationships to enhance the learning abroad programming we offer our geography majors, geography and anthropology minors, and visiting geography students from the United Kingdom.

**Overall itinerary and personnel with whom I met**

<table>
<thead>
<tr>
<th>University of Aberdeen, Aberdeen, Scotland, 30 May – 3 June 2014</th>
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<tbody>
<tr>
<td>Jenny Fernandes, Head, International Office, Student Recruitment &amp; Admissions</td>
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<tr>
<td>Brian Hussey, International Officer, North America and South America</td>
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<tr>
<td>Douglas Mair, Senior Lecturer &amp; Head of Discipline, Department of Geography &amp; Environment</td>
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<tr>
<td>Bill Naphy, Professor of History, School of Divinity, History and Philosophy and Dean, North American Affairs</td>
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<tr>
<td>Nick Spedding, Lecturer, Department of Geography and Environment</td>
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<td>David Watts, Lecturer, Department of Geography &amp; Environment</td>
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<th>University of Glasgow, Glasgow, Scotland, 3-5 June 2014</th>
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<tr>
<td>Colette McGowan, Deputy Head of Admissions – Study Abroad, Recruitment &amp; International Office</td>
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<tr>
<td>Cristina Persano, Lecturer, School of Geographical and Earth Sciences</td>
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<tr>
<td>Jo Sharp, Professor of Geography &amp; Deputy Head, School of Geographical and Earth Sciences</td>
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<th>University of Winchester, Winchester, England, 6-9 June 2014</th>
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<td>John Bentley, American Studies</td>
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<td>Jude Davies, Professor, Department of English, Creative Writing and American Studies</td>
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<td>Tim Hall, Professor and Head, Department of Applied Social Studies</td>
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<td>Phil Marten, Lecturer in Applied Archaeological Techniques, Department of Archeology</td>
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<tr>
<td>Simon Roffey, Reader in Medieval Archaeology, Department of Archeology</td>
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<tr>
<td>Alasdair Spark, Director of Internationalisation and Lecturer, American Studies</td>
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<tr>
<td>Nick Thorpe, Principal Lecturer in Archaeology and Head, Department of Archaeology</td>
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**University of Aberdeen**

In 2013-2014, our department hosted two second-year geography students from the University of Aberdeen. According to the students, UW-Eau Claire was the preferred geography program from among those at Aberdeen’s international partner institutions. Over the last few years, our department has also sent some of our geography students to study
abroad in Aberdeen where they have had very meaningful and professionalizing experiences. In an effort to be more intentional, collaborative, programmatic and strategic about this exchange, in September 2013, I invited faculty at the University of Aberdeen’s Department of Geography and Environment to join us in thinking about exploring a mutually beneficial department to department program. I directed my correspondence to Dr. Douglas Mair, the Department Head, and Dr. David Watts and Dr. Nick Spedding, who advise undergraduates and students who study abroad. Brian Hussey arranged an itinerary with a student-led campus tour and meetings with UW-Eau Claire students currently at Aberdeen, geography faculty members, and University administrators.

We arrived in Scotland on Friday evening 30 May 2014 and were met at the airport by Nick Spedding, who made it his responsibility to host us during our visit. Over the entire weekend, Nick introduced us to Aberdeen and its coastal & interior surroundings. It was an exceptionally intimate and informative introduction to the region and many of its people, practices, and landscapes. I cannot thank Nick enough for his time, enthusiasm, comrades, insights and support.

By the end of our meetings, it seems there is unanimous support for our efforts to increase student participation, improve the student experience, achieve common understandings (needs, desires, capacities, constraints), leverage and share resources, and identify and address issues before they become complications. Following are some details.

Meeting with UW-Eau Claire students
I met in a café with two UW-Eau Claire students finishing a semester abroad in Aberdeen; they and a third student from St. Olaf College affirmed the need for informed advising about specific courses to make sure that the courses would transfer back to their own programs fully and seamlessly. This very same concern was raised by Aberdeen students studying in Eau Claire, who also had stories of having to repeat courses that did not transfer as anticipated. Both sets of students agreed that faculty-level promotion and program understanding would likely lead to increased participation.

Meetings with administrators
With administrators, I discussed the importance of involving faculty in learning abroad. By recognizing faculty expertise and departmental needs, global learning can be transformed from a more general, university-level program to a discipline-specific and purposeful activity more immediately integrated with teaching, learning, and advising. We can also help each other identify and address administrative barriers that may be limiting participation,
including such things as application deadlines, enrollment limits, study-abroad duration, and eligibility criteria (e.g., that prevent 3rd year students from participating).

Dr. Naphy and Ms. Fernandes recognize and agree with these and offer their assistance toward our efforts. Indeed, they have already started making changes to be more flexible with such things as application deadlines and study abroad lengths-of-stay, and are working to train and embed study abroad tutors/advisors in academic departments. They assure me that they will do everything possible to make sure that enrollment limits do not restrict any program we are able to develop. Clearly, they are anxious to support our initiative.

Meeting with faculty
Geography faculty and I explored numerous angles of collaboration. We discussed exchange possibilities, not just of single-student exchanges for 1 or 2 semesters, but of faculty exchanges, participation in each other’s research projects and field seminars. For example, I have invited Aberdeen to consider bringing the Honours Human Geography field course to Wisconsin and Minnesota; it currently goes to Boston, MA. (Aberdeen’s physical geography field course goes to Mont Blanc and the Italian Alps). Similarly, our department has begun preliminary discussions for taking one of our GEOG 368 field seminars to Scotland in 2016.

I brought a copy of UWEC’s most recent (2014-2015) catalog for Nick Spedding and we have started matching our courses. Understanding the relationship between Aberdeen’s 1st, 2nd, and 3rd level geography courses (see University of Aberdeen Undergraduate Catalogue of Courses – Geography) with our 100-, 200-, 300-, and 400-level courses is critical as we advise and serve our students. We are working toward highlighting strongly suggested classes and ensuring seats in all geography classes for each other’s students. I highlighted our special capability in geospatial technologies and the emerging programs under the geospatial education initiative. By promoting programming at other schools, we are able to provide courses that we do not actually offer at UWEC. Aberdeen, for example, offers courses such as those in the history of geographical thought, montane environments, glaciology, place-making, rural change, transportation, and digital geographies.

Nick and I will work toward developing joint promotional materials – postcards and placards, for example – and Doug Mair, the Department Head, will announce the opportunity to study geography in Eau Claire as part of their student open days and orientations. It was suggested that returning students make testimonial podcasts or videos that we can post on our departmental web pages.
Next steps
- We will work with our students, faculty and administrators to promote each other’s programs as preferred learning abroad destinations for geography studies;
  - We will collaboratively develop promotional materials toward these ends;
- We will support and do our best to provide opportunities each other’s students;
- We will work toward supporting each other’s field seminars as explained above;
- We will explore the possibility of taking GEOG 368 students to Scotland; and
- We have invited a geography faculty from Aberdeen to visit our campus to give professional presentations and interact with students and faculty.

University of Glasgow
Because we recently had a student return from a positive experience at the University of Glasgow, an experience that helped him choose geography as his major, I thought a visit would be in order. I wanted to learn about their program and opportunities for our students. I met with Collette McGowan, who provided an overview of international exchange and study abroad programs at Glasgow, and then with Cristina Persano to learn more about the department and its undergraduate geography degree program. I met with Jo Sharp, with whom I discussed programming and the possibility of her coming to UW-Eau Claire to speak as part of a feminist geographer lecture series. She would like to be able to visit. The interactions with Glasgow were not as involved as at Aberdeen, but Cristina made it very clear that they are interested in collaborating with us.

The opportunities for our students to take geography courses that compliment UW-Eau Claire’s offerings are many. According to Cristina and the course catalog, visiting student may take most classes. Our students can take optional courses like Social Geography of Outsiders, Monstrous Geographies, Historical Geographies of Care, Conflict and Confinement, and Political Ecologies, but should be aware that some courses are offered only in alternative years. Students interested in dialogue and engagement can take tutorials with 10-15 other students. Glasgow’s week-long undergraduate field experience goes to Mallorca in groups of 80 students, subdivided into subgroups of 7-10 students. They take 10 staff. The second year course goes to York in the spring for a shorter time period.

Cristina assures us that our students will always have a place in their courses, but in some cases it may be good to inform them as soon as we know what courses our students want.
Next steps
Cristina and the department are working on page-long write-ups for their courses. These will help in course selection for our students. In the mean-time, she is interested in receiving the geography pages from our catalog and coordinating a selection of best courses for their students. The geospatial education initiative and the continued growth of our geospatial programming and the certificate may increase interest in UW-Eau Claire for University of Glasgow Students.

It is apparent that students who would go to Glasgow would have a very different experience than if they went to Aberdeen. As a major metropolitan area and world city, urban Glasgow is a notable contrast to Aberdeen, where access to the countryside, North Sea and Scottish rural traditions seem more immediate.

University of Winchester
In Winchester, we were warmly received and hosted by Alasdair Spark, who also introduced us to Hampshire and the university community. Winchester is reconstituting its geography program and Alasdair is enthusiastic about faculty collaborations in support of each other’s programs. Indeed, our departments have a history together. UW-Eau Claire has had a study abroad/exchange program with the University of Winchester since 1985 and John Bentley – head of Winchester’s Geography program at the time it was disbanded in 1997-1998 – was a visiting scholar to Eau Claire’s Department of Geography in the early 1990s and still remains in contact with some of his UWEC colleagues.

I met with John Bentley and Tim Hall, the geography program head, who explain that the reconstituted geography program will be validated this December and be available to students in 2015. Geography has seen a revival in the United Kingdom and is now a top-10 university subject. Tim explains that their geography program will emphasize globalization, applied geography, nature-society relations and emphasis on the impacts of geography on society. The geographers at Winchester are currently in the applied social
sciences and are accustomed to working across disciplines. They collaborate closely with American Studies and archeology, especially in areas like landscape geography, and will continue to develop cross-disciplinary linkages in the new program.

Field courses will be a primary element in the new geography programming. Their first study abroad in the United States will be in 2016. In the past they have gone to Yosemite & Mojave regions – I have offered to help develop a collaborative and cost-effective, upper Midwest alternative.

Alasdair encourages Tim to design a geography program with an international program in mind. Toward that end, he will fund a trip for Tim to visit UW-Eau Claire in spring 2015 and Tim will send me the program and course outlines as they are developed. John inquired about the possibility for Winchester students, who complete their British B.A.s in three years, to spend a fourth year at UW-Eau Claire and obtain a US B.A.

I also met with Nick Thorpe, Phil Marter and Simon Roffey at an archaeological field site on the outskirts of Winchester. They have been working on a medieval complex of buildings, with a 12th C. leper asylum, where they are supervising as many as 25-30 undergraduates on two and four week summer programs. They made it clear that our students would be welcome to this and other projects. As I spoke of our technologies, from GPR to UAVs and field equipment, and explained that we offer an anthropology minor with an archeology component, Nick reiterated that they collaborate closely with geography and expressed hope that we can arrange exchanges and collaborations. For example, his students could study geography field methods at Eau Claire and bring their skills back to Winchester. Phil and Simon want to take students to Istanbul/Turkey, and expressed interest in collaborating with me and our students. They are also interested in modern archeology, of sites less than 100 years old, and suggested they may like to come to the United States for that.

Next steps

- Alasdair will visit Eau Claire in September, 2014. When he is here, we will continue the conversations we started in Winchester.
- I will work with Tim Hall to identify ways of synchronizing their new geography program in ways that can draw on what UW-Eau Claire Geography has to offer.
- Tim and I will also determine the best time for him to visit our department, perhaps in conjunction with the Association of American Geographers Annual Meeting in Chicago next spring.
• I will also continue correspondence with the Winchester archeologists, and bring our anthropologists into the conversation, to determine how best to create opportunities for their students and ours.

**Conclusions**

Based on the welcome I received by the geography departments at the Universities of Aberdeen, Glasgow and Winchester, the keenness with which they took to the department to department concept, and the specific ideas for collaboration and mutual learning we explored, my trip to Scotland and England was a success. It is apparent that colleagues at these schools are interested in finding ways to creatively develop our programs and enhance our students’ experiences by working together. For example, by strengthening faculty and departmental connections and understanding sister departments’ strengths, programs and curricula, faculty become advocates – the likelihood of student participation in global engagement increase. In this way, we model the very global networks and relationships we teach. Our students will be better geographers.

In addition to our efforts to develop the department to department programs presented above, the Department of Geography and Anthropology is taking additional steps to encourage student participation and improve our students’ experiences. We have recently allocated a portion of our Simpson Fund endowment to provide scholarships of $500 to geography and anthropology students for international study abroad. Further, we will intentionally, willfully and knowingly advise students to study abroad, generally, and direct them to the opportunities and benefits of studying at Aberdeen (or Glasgow or Winchester) specifically and, because we are developing personal relationships between departments, we are more adept at assisting our students, advocating on their behalf, preparing them before they travel and incorporating their experiences into their studies upon their return.

I wish to thank Colleen Marchwick, UWEC, Center for International Education; Brian Hussey, University of Aberdeen; Collette McGowan, University of Glasgow; and Alasdair Spark for their work in assembling a very effective itinerary, and their help in arranging the many fruitful meetings and housing and transportation logistics. Their administrative contributions and support are invaluable as we attempt to create exciting teaching and learning opportunities between the Department of Geography and Anthropology and partner departments in Scotland and England. I anticipate their continued help as we build on what we have started.
A. Purpose and Overview

The International Events and Features program brings distinguished scholars, artists, speakers, ensembles and events to campus for short durations (days) on topics related to international issues, understandings and celebrations. Visitors are expected to be of interest to and interact broadly with students, faculty and staff, and the broader community. This program originates in the Council for Internationalization and Global Engagement and is intended to support department-level global engagement, and collaboration. (Please note: This is not to be confused with the International Visiting Scholars program).

B. Eligibility

All University of Wisconsin-Eau Claire departments and programs are encouraged to develop and fund visits through this program. Departments, units, and colleges are expected to contribute support to the cost of the visit, but no specific dollar cost-share amount is required.

C. Application Process

Applications are initiated by unit chairs and their faculty. Until applications can be processed through BP Logix, electronic copies in a memo/report format should be submitted to CIGE@uwec.edu (see D. below).

The application has 4 sections:

1. **Basic Information**: including title, event dates, collaborators, and abstract (brief summary) of the project.
2. **Documents** include:
   a. **Narrative**:
      i. Description and background on the visitor(s)
      ii. Information on the activities/events planned for the visitor(s).
      iii. How proposed event(s) support Liberal Education Global Learning Outcomes and connect(s) to the global learning elements.
iv. Explanation of how the visiting scholar(s), artist(s), group(s), or event will interact with students, faculty, and staff, especially those who may be less inclined toward global engagement.

v. Description of how the visit will benefit the campus, college, department/unit, and community.

vi. Plan for publicizing the event.

vii. Past awards from this program.

b. Supporting Documentation may include a schedule, program, promotional materials, or any additional documents as appropriate. Please explain supporting documents in the narrative.

3. **Budget**: all expenses must be explained and clearly related to the proposed project. Please be as detailed as appropriate. These may include:
   a. Mileage/Air Fare
   b. Room/Lodging
   c. Meal Costs
   d. Supplies
   e. Outside or additional sources of funding

4. **Routing**: please fill in your department chair/unit director and dean/equivalent to ensure the application is reviewed by them.

D. Deadline for Application

Submit your proposal to CIGE@uwec.edu (with a cc: to Kim Reed and Paul Kaldjian) by the first working day of each month. Proposals may take up to six weeks for processing and review. Funding on academic year cycles will be considered until funding is exhausted. If an opportunity arises that requires funding prior to the next review cycle, please contact Paul Kaldjian, Chair, Council on Internationalization and Global Engagement.

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1 Many non-US citizens need a visa to enter the United States to visit. The following link can help inform applicants whether or not a visitor will require a visa to enter the United States. [http://travel.state.gov/content/visas/english.html](http://travel.state.gov/content/visas/english.html)

Staff in the UW-Eau Claire Center for International Education are available to answer questions or advise departments on this aspect of inviting a visiting scholar.
REPORT OF OVERSIGHT AND EVALUATION SUBGROUP

February 20, 2014

3:30-5:30 pm, Phillips 267

Members: Rose-Marie Avin (Economics), Rosemary Battalio (Special Education), Randy Dickerson (Music); Theresa Kemp (English, Women’s Studies), Ling Liu (co-coordinator of International Business), Lochner-Wright, Cheryl (CIE), Teresa Sanislo (History).

Outline of Presentation

1. Introduction: Rose-Marie Avin
2. International Experiences: Ling Liu
3. Report on International Activities of Departments/Programs: Theresa Kemp
4. Financial Aid and Study Abroad: Rose Battalio

I. Goals of Oversight and Evaluation Subgroup

Based on the discussion of April 15, 2013, we decided to follow the following plan:

a. Get a list of all the international experiences on campus: study abroad programs, International Fellowships, internships, etc… For a complete list, we need to contact CIE, ORSP, department chairs, and program directors.

b. Find out how many students participate in study abroad experiences. Find out for how long.

c. Find out about the various faculty development projects.

d. Find out what kind of financial support exists for students: Blugold? Foundation? External funding?

e. Get information on the infrastructure that exists abroad to support students. Does the infrastructure help students achieve the learning outcomes?

f. Get information on the infrastructure that exists at UWEC to support students BEFORE and AFTER their study abroad experiences.

g. Find out the goals and outcomes for the various study abroad experiences. Do they align with the global learning outcomes?
h. Get information on the kind of assessment that is done for the different experiences.

i. Set up information sharing sessions with administrators, department chairs, faculty, and staff who are involved in various international experiences at UWEC.

At the meeting of April 29, 2013 we decided to divide the issues listed above into categories:

A. What is happening on campus?
This category includes issues 1a, 1b, and 1c. These represent our short-term goals that we will start during fall and spring 2013.

B. How are the international experiences supported? What is the existing infrastructure?
This category includes issues 1d, 1e, and 1f. These are also long-term goals that we will start during the academic year 2013-2014.

C. What are we trying to do in each program? How do the programs align with the Learning Global Outcomes? Need to set up listening sessions
This category includes issues 1g, 1h, and 1i. We plan to invite faculty who have led programs and that have participated in international fellowships, to share their experiences with the campus community. This is a long-term goal that we will start during spring 2014.

II. At the meeting of February 3, 2014, we decided that the subgroup had already met the following goals: 1a, 1b, 1c, 1d. Our focus during spring 2014 will be on issues 1e, 1f, 1g, 1h, and 1i.

(Presentations by Ling, Theresa and Rose)

III. Plan for Spring 2014
We plan to start inviting faculty who have led study abroad programs and/or participated in the International Fellowship program to come share their experiences with the CIGE subgroup. We plan to meet with them in small groups and to give them several meeting days to choose from. The following faculty will be contacted:

- Rose-Marie Avin
- Rosemary Battalio
IV. Suggestions

- We discussed that it was important to get hold of people leading study abroad programs and train them for Global Learning outcomes.
- We discussed the need to create one office to store information about International Internships. C. Lochner-Wright mentioned that Shanti Freitas will be the go to person.
- We discussed the need to create built-in sustainability for faculty-led programs.

V. Directions for Subgroup?

- How to assess the various international experiences, considering that there are major differences in the programs? For example, how do we assess Music students who may go abroad for 5 days as opposed to students who go abroad for one semester or one year?
- Will we try to assess the wide variety of experiences that happen or only certain global experiences –those that seek an R2-LE designation?
  - What do we do with the programs that do not use the LE global learning outcomes? For example, a Music faculty may take students to Europe for performances but has not applied to have his/her students
earn a global learning outcome designation for this experience. Other example: Rose mentioned that her students going on her Education program do not currently receive foreign culture credits. Will they receive credits in the new LE framework?

- What happens with international fellows and their students?
# UWEC International Fellows by Country

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### UWEC International Internship by Country-2013 (Provided by Academic Affairs)

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*2012-2013 based on current info; Open Doors not due until February; may be a few additions*

**Austria, Czech Rep, Germany, Hungary & Poland**
Members
Dr. Stephen Hill, Department of Political Science
Dr. Paul Kaldjian, Department of Geography and Anthropology
Dr. Cheryl Lapp, Department of Nursing
Dr. Karl Markgraf, Center for International Education
Dr. Louisa Rice, Department of History
Dr. Alan Rieck, Department of Music and Theater
Dr. Eric Torres, Department of Education Studies, chair

Introduction
The International Partnerships Workgroup is a sub-committee of the Council for Internationalization and Global Engagement. It received the charge to assess what UWEC has been doing to implement the global learning goal included in the current strategic plan, and to draft and suggest policy language for the whole CIGE consideration and further recommendation to the chancellor as to how to develop an internationalization plan for the institution while enhancing academic global engagement opportunities for all students, faculty and staff.

Background
The workgroup met five times during fall semester of 2014. The minutes were uploaded to the CIGE website and its deliberations were guided by the following three questions:
1. What constitutes an effective institutional relationship with an international partner?
2. How can we discern whether an existing relationship is educationally meaningful?
3. What criteria should be considered to evaluate an already existing relationship so it warrants mutual benefit?

For the purpose of clarity in the language to be used in the report, the workgroup listed four activities that could be identified as international experiences:
1. Student Exchange Program (definition needed)
2. Student Dual Enrollment (definition needed)
3. International Fellows Program (definition needed)
4. Faculty Led International Experiences (definition needed)

The workgroup understands that while these activities have an international component, they do not capture the relational essence of an international partnership, per se, which is what we need to define. Furthermore, the workgroup verified that, currently, a template for a Memorandum of Understanding that reflects such essence or one that is informed by those three questions does not exist. Consequently, the workgroup arrived to a shared understanding that an international partnership must refer to a University to University strategic, organic, mutual effort to engage in global learning as opposed to, for example, in isolated student exchange programs. Simultaneously, an international partnership must respond to an expressly declared mutual interest in investing institutional prestige and
resources in promoting common understandings and ethical practices in the global commons as opposed to, for example, a simple quantification of participants in international ventures.

**Criteria for international partnerships**

The workgroup identified a set of eight criteria to be taken into consideration for the design, enhancement and evaluation of an effective and meaningful international network for global learning engagement:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Descriptor</th>
</tr>
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<tbody>
<tr>
<td>1. <strong>Mutuality and shared responsibility</strong></td>
<td>Clear mutual declaration of purpose aligned with respective institutional missions and global learning goals. Larger audiences are aware of mutual benefits.</td>
</tr>
<tr>
<td>2. <strong>Integrity</strong></td>
<td>Institutions identify and address concerns about security and safety of all participants as well as expectations about their academic and ethical integrity.</td>
</tr>
</tbody>
</table>
| 3. **Financial sustainability** | Expenses generated by the international partners are express responsibility of respective incurring university.  
  - Proposal has a plan for sustainability after an initial period of financial support.  
  - Partners may agree to collaborate in requesting financial support to pertinent institutions when appropriate. |
| 4. **Inclusive leadership, accountability and viability** | Representatives from both institutions engage in purposeful dialogue, strategic planning and collaboration to design, implement, and assess global learning and its impact in both institutions.  
  - Periodic accountability reports to each other are included in the reflective process.  
  - Systematic assessment and critique of students and institutional learning outcomes generates organic discussion about structural transformation needs and informs institutional decision making processes. |
| 5. **Authenticity** | Projects build genuine, lasting capacity and include opportunities to work together with, teach to and learn from local individuals as articulated by UWEC LE Core Responsibility Outcome 2: Evaluate the impact of systems, institutions and issues in local and global context and across cultures. |
| 6. **Criteria-based mutual feedback** | Institutions mutually agree on both the frequency and criteria with which their relationship will be assessed as effective and significant, and in a good faith-based procedure to solve conflicts. |
### 7. Compatibility
Both institutions understand each other’s programs, facilitate a fluid, mutual process of accreditation and develop complementarity.

### 8. Expanded networking potential
Shared vision and practice expands through multiple institutional connections and networks.

**What is meaningful for UWEC faculty?**

This workgroup considered important to survey all faculty who has ever provided leadership in an international experience about what they now consider meaningful about it. The survey was sent to 51 individuals currently on campus of which 33 (65%) responded. They were asked to identify three of those aspects and to give them an order of priority. The narratives offered similar language and nuances in the description of what made those experiences meaningful. *What follows is a chart that needs to be discussed by CIGE.*

<table>
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<tr>
<th>Criterion</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>1. Global Competence</td>
<td>Provides opportunities to develop global awareness and global competency skills through connection, interaction, negotiation, association, and network with global partners for academic purposes based on mutual respect, an appreciation for difference and diversity, and shared interest in enhancing a professional knowledge and practice that welcomes dissonance generated through global contexts, and invites self-critique, multidisciplinary perspectives, and universal frames</td>
</tr>
<tr>
<td>2. Global Learning</td>
<td>Provides authentic experiential learning opportunities to apply and generate globally contextualized knowledge that support students' intellectual, professional, personal and interpersonal growth, allowing them to generate their own narratives about themselves and others, and continued opportunities for collaboration and global intervention after the experience.</td>
</tr>
<tr>
<td>3. Global Network</td>
<td>Provides opportunities to develop global friendships and long-lasting professional and institutional relations that enrich UWEC’s curriculum and add value to the college experience.</td>
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</table>

**UWEC international practices**

This workgroup commissioned a research project to help document a comprehensive, descriptive inventory of UWEC international practices. A History major student, under the supervision of Dr. Louisa Rice, gathered and analyzed data to respond to the following questions:
4. What is the latest international activity?
5. What is the purpose of this activity?
6. Who is responsible for making it operational? Faculty? Staff?
7. How do students benefit from it?
8. What are the financial elements/implications?
9. What is the modality? Student exchange? Faculty exchange?
10. Where does money come from?
11. What amounts are dedicated/given?
12. How did the university benefit from it?
13. Is it currently active? If not, should it be?

A descriptive inventory will be attached to the final version of this report as an addendum. Two additional outcomes associated with this report are an interactive map with hyperlinks to UWEC’s global engagement sites, documentation and narratives to be made available online and an institutional narrative telling the story of UWEC’s global engagement. The preliminary website may be located through this link: https://www.google.com/maps/d/viewer?mid=zlGVhvM7VfOw.kiE7q5SYfqMM

The workgroup would like to present two final questions to CIGE:

1. How can this amount of effort and money be monitored and whose responsibility should it be?
2. How can this report be used to tell UWEC’s global engagement story and ascertain the way in which we, as a learning institution, learn (or should be learning) from within but at a global scale.
Background
In the summer of 2013, members of UWEC’s Council on Internationalization and Global Engagement (CIGE) and Center for International Education (CIE) developed a reporting tool to help University of Wisconsin – Eau Claire (UWEC) evaluate and track study abroad experiences of UWEC students (see Appendix I). The initial intent of this tool was to help document, evaluate and track study abroad programs. The Council for Internationalization and Global Engagement (CIGE) had identified a need to measure global competencies from the study abroad program for purposes of accountability, value to of the experience to encouraging student participation, and to collect data to support assertions made to the value of the study abroad experience.

CIGE members Eric Torres (Education Studies) and Paul Kaldjian (Geography & Anthropology) drew from their experiences in developing and applying the new LE core Responsibility 2 (R2, Global Learning) rubric and partnered with Cheryl Lochner-Wright (Study Abroad Coordinator, CIE) to develop a reflective prompt designed to help us understand the degree to which students were meeting the benchmarks set for the three elements of the R2 outcome. Shevaun Watson and Carmen Manning of English reviewed a draft of the prompt to improve the potential of the prompt to elicit the intended student responses. The final version of this prompt (Critical Reflective Assignment, see Appendix 1) was first administered to students completing study abroad programs in Fall 2013, and then again to students studying abroad in Winterim, Spring, and Summer 2014. Specifically, the prompt was intended to encourage students to identify and reflect on what they learned during their study abroad experience.

Because there did not seem to be a mechanism to require all students studying abroad to provide this self-assessment, we decided to make it an expectation of those receiving a study abroad grant. That is, all students who received UWEC or UWEC Foundation scholarship support commit to writing this reflective essay as a service to the university community and with the knowledge that they would be publicly shared. Thus, these essays would have the added benefit of helping the Foundation track the use of their monies and serving as guidance for prospective study abroad candidates. By the end of summer 2014, we had 56 essays representing 17 different international programs, mostly study abroad but some faculty-led. The response rate was nearly 100% from those who received scholarship support.

In August 2014, Academic Affairs’ support, CIGE and CIE partnered with Laurel Kieffer, the Title III-Grant Activity Director, to establish a committee to assess the study abroad essays against the R2 rubric. In this way, the study abroad artifact reads became part of the larger project to evaluate assessment in R1, R2, and Integrated learning. The timing also coincided with Department of Language’s interest in how to include study abroad in the LE Core.
On 14 October 2014, Laurel Kieffer convened nine experienced faculty and staff (see Table I) for an orientation, training and practice session on how to assess the study abroad artifacts. At this session, we were broken into teams and assigned artifacts to evaluate against the three elements of the R2 Outcome. An important part of the training and practice was geared toward inter-rater reliability to help with consistency among the assessors and between programs.

**Results**

On 23 October 2014, we reconvened to compile and analyze the results from this initial pilot round and found the following: Only 2 students (4%) met the benchmark for all three outcomes, and 20 students (36%) met none of them. While over half (55%) of the students met the benchmark for the knowledge element (Element A), only 21% of them met the benchmark for Element B (global systems, institutions, or relationships of power) and less than 13% met the benchmark for Element C (global implications of individual and collective decisions).

Initially, such results appear disappointing. Student essays focused largely on themselves and their personal rather than their cognitive growth; students were earnest in their reflections, but their expressions of independence, empowerment and feelings of personal accomplishment dwarfed the intellectual experience and what they actually learned about people, places, culture, history, power, transnational relationships and so on. However, after group analysis and discussion of the entire process and the overall results, our group of artifact readers felt that such low learning outcome would be inconsistent with our collective experience and understanding of the study abroad experience. Rather than blaming the students or their programs, we turned our attention to the prompt and realized that the prompt did not clearly guide students toward thinking about the intended outcomes. After discussion, we determined that the prompt did not align adequately with the R2 Rubric, nor did it adequately reflect the value of the study abroad experience for our students. With more intentionality in the design of the reflection prompts, study abroad students should more effectively be able to articulate gains in global competencies.

On 12 December 2014, the artifact readers met again to improve the prompt in time to pilot it with the cohort of students studying abroad in Fall 2014. We also decided to invite international immersion and course-based field experience abroad to pilot this assessment tool. Appendix II is the second iteration of the prompt.

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1 Participants received a modest stipend for their work between October 2014 and the end of May 2015. A stipend of $500 from the Title III grant compensated each faculty and staff for their participation in training and evaluation meetings, artifact assessments of, prompt evaluations and revisions, progress report reviews, and for consultations to guide the assessment process.
By May 2015, we again had 56 student essays: 38 students in 3 faculty led immersions, 8 students form a course-based field experience from Geography, and 10 students representing 6 semester-long study abroad programs. These were distributed among the three review teams and evaluated as in the first round. We met on 20 May to analyze the results and again assess the process. The results were vastly different this second round: Over half, 29 students (52%) met or exceeded the benchmark for all three elements of R2 and only 10 students (18%) did not meet the benchmark for any of them. Further, 70% of the students met or exceeded the benchmark for Elements A and C, and 64% met or exceeded them for Element B. We believe that this vast improvement is in large part associated with the improved prompt. See Table II for a comparison of the two rounds.

<table>
<thead>
<tr>
<th>Table II. Responsibility (R2) Global Learning Study Abroad Artifact Reviews</th>
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<tbody>
<tr>
<td>Round</td>
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<tr>
<td></td>
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<tr>
<td>Oct 2014, N=56</td>
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<tr>
<td>May 2015, N=56</td>
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</tbody>
</table>

Conclusions & Recommendations

Based on the experiences of this group of nine artifact readers, it is clear that study abroad and immersion assessment – from development of the prompt to its application and uses – is a complex and involved process. Our experience highlights the importance of the prompt and how it is administered.

In fact, based on analysis and discussions in the May 2015 round of artifact reviews, the artifact readers developed further refinements to the prompt. These are captured in yet another iteration of the prompt – see Appendix III. The artifact readers recommend that this newest version be used for subsequent study abroad experiences and immersion experiences. And subsequent artifact reviews will have to determine whether further refinements to the prompt are in order.

While artifact readers did detect some differences between programs, it is far too early to make any conclusions between immersions, course based experiences and conventional study abroad programs. Sample sizes need to be much greater to make any supportable inferences about types of experiences and programs. Variations between and within each type were inconsistent. There appears to be, however, some sense among the assessors that how students are prepared for their experiences and programs, how they are monitored and guided during the experience, when and how the prompt is administered are also factors that need to be considered. In fact, CIE staff are now presenting an overview of the LE Core’s R2 global learning outcome as part of the study abroad orientation. Consideration also needs to be given to the goals of the program and the academic backgrounds and interests of the students in the programs. For example, undeclared sophomores may begin with a

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2 To be clear, the evidence does not support a contention that the improvement is because immersion experiences are a bigger portion of the sample. Much more work needs to be done, with statistically significant sample sizes, to be able to determine programmatic differences.
different set of personal backgrounds and professional skills than a senior language major with a well-developed understanding of the host culture language.

The committee of artifact readers believes that this process of evaluating study abroad and immersion artifacts and assessing student learning has been invaluable. Beyond highlighting needs and opportunities for program development and improvement, it serves as a meaningful professional development opportunity. As artifact readers, we increased our understanding of study abroad and immersions in ways that improve our effectiveness as teachers, program leaders and program administrators. Toward that end, it may be worthwhile to find ways of including prospective faculty and staff leaders in future rounds of study abroad and immersion assessments as a way of helping them develop and improve programs for which they will be responsible. Finally, this assessment project provides the basis for helping UWEC incorporate studies abroad and immersions into the LE Core.

In conclusion, we wish to thank Laurel Kieffer, as Title III-Grant Activity Director, for including study abroad and immersion assessment as part of the overall Title III project and for effectively organizing this assessment project. We also wish to thank Academic Affairs for supporting the assessment project with stipends and staff support. Given the conclusion of the Title III grant, we would like to encourage Academic Affairs to find a way for study abroad and immersion assessment to continue, especially now that the prompt can be considered a calibrated assessment tool. Specifically, we suggest future rounds of assessment in January and May of 2016, to which additional participants would be invited as a form of professional development. One option is for the Council on Internationalization and Global Engagement (CIGE) to take over responsibility for this activity. Further, based on these experiences and with some additional work, CIGE may soon be able to make recommendations for how to include study abroad and immersions into the LE Core.

pk, 8 June 2015
Critical Reflective Essay
The meaningfulness of my learning abroad experience

Being part of a learning community means participating and sharing. We grow together and learn from the experiences, contributions and perspectives of each other. The university community – e.g., through the Blugold Commitment and the UW-Eau Claire Foundation – has helped make your learning abroad opportunity possible, and we want to know what you have learned and gained.

Therefore, we want you to write a 2-3 page, well-crafted essay in which you critically reflect on and evaluate your experience and its contribution to your cognitive and personal growth. Draw on specific examples, provide rich details, and take time to develop your thoughts and revise your essay. Remember, the Center for Writing Excellence can help you with any aspect of your essay, from getting started to the final proof-reads.

Your essay will be added to a collection of publicly accessible essays\(^1\). They will be available to students who are thinking about studying abroad, to benefactors looking for ways of supporting students, and to faculty and administrators looking for ways to provide high quality learning abroad programs for our students. As this collection of essays grows, UW-Eau Claire will have a good record of the wide range of experiences our students have had around the world.

Below, we provide you with numerous prompts to help you get started. Use them to help you craft a well-organized essay with 1-2 main points or controlling ideas.

1. I learned two very important things from the people and places in which I had this experience.
2. What I learned over the course of this experience has influenced my life in three important ways.
3. This experience – and the knowledge that comes from it – has made me think differently about myself, my assumptions, and my place in the world.
4. My own home community or society would benefit from some of the practices of the society in which I lived.

In addition, please attach two pictures, with captions, that illustrate the points you make in your essay, and what was important and meaningful about your experience.

\(^1\)This project to collect essays begins in Fall 2013.
Feel free to include links to any other resources (images, videos, presentations) you wish to share. If not publicly available on-line, please submit the materials themselves. If you wish to explore any of the above questions in further detail, please feel free to include an addendum. Finally, feel free to make recommendations for how students can best prepare for a study/learning abroad experience like yours?

Finally, in a cover sheet, please provide the following background information:

Name:
Major(s)/Minor(s):
Site(s) of Experience:
Dates of Experience:
(Expected) Graduation Date:
Support received from UW-Eau Claire:
Critical Reflective Assignment
What I learned in my study abroad experience
2014-15 Academic Year

Background:

As the world becomes ever more complex and inter-connected, it becomes increasingly important to recognize, analyze, and evaluate those complexities and connections between systems, institutions, and issues in local and global contexts, and across cultures. Global Learning also explores the personal and social responsibility required for ethical global citizenship and develops the skills necessary to thrive in a pluralistic and globally interdependent world.

UW-Eau Claire has defined three elements to Global Learning. Study abroad experiences foster opportunities for global learning in significant and transformative ways. Students will:

A. **Demonstrate knowledge of the world’s diverse cultures, environments, practices, or values.**
   While abroad, you may have encountered and engaged with a range of differences between your host country and the U.S. The experience of difference may have prompted you to reflect upon the nature of difference and how and why these differences exist and what they mean. Your return to the U.S. may have prompted further reflection upon difference.

B. **Learn to evaluate global systems, institutions and relationships of power in a historical or geographical context.**
   You may have also encountered and engaged with global, transnational forces and power (forces that shape societal and individual experiences in your host country, other countries you visited while abroad, and/or in the U.S.) You might have begun to ask questions about global forces and global dynamics and the way that they shape societal and individual experiences.

C. **Develop an understanding of the global implications of individual and collective actions.**
   Finally, as you study abroad, you may begin to question where you and your experiences, values, and actions fit within an increasingly globalized world. You may recognize that the choices that individuals and groups make have wide-reaching, transnational, even global effects.

To assist you in processing your study abroad experience, please respond to the questions on the next page. You are expected to critically reflect on and evaluate your study abroad experience and its contribution to your intellectual understanding, personal growth, and professional/career aspirations. Draw on specific examples, provide a level of detail that distinguishes this experience from all others. You should include the contributions of your coursework – as well as out-of-class experiences – in your answers.

Please take time to collect and develop your thoughts. Avoid broad generalizations regarding the culture as well as your experience such as “it was great” or “It changed my life”. Support your statements with specific examples for a reader who has never been to this country.

Students who provide exceptional answers to the questions will be invited to participate in the Provost’s Honor Symposium in the spring following the study abroad experience. Student work will be publicly available to faculty and administrators as evidence of the quality of learning study abroad programs provide our students, as well as to other students who are thinking about studying abroad, and to benefactors looking for ways of supporting high-impact programs for students. Submitted work will also be used as a component in assessing the merits of UW-Eau Claire’s study abroad programming.
Critical Reflective Assignment
What I learned in my study abroad experience

2014-15 Academic Year

Reflecting on your study abroad experience, please answer the following questions, using concrete examples to support any observations made. You may choose to answer each question individually, or to write an essay that addresses all of the questions. If answering individually, please allot at least three-four paragraphs to each question. If writing an essay, a minimum of 3 pages is expected. Be sure to include concrete examples to support any observations made.

Provide written responses to the following:

1. Provide an introduction and overview of your study abroad experience.

2. Using one to two examples, explain how your study abroad experience advanced your knowledge and understanding of the world’s diverse cultures, environments, practices and/or values.

3. Describe how your study abroad experience has impacted your knowledge and understanding of global systems, institutions, and relationships of power?

4. Identify and describe how a decision (or lack of a decision) made by people in your home community or country has impacted your host community or country. Or, if you prefer, identify and describe how a decision/lack of a decision made by people in your host community/country has impacted your home community/country.

5. Explore how your study abroad experience has impacted your professional or career goals or aspirations. What skills did you develop or enhance during your study abroad experience that might be transferable or beneficial in your future workplace?

6. Study abroad can be a transformative learning experience, in which students learn more about themselves and the world in which they live.
   a. Describe a disorienting dilemma you experienced while abroad and why you found it disorienting.
   b. Describe how the dilemma challenged your previous knowledge of the world’s cultures, environments, practices, or values.
   c. Explain how the dilemma helped you to understand how your decisions and the decisions of others have global implications.

7. Finally, please attach two pictures, with captions, that illustrate what was important and meaningful about your experience.

Create a cover sheet that provides the following background information:

Name:
Major(s)/Minor(s):
Site(s) of Experience:
Dates of Experience:
(Expected) Graduation Date:
Support from UW-Eau Claire: Scholarship name: ________________________ $______________

REV JAN 2015
Critical Reflective Assignment
What I learned in my study abroad experience
2015-16 Academic Year

As the world becomes ever more complex and inter-connected, it becomes increasingly important to recognize, analyze, and evaluate those complexities and connections between systems, institutions, and issues in local and global contexts, and across cultures. Global Learning also explores the personal and social responsibility required for ethical global citizenship and develops the skills necessary to thrive in a pluralistic and globally interdependent world. UW-Eau Claire has defined three elements to Global Learning, described below. Study abroad experiences foster opportunities for global learning in significant and transformative ways.

Reflecting on your study abroad experience, please answer each of the following questions individually, using concrete examples to support any observations made. You are expected to critically reflect on and evaluate your study abroad experience and its contribution to your intellectual understanding, personal growth, and professional/career aspirations. You should include the contributions of your coursework – as well as out-of-class experiences – in your answers. Avoid broad generalizations regarding the culture as well as your experience such as "it was great" or "It changed my life". Support your statements with specific examples for a reader who has never been to this country.

1. Provide a brief introduction and overview of your study abroad experience (1-2 paragraphs).

2. Global Learning Element A: Demonstrate knowledge of the world’s diverse cultures, environments, practices, or values. While abroad, you may have encountered and engaged with a range of differences between your host country and the U.S. The experience of difference may have prompted you to reflect upon the nature of difference and how and why these differences exist and what they mean. Your return to the U.S. may have prompted further reflection upon difference.

   Using one to two examples, explain how your study abroad experience advanced your knowledge and understanding of ONE of the following: the world’s diverse cultures, environments, practices or values (2-3 paragraphs).

3. Global Learning Element B: Learn to evaluate global systems, institutions and relationships of power in a historical or geographical context. You may have encountered and engaged with global, transnational forces and power (forces that shape societal and individual experiences in your host country, and/or in the U.S.). You might have begun to ask questions about global forces and global dynamics and the way that they shape societal and individual experiences. Or, you may have learned about education, the media, religions, marriage and the family, civil society, healthcare, or other formal or informal institutions.

   Using one to two examples, describe how your study abroad experience has impacted your knowledge and understanding of ONE of the following: global systems, institutions, or relationships of power (2-3 paragraphs).

REV June 2015
Critical Reflective Assignment
What I learned in my study abroad experience
2015-16 Academic Year

4. **Global Learning Element C:** Develop an understanding of the global implications of individual and collective actions. As you study abroad, you may begin to question where you and your experiences, values, and actions fit within an increasingly globalized world. You may recognize that the choices that individuals and groups make have wide-reaching, transnational, even global effects.

Using one to two examples, identify and describe how a decision (or lack of a decision) made by people in your home community or country has impacted your host community or country. Or, if you prefer, identify and describe how a decision/lack of a decision made by people in your host community/country has impacted your home community/country (2-3 paragraphs).

5. Describe a disorienting experience that challenged your assumptions, and why you found it disorienting. How did the experience challenge your previous knowledge of the world’s cultures, environments, practices, or values? How did the experience help you to understand how your decisions and the decisions of others have global implications? (2-3 paragraphs).

6. Explore and reflect on how you see your study abroad experience integrating into your life. How has your study abroad experience changed your goals, aspirations, or perceptions? Are you or do you plan to do anything differently after returning home from this study abroad experience? (2-3 paragraphs).

7. Finally, please attach two pictures, with captions, that illustrate what was important and meaningful about your experience.

_Students who provide exceptional answers to the questions will be invited to participate in the Provost’s Honor Symposium in the spring following the study abroad experience. Student work will be publicly available to faculty and administrators as evidence of the impact of learning study abroad programs for our students, as well as to other students who are thinking about studying abroad, and to benefactors looking for ways of supporting high-impact programs for students. Submitted work will also be used as a component in assessing the merits of UW-Eau Claire’s study abroad programming._

_Create a cover sheet that provides the following background information:_

Name: _______________________
Major(s)/Minor(s): _______________________
Site(s) of Experience: _______________________
Dates of Experience: _______________________
(Expected) Graduation Date: _______________________
Support from UW-Eau Claire: Scholarship name: ________________________ $__________________

REV June 2015
STUDY ABROAD
PHOTO CONTEST

SHARE YOUR CULTURAL INSIGHTS
FROM YOUR TIME ABROAD.
SUBMIT PHOTOS WITH A BRIEF DESCRIPTION TO
JENNA KROSCHE - KROSCHJM@UWEC.EDU

SUBMISSION DEADLINE | FEBRUARY 7

#BlugoldBeyond  University of Wisconsin-Eau Claire

GRAND PRIZE 16X20 CANVAS PRINT OF PHOTO + PERMANENT INSTALLATION IN DAVIES CENTER LITTLE NIAGARA ROOM
SECOND + THIRD PLACE 11X14 CANVAS PRINT OF PHOTO
SPONSORED BY CENTER FOR INTERNATIONAL EDUCATION + COUNCIL ON INTERNATIONALIZATION & GLOBAL ENGAGEMENT + UNIVERSITY CENTERS
In 2013 an historic settlement was made between an indigenous Maori tribe and the New Zealand government, addressing more than a century of government-acknowledged colonial oppression and land theft. Fundamental to the settlement was a decision to restore to the Tuhoe tribe governance of their traditional homeland—an 800-square-mile tract of rainforest known as Te Urewera. Kennedy Warne, author of *Tuhoe: Portrait of a Nation*, will discuss Tuhoe’s grievance, the process by which the settlement was reached, Maori understanding of land and identity, and why it matters to them that no one “owns” the forest.

‘I am Te Urewera and Te Urewera is me.’

Place and Identity in the New Zealand Rainforest
In 1991 the wheel of history appeared to change its course. The decades of despotic and imperialist rule by the Soviet Union over nations in East Europe gave way to a new age of freedom and independence. Russia itself rose out of the ashes, in the words of Mikhail Gorbachev, “to join the family of European nations”, while nations long repressed by Soviet Russia raced to catch up with and join Western, democratic Europe. The struggle of the new Russian Federation to escape the long shadow of the Soviet experience now appears to have failed. As the old imperial impulses reappear, East European nations, having enjoyed a quarter century of freedom, are challenged to protect their freedom.
The Soldier and the Refusenik
Two Israelis. Two Choices. One Conclusion.

Israeli activists speak about the Israeli Occupation

Maya Wind
Eran Efrati

Tuesday, May 6, 2014
7:00 p.m.
Centennial Hall
Room 1804
Trends in the Internationalization of Higher Education

Elizabeth Redden
Correspondent for INSIDE HIGHER ED

- Covers study abroad, internationalization of the curriculum, and the recruitment and integration of international students for IHE.
- MFA in nonfiction writing from Columbia University.

Thursday, September 25, 2014
3:00-5:30 p.m.
Centennial Hall, Room 1704

3:00-3:30 p.m. Internationalization & UW-Eau Claire
3:30-4:30 p.m. Elizabeth Redden
4:30-5:30 p.m. Reception

Follow-up Discussion & Social
Thursday, October 9, 2014
3:30-5:30 p.m. at CETL

Brought to you by UW-Eau Claire's Council on Internationalization and Global Engagement (CIGE)
CIGE LECTURE SERIES

DEPARTMENT TO DEPARTMENT PROGRAMS
Learn about the opportunities & hear about experiences from three departments

Presented by:
Paul Kaldjian, Alan Rieck, & Eric Torres

Thursday, October 23
3-4:00 p.m.

THOUGHTFUL PHOTOGRAPHY
Taking pictures with sensitivity, empathy & care

Presented by:
Mark Aumann, Professional Photographer & Shane Opatz, Digital Asset Creator at UWEC

Thursday, November 20
12-1:00 p.m.

Where:
CETL
Old Library, 1142

Brought to you by UW-Eau Claire’s Council on Internationalization and Global Engagement & CETL
Frank Bures is a writer whose work has been selected for the *Best American Travel Writing* 6448 and 2009, “Notable Travel Writing” in 2008, 2011 and 2013. His stories have appeared in the *Washington Post Magazine, Harper’s, Poets & Writers, Runner’s World* and others. His first book is forthcoming from Melville House. Bures will discuss what defines a culture, how it gets that way, and how we know it.

**Tuesday, October 14 at 4:30 p.m.**

**Centennial Hall, Room 1204**

Brought to you by the Department of Geography and Anthropology, UW-Eau Claire’s Council on Internationalization and Global Engagement & the Chippewa Valley Book Festival
1st Annual Backgammon (Tavla) City Championship*

Tavla is the Turkish version of Backgammon. All levels of experience invited to participate.

Learn to play:
(No registration required)
Feb 14 - from 1-3 p.m. at McIntyre Library
Feb 15 - from 1-3 p.m. at LE Phillips Public Library

First two rounds of tournament:
Feb 21 - from 1-5 p.m. at McIntyre Library

Semifinal and final rounds of tournament:
Feb 28 - from 1-5 p.m. at McIntyre Library

For more information go to McIntyre library blog:
http://www.mcintyrenews.blogspot.com

To register for tournament contact: Hans Kishel
email: kishelhf@uwec.edu
phone: 715-836-2959

Sponsored by UW-Eau Claire’s Council on Internationalization and Global Engagement

McIntyre Library
YOUR INFORMATION ADVANTAGE
HUMANS OF
STUDY ABROAD
PHOTO CONTEST

SUBMISSION DEADLINE
FEBRUARY 5

#BlugoldBeyond
University of Wisconsin-Eau Claire

SUBMIT PHOTOS TO KROSCHJM@UWEC.EDU

GRAND PRIZE: 16X20 CANVAS PRINT OF PHOTO

SPONSORED BY CENTER FOR INTERNATIONAL EDUCATION + UNIVERSITY CENTERS + COUNCIL ON INTERNATIONALIZATION & GLOBAL ENGAGEMENT
PERUVIAN WEEK
23 — 27 FEBRUARY 2015

For this entire week, UW-Eau Claire will have faculty from the Pontificia Universidad Católica del Perú (PUCP) on campus to give public presentations, meet students, and work with colleagues in Education, Geography, Music, Latin American Studies and Women Studies. They are here under a new Memorandum of Understanding between UWEC and PUCP and as part of UW-Eau Claire’s emerging international Department to Department partnerships initiative. PUCP is a prominent Latin American university, a cradle of progressive thinking, and a center of liberation theology. Please attend these events and help us actively grow these partnerships and initiate new ones.

Monday, February 23
Organizational Culture of a Private University in Lima, Peru. How does a private, non-profit organization fulfill a public function? A case study based on Cameron & Quinn’s Organizational Culture Assessment Instrument (OCAI). Elizabeth Flores, Assoc. Professor, Education, PUCP.
Place: Center for Excellence in Teaching and Learning (CETL — 1142 Old Library), 10—11:30 am

Tuesday, February 24
Perspectives from the South: What Northern Partners Need to Know. A panel discussion between Pontificia Universidad Católica del Perú (PUCP) and UW-Eau Claire partner faculty (education, geography, music) to discuss North-South partnerships and the prospects of this program for PUCP and UW-Eau Claire. PUCP and UW-Eau Claire partners.
Place: Davies Student Center, Menominee Room 320F, 12 noon—1 pm

Continuing Education in a School of Education. A case study of the school of education’s continuing education program, based on identified strengths and weaknesses at the internal and external levels and proposals for an improvement plan. Dr. Carmen Coloma, Dean, PUCP School of Education
Place: Centennial Hall 3314, 3—4:30 pm

Wednesday, February 25
Ask a Scientist, Environmental Diversity of Peruvian Landscapes. The objective of this presentation is to show some of the Peru landscapes integrating the natural processes with the human settlements as much as possible. Dr. Hildegardo Córdova Aguilera, Professor of Geography and Executive Director of the Center for Research in Applied Geography (CIGA-PUCP)
Place: Acoustic Café, 7:00 pm

Thursday, February 26
Intercultural Aspects of Music, Theatre, and Dance: A Peruvian Perspective. Dr. Luis Peirano, Director of Music and Scenic Arts Department
Place: Haas Fine Arts 159, 12-12:50 pm

Biology Colloquium, Identification of Native Andean Plant Species with Potential to Use in Human Consumption. Peru is among the most biodiverse countries in the world. Well-known for potatoes, quinoa, and other locally adapted crops, some wild species may also provide nutritional and environmental benefits. Dr. Hildegardo Córdova Aguilera, Professor of Geography
Place: Phillips Hall 319, 4:00 pm

All events are free and open to the public

Questions? Contact cig@uwec.edu
FACULTY-LED IMMERSIONS WEEK
APRIL 13-16, 2015

Monday, April 13:
Globalization in India
Davies-Chancellors Room 311 (Time: 12-1 p.m.)

Tuesday, April 14:
Embracing the Somali Immigrant Experience in Midwestern Public Schools
Davies-Chancellors Room 311 (Time: 12-1 p.m.)

Wednesday, April 15:
Transnationalism in Jamaican Culture
Davies-Chancellors Room 311 (Time: 12-1 p.m.)

Thursday, April 16:
Social & Environmental Justice in Guatemala
Davies-Menominee Room 320F (Time: 12-1 p.m.)

Bring your lunch and come hear from students who participated in a domestic or international immersion program during Winterim about what they did, what they learned, and how they were impacted by this experience.

SPONSORS:
- Global Learning Community
- Intercultural Immersion Programs
- Center for Global Politics
- Society of Politics
- Council on Internationalization & Global Engagement
Thursday, September 17th

4:00 PM
Workshop on Kantele
Centennial 1704

7:30 PM
Concert
Haas Fine Arts
Phillips Recital Hall

Friday, September 18th

10:00 AM
Concert
Eleva-Strum High School

7:00 PM
Concert
Acoustic Cafe
GLOBAL LEARNING IN COLLEGE:
Defining, Developing, and Assessing Institutional Roadmaps

October 8-10, 2015
Ft. Lauderdale, Florida

PROGRAM OF EVENTS

THURSDAY, OCTOBER 8, 2015

10:00 a.m. – 7:00 p.m.  Conference Registration and Membership Information
Please stop by the conference registration desk for your conference materials and membership information.

2:00 – 5:00 p.m.  Pre-conference Workshops
These workshops are ticketed events. For details and availability, please visit the conference registration desk.

WORKSHOP 1: “From Doorstep to Planet”—Global is Everywhere
The dominant paradigm of global learning in higher education has privileged study abroad. Yet contemporary realities—global interdependence, international migrations, and the growing wealth-poverty divide—render categories such as “study-at-home” vs. “study abroad” increasingly obsolete. This workshop will engage various global learning domains—knowledge, challenges, systems, civic engagement, and identities—to re-imagine locations of and for learning that include nations and neighborhoods that are next door, across town, or anywhere in the U.S. Participants will consider models of domestic off-campus programs that successfully advance global learning goals and will explore how such programs can increase access and participation for today’s changing cohort of students, broaden faculty participation, and build stronger campus constituencies for global learning.

Patty Lamson, Director of International Programs—Earlham College; Scott Manning, Dean of Global Programs—Susquehanna University; Sarah Pradt, Director of Programs—HECUA; Shuang Frances Wu, Assistant Professor of Higher Education, and Richard Slimbach, Professor of Global Studies—both of Azusa Pacific University; Neal Sobania, Professor of History—Pacific Lutheran University; and Eric Hartman, Assistant Professor in Leadership Studies—Kansas State University

This workshop will engage participants in designing curriculum/assessment tools and developing partnership strategies that advance an intentional approach to global learning throughout the undergraduate experience. Participants will examine two comprehensive frameworks for global learning and practical lessons learned about each; develop strategies that build coalitions for change; explore how to ground global learning initiatives in the values of their institutions; and help faculties create ownership across cocurricular, academic, and administrative divisions. Participants will also use AAC&U’s Global Learning Inventory Framework to examine the potential for growth in global learning on their own campuses and identify the structures necessary to support and catalyze integrative studies across classrooms and communities.

Dona Cady, Dean of Global Education and Carina Self, Assistant Dean of Social Sciences and Service Learning—both of Middlesex Community College; and Blase Scarnati, Former Director of First Year and Global Learning—Northern Arizona University

WORKSHOP 3: Global Narratives: Reflective Practice as an Approach to Transformational Learning
Reflective practices and storytelling can reveal and clarify global learning as students make meaning from their experiences. How do we help students tell their stories, make connections across their experiences, and develop awareness of their capacities? These practices can lead to transformational knowledge of who they are in the world and a greater sense of purpose and sensitivity to global perspectives. Workshop facilitators will illustrate models of reflective practice. Participants will examine how these approaches help students learn, and will leave the workshop with action plan designs.

Rebecca Hovey, Dean for International Study, Jennifer Walters, Dean of Religious Life, and Stacie Hagenbaugh, Director, Lazarus Center for Career Development—all of Smith College

WORKSHOP 4: E-Portfolios: Designing Reflective Ownership of Global Learning

Appendix XXVIII
E-portfolios can promote reflection, integrative learning, and self-assessment—accommodating student learning across places and time. They can showcase curricular and co-curricular learning and community involvement, and can incorporate career development elements to advance students’ preparation for life, work, and engagement in a global society. Participants will learn the benefits and challenges of different e-portfolio platforms, identify strategies to support faculty and student work with e-portfolios, and apply e-portfolio design to global learning goals.

**Paloma Rodríguez**, Coordinator of International Education, Professor of Humanities—Santa Fe College; and **Susan B. Scott**, Assistant Director for Institutional Effectiveness, and Coordinator for ePortfolios—Indiana University–Purdue University Indianapolis

**WORKSHOP 5: The Three C’s of Global Learning Assessment: Coherence, Consistency, and Continuous Improvement**

Successful assessment plans are distinguished by three features: coherence, consistency, and continuous improvement. This workshop will examine a unified global learning assessment plan that incorporates diverse faculty and staff perspectives and addresses the dynamic needs of students. Participants will acquire practical tools to develop, lead, and refine global learning assessment across the curriculum, from general education and study abroad courses to co-curricular programs and capstones. Facilitators will help participants translate their learning into campus action plans.

**Hilary Landorf**, Director of Global Learning Initiatives and **Stephanie Doscher**, Associate Director of Global Learning Initiatives—both of Florida International University; and **Jennifer Robertson**, Director, Study Abroad and Global Experiences—Valencia College

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<th>7:00 – 8:00 p.m.</th>
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<td><strong>Welcome and Opening Remarks</strong></td>
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<td><strong>Dawn Whitehead</strong>, Senior Director, Global Learning and Curricular Change, Office of Integrative Learning and the Global Commons—AAC&amp;U</td>
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**Keynote Address**

**Seas of Many Islands: Navigating a New Framework for Global Learning**

**Hilary Kahn**, Director, Center for the Study of Global Change and Assistant Dean for Strategic Collaborations, School of Global and International Studies—Indiana University–Bloomington

How does the concept of a sea of islands allow us to explore the complexity of global learning and the institutional contexts and pedagogies that support it in our classrooms and on our campuses? Dr. Kahn will use the example of Pacific Studies to demonstrate how this metaphor offers a framework for global learning that challenges the categories, identities, and dichotomies that too often guide our thinking about the world. By borrowing from Epeli Hau’ofa’s “Our Sea of Islands,” Dr. Kahn will outline how global learning must strive to balance micro and macro dimensions of understanding, the general and the particular, and broad and anchored knowledge. She will also use this concept to show how global learning requires students and educators to think relationally, integrate a multiplicity of viewpoints, and learn and implement change through collective knowledge production.

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**FRIDAY, OCTOBER 9, 2015**

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<th>7:30 – 9:15 a.m.</th>
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<td>Breakfast will be available 7:30 – 9:00 a.m. If you are attending the AAC&amp;U Newcomers’ Welcome and Introduction to LEAP session at 8:00 a.m., please plan to have breakfast beforehand.</td>
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**Theme 1: Framing Global Learning**

**POSTER 1: Beyond Study Abroad: Academic, Extracurricular, and Social Pathways to Global Competence Development**

While study abroad has been a major vehicle to promote college students’ global competence, only a minority of students take advantage of this opportunity. This poster will present research that examines additional ways to enhance college students’ global competence. A study of 95 college women revealed multiple pathways to global competence: travel, coursework, and friendships. Notably, the number of friends students’ reported having from different countries was tied to
global competence scores. Moreover, the quality of these relationships mattered. Opportunities and implications for developing global competence within higher education will be shared.

_Janelle S. Peifer, Assistant Professor of Psychology—Agnes Scott College_

**Theme 1: Framing Global Learning**

**POSTER 2: Capstone Learning Design: Process and Implementation at Hostos Community College**

Capstone learning, a high-impact practice, brings together skills and content to help students think more deeply and more critically about theory and practice. This poster will raise awareness of the administrative role in creating a successful capstone initiative. It will examine how to design a capstone initiative that transforms 200-level courses across the disciplines to ensure that more students are exposed to complex assignments—assignments that include intention to promote deep critical thinking and reflection about theory, content, and practice.

_Sarah Brennan, Executive Associate to Provost and Vice President for Academic Affairs and Silvia Reyes, Project Director for Title V—both of Hostos Community College_

**Theme 1: Framing Global Learning**

**POSTER 3: Globalizing Professional Education: Experiential Lessons from Philadelphia University's Global Portfolio Program**

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

_Raju Parakkal, Assistant Professor of International Relations and Meriel Tulante, Chair of World Languages Program—both of Philadelphia University_

**Theme 1: Framing Global Learning**

**POSTER 4: General Education as a Roadmap to Global Citizenry**

After a thorough review and redesign, SUNY Buffalo State’s Intellectual Foundations program provides students with a framework from which to view the larger world and their roles in it by offering targeted experiences designed to bring students to self-identification as global citizens. This poster session will articulate strategies used to scaffold general education programming to support student self-identification as global citizens.

_Michele Ninacs, Director of the College Writing Program and Amitra Wall, Assistant Dean of University College—both of SUNY Buffalo State_

**Theme 2: Best Practices**

**POSTER 5: Ethnomathematics: Walking the Walk in a Mathematics Education Course**

Participants visiting this poster will have the opportunity to view examples of successful student project-based learning within their Problem Posing Expeditions (PPE) and the assessment rubric for the assignment. Additional evidence of student understanding is offered in the artifacts students have chosen from this course. These artifacts illuminate students’ proficiency in several of the Wheelock College Education Social Justice Standards applied during the Elementary Education Capstone course. The session will include opportunities to experience hands-on activities from the course, and participants will be given access to a resource packet.

_Judith Johnson Richards, Instructor—Wheelock College_

**Theme 2: Best Practices**

**POSTER 6: Global Studies II: A Course in Global and Multidisciplinary Learning**

Global Studies II is a global and multi-disciplinary course for Principia College’s Global Perspectives program. The student learning outcomes for this course connect to two Global Perspectives program outcomes that require students to: 1) demonstrate understanding of the interplay among local, national, regional, and global forces; and 2) identify solution-oriented approaches to complex and multidisciplinary global issues. Participants will see how the structure of this course, in which students are asked to draw connections between various disciplines, helps them understand how various disciplines analyze and find solutions for a complex global issue.

_Sally A. Steindorf, Global Studies Program Director and Associate Professor of Cultural Anthropology and Julie Blase, Professor of Political Science—both of Principia College_
**Theme 2: Best Practices**

**POSTER 7: Creating a Global Learning “Compass” for STEM Students via Outcomes-based Reflection and Feedback**

This poster illustrates a STEM-specific intercultural learning intervention which attempts to 1) “calibrate” the individual student’s compass towards realizable intercultural effectiveness skills; and 2) support the student in goal attainment via individualized coaching and formative assessment. Grounded in the Purdue adaptation of the VALUE rubric for intercultural competence, it also addresses such intellectual and practical scientific skills as teamwork, communicative flexibility, observational acuity, hypothesis formation, analysis, and synthesis. Participants will see how the learning intervention is currently offered as a credit-bearing course for engineering students and as an option in an academically-recognized certificate program for science students—with plans for 'scaling up' well underway.

*Katherine N. Yngve, Intercultural Learning Specialist and Laura Starr, Director for Experiential Learning and Student Success in the College of Science—both of Purdue University*

**Theme 3: Assessing Global Learning**

**POSTER 8: Refinement via Research: Measuring and Improving Language and Intercultural Learning during Study Abroad**

This poster will compare two approaches to assessing learning outcomes associated with study abroad. It will highlight a survey of 100+ University of Washington students that demonstrated gains in intercultural competence after studying abroad. By conducting follow-up qualitative assessment, UW will refine its learning goals and assessment approach. The poster will also highlight the Council on International Educational Exchange’s (CIEE) plan to use pre/post testing and LinguaFolio, an online portfolio, to measure language learning across its 150+ programs abroad. The presenters will provide illustrative handouts about assessment, discuss the benefits of mixed-methods research, and answer questions about the challenges associated with these strategies.

*Alexandra L. Wood, Manager, Teaching and Learning—Council on International Educational Exchange; and Karleigh Koster, Project Manager—University of Washington*

**Theme 3: Assessing Global Learning**

**POSTER 9: The Evolution of a Global Awareness Curriculum: From Design to Assessment to Revision**

This poster will present the evolution and assessment of Salem College’s Global Awareness (GA) curriculum within its First-Year Seminar sequence, with improvement in student learning demonstrated throughout the seminar during the past five years. In an attempt to ensure that similar gains are made throughout students’ careers at Salem, the College is currently planning to transform its GA requirement in 2015-2016. Participants visiting the poster will explore an evidence-based history of the GA curriculum, including learning competencies, assessment rubrics and results, guidelines, and revisions.

*Daniel O. Prosterman, Associate Professor of History and Director of General Education—Salem College*

**Theme 4: Organizational Leadership and Curricular Change**

**POSTER 10: Supporting International First-Generation Students: From Theory to Research to Practice**

This poster will describe a theory-based approach in informing university leaders, professors, and academic advisors of how environmental influences may affect the inclusion and success of international first-generation college students. It will illuminate environmental signals that international first-generation college students may receive; how signals can affect development and success in the academy; and how leaders, faculty, and staff can use this knowledge to support this group. Participants will see an analysis of international first-generation student characteristics; discuss theories of developmental ecology; and learn how to connect scholarly research to implementable practices and intervention designs.

*Thomas J. Eveland, Associate Professor and Chair—DeVry University*

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**8:00 – 9:00 a.m.**  
**AAC&U Newcomers’ Welcome and Introduction to LEAP**

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

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

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

9:30 – 10:30 a.m.  Plenary

Infinite Possibilities in the Face of Intractable Problems: Living in the In-Between

L. Lee Knefelkamp, Professor Emerita—Teachers College, Columbia University and Senior Scholar—AAC&U

The great hope of intercultural communication is that we can resolve differences. The great reality of the world is that many differences defy resolution. So how can we live in the in-between? Dr. Knefelkamp will explore the kinds of knowledge and capacities that students need to navigate living in-between conflict and resolution and transcend historical legacies with understanding, insight, and agency for making the world a better place for all.

10:45 a.m. – 12:00 p.m.  Concurrent Sessions

These workshops are designed to deeply engage participants in examining theories, research, and scholarship of global learning and considering how to move from theory to evidence-based practices in their own work. Part 2 of the workshops will take place on Saturday from 9:45 – 11:00 a.m.

Theme 1: Framing Global Learning | Workshop Part 1

CS 1: Understanding Ethnic and Cultural Identity and Communication

Leeva Chung, Professor of Communication Studies—University of San Diego

Theme 1: Framing Global Learning | Workshop Part 1

CS 2: Embracing the Contrast Between the Expected and the Real: Seeking Authenticity in Global Contexts

Participants will 1) understand the implications of seeking a singular authenticity in global contexts; 2) examine motivations and expectations for study abroad; and 3) develop a constructivist approach to facilitate thoughtful cross-cultural experiences.

What happens when you cannot bridge the gap between expectations and experience? Higher education strives to empower students to build relationships with communities to solve the most pressing problems of their time. However, when a service-learning or study abroad experience does not match expectations the results can reinforce negative stereotypes and be detrimental to communities. This workshop will build on a recent research project examining authenticity-seeking among students. Participants will explore how facilitating the recognition of multiple, and potentially contradicting, authenticities will foster more effective service-learning and study abroad.

Steve E. Grande, Executive Director, Spencer Center for Civic and Global Engagement and Bethany Zaiman, Class of 2015—both of Mary Baldwin College; Jennifer Coffman, Associate Executive Director, International Programs, Associate Professor, ISAT and A. Renee Staton, Professor of Graduate Psychology—both of James Madison University

Theme 2: Best Practices | Workshop Part 1

CS 3: Religion, Identity, and Global Learning

Kathy Goodman, Assistant Professor, Student Affairs in Higher Education—Miami University of Ohio; and Jenny Small, Associate Editor—Journal of College and Character

Theme 2: Best Practices | Workshop Part 1

CS 4: Global Engagement: Designs for Cultivating Global Citizens

Participants will 1) become more aware of expanding civic-enriched frames for global learning through collective action with diverse others; 2) be introduced to emerging and varied new program designs for global engagement that foster global citizenship; 3) be provided with assessment data on the impact of these programs on student learning and development, and on community empowerment; and 4) be more attuned to how they can integrate global, civic, and diversity learning in their own international programming.

The power of service learning, which is the most effective high-impact practice and often the proxy for civic learning, turns out to also be associated with global perspective-taking; and engagement with diversity to be associated with democratic dispositions. What happens, then, when service and community-based learning take place outside of the United States and
the triad high-impact practices of global, diversity, and civic learning are combined? Participants in this workshop will reflect on what practitioners are discovering about which designs for international service and community-based learning produce what kinds of effects, both for students and the communities with which they interact.

*Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives—AAC&U; Eric Mlyn, Peter Lange Executive Director of DukeEngage and Assistant Vice Provost for Civic Engagement—Duke University; Amanda Moore McBride, Associate Dean for Social Work and Director, Richard A. Gephardt Institute for Public Service—Washington University; and Eric Popkin, Dean of Summer Programs, Director of Campus Community Partnerships for Civic Engagement, and Associate Professor in Sociology—Colorado College*

**Theme 2: Best Practices | Workshop Part 1**

**CS 5: "I hated the course but now I see global connections everywhere": Overcoming Resistance to and Learning from Study Away**

**Participants will** learn about: 1) reflection courses based on student learning outcomes derived from best practices in service and experiential learning; and 2) embodied reflection using applied theater practices.

When Arcadia University revised its undergraduate curriculum, one of the key components was a reflection course taken in conjunction with study away. Participants in this workshop will focus on the student resistance that arose to examining global interconnection, interdependencies, and inequity in reflecting upon their experiences studying away. The first half of the workshop will examine this reflection course at Arcadia University, the nature of student resistance, and some of the ways the course has been changed to overcome the resistance. The second half will present strategies for minimizing resistance and engaging students in reflection on their experiences.

**Jeff Shultz, Professor of Education and Director of Educational Studies and Innovative Graduate Programs, Ellen Skilton-Sylvester, Rosemary and Walter Blankley Endowed Chair in Education and Chair, Department of Curriculum, Cultures and Child/Youth Studies and Kalenda Eaton, Associate Professor of English—all of Arcadia University; and Norah Shultz, Senior Associate Dean for Academic Affairs—Penn State Abington**

**Theme 3: Assessing Global Learning | Workshop Part 1**

**CS 6: Assessing Global Learning: Incorporating and Evaluating Global Perspectives**

**Participants will** be presented with information on theory, research, best-practices, program implementation, and assessment for increasing students’ global competence—all of which may be adapted to a variety of programs.

Research has shown that faculty, staff, students, and the community agree: global competence is essential for student success. The first part of this workshop will focus on an outline of research and theory in relation to assessment and development of students’ global competence. The second part will provide a glimpse into data and patterns gleaned from over 1600 incoming freshman and study abroad students in relation to a Quality Enhancement Plan. Participants will be provided with a detailed view into theory, research, best-practices, program implementation, and assessment of students’ global competence and consider how they might adapt it to their own global learning programs.

**Shonda Ann Gibson, Executive Director of Global Learning and Quality Enhancement, Tabetha Adkins, Assistant Professor of Literature and Languages and Director of First-Year Writing, and Christi Hunter, Global Competence Consulting President, and Global Leadership Excellence Chief Executive Officer—all of Texas A&M University-Commerce**

**Theme 3: Assessing Global Learning | Workshop Part 1**

**CS 7: Global Civic Engagement and Social Responsibility: Conceptual Framework and Findings from a Multi-Institutional Project**

**Participants will** 1) understand the link between theoretical concepts associated with global learning and methods of assessment; and 2) gain knowledge in how high-impact educational practices affect students’ behavioral change such as pro-social development and civic engagement along with critical thinking and intercultural learning skills.

Drawing on several established surveys as well as intercultural learning and civic engagement literature, researchers created a tool to examine how high-impact practices such as diversity/global learning, global service-learning, and community engagement lead to growth in civic engagement, intercultural learning, and critical thinking. It also uniquely adds opportunities for open-ended responses that demonstrate behavioral choices and mechanisms. The project includes broad institutional participation: land-grant institutions, community colleges, minority-serving institutions, ivy league, faith based, and private liberal arts colleges. With more than 1,000 students participating in the first two years, the study
explores relationships among program factors, populations, and specified learning outcomes. Participants will examine the overall findings and discuss how theoretical and conceptual models of global learning affect student-learning outcomes. **Cynthia Toms**, Director of Global Education, Assistant Professor—Westmont College; and **Eric Hartman**, Assistant Professor, Staley School of Leadership Studies—Kansas State University

**Theme 4: Organizational Leadership and Curricular Change | Workshop Part 1**

**CS 8: Mind the Gap: Redesigning Programs Using Organizational Leadership Theory to Engage the Real-World**

Participants will 1) use Bolman and Deal’s four frames to identify leadership strategies to address organizational challenges regarding developing coherent and systemic global learning efforts; 2) use AAC&U Global Learning VALUE Rubric to examine and discuss changes made to curricula, assessment, partnerships, and infrastructure to develop students’ global learning within an academic program; and 3) use high-impact practices strategically to embed real-world issues at key points within an academic program to promote student success and global learning.

In spring of 2015, Middlesex Community College redesigned several related Associates Degree programs to form the new “History, Politics, and Global Studies” Liberal Arts Associate degree. This program will serve as a model for placing real-world issues at the heart of global learning, engaging students throughout their undergraduate experience. In addition, the program redesign includes developing sustainable support structures through collaboration with key stakeholders across the institution. Participants will learn how to use Bolman and Deal’s organizational leadership theory to create shared ownership for achieving and assessing global learning outcomes. **Dona M. Cady**, Dean of Global Education, **Phillip J. Sisson**, Provost/Vice President of Academic Affairs and Student Affairs, and **Matthew W. Olson**, Dean of Humanities and Social Sciences—all of Middlesex Community College

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**Theme 1: Framing Global Learning | Seeded Discussion**

**CS 9: From First Semester to a Life of Global Engagement: Reflective Practice as Roadmap**

Participants will examine challenges and strategies in designing, preparing, and evaluating students’ global study experiences. Reflective practice will be used as a guiding framework for deepening student learning.

Whether deeply embedded in general education or available as an elective or discipline-specific experience, global learning outcomes matter in every higher education context. Goshen College’s distinctive Study Service Term has been at the center of its general education for nearly 50 years. The new Goshen Core integrates global learning in the curriculum before and after the Study Service Term or alternate program, with particular use of reflective practice to make meaning of the experience. Stories and examples from students’ learning encounters will lead into small and large group exploration of new roadmaps for framing global study in the curriculum. **Beverly K. Lapp**, Core Curriculum Director and Professor of Music and **Thomas J. Meyers**, Director of International Education and Associate Academic Dean—both of Goshen College

**Theme 1: Framing Global Learning | Seeded Discussion**

**CS 10: Department to Department Partnerships: Focusing University Efforts; Building a Collegial International Network**

Participants will evaluate department-level programs, initiatives, and relationships to help institutions identify low-cost and innovative opportunities to: 1) increase student and faculty global engagement; 2) leverage resources; and 3) meet internationalization goals.

In 2013, the University of Wisconsin-Eau Claire established a faculty-led Council on Internationalization and Global Engagement (CIGE) to develop an integrated, coherent and purposeful approach to internationalization and global engagement. CIGE’s task is to center global engagement on teaching/learning and identify meaningful opportunities for increased student engagement, enhanced program synergies, and purposeful institutional learning. Recognizing the need to bring global engagement to the department and faculty level, CIGE developed the Department to Department (D2D) program to cultivate formal and informal relationships between UW-Eau Claire and sister departments around the world. In this way, global learning is transformed from a more general, university-level program to discipline-specific and purposeful activities aligned with teaching, learning, and advising. This discussion will consider how strengthening faculty and departmental connections and understanding co-department strengths and curricula, increases faculty advocacy and student participation. Participants will examine case studies from three of UW-Eau Claire’s growing number of D2D programs: South Africa, Scotland, Peru.
Paul J. Kaldjian, Associate Professor and Chair, Department of Geography and Anthropology, Eric Torres, Assistant Professor, Education Studies, and Alan Rieck, Professor and Chair, Department of Music and Theatre Arts—all of University of Wisconsin-Eau Claire

Theme 1: Framing Global Learning | Seeded Discussion

CS 11: What’s Feminist about Global Learning?

Participants will become familiar with key feminist concepts and pedagogies that are applicable to developing global programs, including living learning communities and leadership programs.

Although “global learning” has become a higher education buzz word, little attention has been paid to the specific ways that women’s colleges are developing global programs. Drawing on our experiences directing highly successful global programs at Douglass Residential College, the women’s college at Rutgers, The State University of New Jersey, this discussion will draw on key concepts in feminist theory and practice, demonstrating the ways in which attention to these concepts can add nuance and depth to global programming efforts.

Gwendolyn Beetham, Director, Global Village and Margot Baruch, Director, Global Engagement—both of Douglass Residential College, Rutgers, The State University of New Jersey

Theme 2: Best Practices | Engaged Digital Learning

CS 12: Integrative Global Learning in a Core Curriculum: The “Global Connections” Learning Commons

Participants will explore new ways of combining global and integrative learning outcomes in general education through the use of web-based interactive technologies mixed with classroom teaching.

This panel will showcase an approach to global studies that also generates new opportunities for integrative learning. The “Global Connections” WordPress website was developed for Champlain College’s third-year area studies course offerings, which feature a variety of regions and topics built around shared learning outcomes. The site allows students to share the findings of their research from their final projects with all other third-year students. In a structured exercise, students must then respond directly to the work of their peers, making connections across geographical and historical contexts. Faculty from Champlain College’s Core Division will share the rationale and design of the site, examples of student work and how it was assessed, and facilitate a discussion on the synergies between global and integrative learning.

Adam R. Rosenblatt, Assistant Dean for Global Engagement and Kerry Noonan, Assistant Professor—both of Core Division, Champlain College

Theme 2: Best Practices | Engaged Digital Learning

CS 13: Preparing Students for a Global Workplace: Fusing Content, Culture, Community, and Technology

Participants will learn the strategies used to integrate global awareness, cultural insights, world language skills, and technology into disciplines that traditionally do not include these perspectives.

Working collaboratively, the Schools of Arts and Humanities, Education, Health Sciences, and the Office of E-Learning, developed a pilot program to provide language and cultural learning resources to prepare Physical Therapy students for a global workplace. The objective of this pilot was to promote and sustain a real life communicative approach via social interaction, multidisciplinary, cross curricular, endeavors with contributions by students, staff, administrators, faculty, and community. Future plans include expansion of these efforts to other academic programs. Participants will learn how this pilot program was developed and consider how to infuse this type of global awareness throughout the institution.

Jiangyuan Zhou, Internationalization Specialist, Linda Feeney, Director of E-Learning, Elaine Bukowski, Professor of Physical Therapy, and Arnaldo Cordero-Román, Associate Professor of Spanish—all of Stockton University

Theme 3: Assessing Global Learning | Seeded Discussion


Participants will 1) become acquainted with a measure to assess global learning; 2) give input on the development of the instrument; and 3) generate ideas for how the instrument and findings could help inform global experiences.

The need for individuals to be equipped to succeed in the global workforce is growing. In response, institutions have articulated a vision of the global learner and are designing educational experiences that foster global learning outcomes. They must also assess the extent to which students are exposed to global experiences, the quality of these efforts, what they contribute to global learning gains, and how efforts can be improved. This session will explore assessment needs,
provide participants an opportunity to give feedback on a new NSSE module to assess global learning, and discuss how it can be utilized to address current demands.

*Jillian Kinzie, Associate Director, Center for Postsecondary Research—Indiana University Bloomington*

**Theme 3: Assessing Global Learning | Seeded Discussion**

**CS 15: Antecedents and Outcomes of Global Citizenship Identification in Academic Settings**

Participants will learn about the theoretical underpinnings, measurement, predictors, and outcomes of viewing the self as a global citizen.

This discussion will feature six studies examining the antecedents and outcomes of global citizenship identification in a university setting. In these cases, global citizenship is defined as awareness of, caring for, and embracing cultural diversity, while promoting social justice and sustainability (regardless of borders), coupled with a sense of responsibility to act. The results show that how instructors reference a global citizenship identity, the degree to which the university promotes this identity, and the degree to which classes promote global awareness influence students’ degree of identification with global citizenship and endorsement of prosocial values and behaviors.

*Sanchali Ray, Graduate Research Assistant, Shonda Ann Gibson, Executive Director of Global Learning and Quality Enhancement, and Stephen Reysen, Assistant Professor, Department of Psychology—all of Texas A&M University-Commerce*

**Theme 4: Organizational Leadership and Curricular Change | Seeded Discussion**

**CS 16: Developing a Global Strategy: An Organic Approach to Engaging University Stakeholders**

Participants will discuss the University of South Florida approach to global learning through comparisons with their own campus experiences and have the opportunity to join in a distributed support network of cultural change agents.

Constructing a global campus requires an intentional plan to engage and empower all campus stakeholders. The facilitators will summarize their emergent and organic model for global campus development across faculty, students, and staff. The facilitators will analyze critical issues in campus globalization. Participants will share knowledge about best-practices in fostering organic and inclusive engagement with campus stakeholders. Participants also will share their situated experiences while facilitators summarize the lessons learned and invite an ongoing collaborative network to continue the dynamic process of globalizing the university campus.

Roger Brindley, Vice Provost and Associate Vice President, USF World, Karla Davis-Salazar, Director of Global Citizens Project and Associate Dean, Office of Undergraduate Studies, and Eric Eisenberg, Dean, College of Arts and Sciences—all of University of South Florida

3:15 – 4:15 p.m.  Concurrent Sessions

**Theme 1: Framing Global Learning | Seeded Discussion**

**CS 17: Framing, Integrating, and Sustaining Global Engagements in a Common Core Experience**

Participants will 1) learn about one institution’s implementation of a global core curriculum; 2) share experiences of engaging the global; and 3) strategize about how globally engaged programming can thrive across disciplines and institutions.

Having implemented a Global Engagements Core Curriculum component at their university, the facilitators are now growing and sustaining this cross-campus component. This requires constant attention to “process and product.” Recognizing it is not enough to implement a program composed of individual courses, the facilitators have found that success means sharing iteratively faculty definitions and engagement, and reflecting upon global phenomena (e.g., connectivity, complexity, citizenship, responsibility). Facilitators and participants will share challenges and evidence of successful program implementation, growth, assessment, and campus-wide investment. They will also share insights into the meanings and challenges of global engagement and learning objectives.

*Jessica K. Graybill, Associate Professor of Geography and Russian and Eurasian Studies, Ken Valente, Professor of Mathematics, and Susan Thomson, Assistant Professor of Peace and Conflict Studies—all of Colgate University*

**Theme 1: Framing Global Learning | Seeded Discussion**

**CS 18: Models of Global Learning: A Study of 32 Institutions**
Participants will be introduced to and discuss: 1) the process of analyzing results from semi-structured interviews on incorporating global learning; and 2) preliminary results on implementing, aligning, and integrating global learning.

This session will begin by describing a study of global learning models and then engage participants in discussion about the study method and results. The study extracts the learning accumulated by the 32 institutions in the AAC&U project, “General Education for a Global Century”. The overall aim of this discussion will be to derive generalizable and useful insights about implementing global learning successfully, including attributes that are central to successful implementation. The discussion will focus on the methods, analysis, and preliminary results of the study. And it will include opportunity for participants to explore and share aspects of global learning from their institutions.

Margaret Henning, Associate Professor, Keene State College; and Indira Nair, Professor and Vice Provost Emeritus, Carnegie Mellon University

Theme 2: Best Practices | Engaged Digital Learning

CS 19: Technology-based International Education: Maximizing Student Access

Participants will explore how technology-based international education can both maximize student access and help students develop the necessary skills to thrive in today’s global, multicultural society.

Approximately 2% of U.S. students take the opportunity to study abroad. What about the other 98%? Over the past 10 years, East Carolina University’s office of Global Academic Initiatives has been using innovative technology-based learning strategies to maximize student access to international education. Facilitators will present a variety of technology-based models employed at ECU to offer real-time international interaction and course collaboration. Participants will then have the opportunity to share how they are using technology for international education on their campuses and discuss and develop new, implementable ideas that they can take back to their campuses.

Jami Leibowitz, Interim Director of Global Academic Initiatives, Director of Global Understanding, Biwu Yang, Coordinator of Global Technologies, and Elmer Poe, Founding Director of Global Academic Initiatives—all of East Carolina University

Theme 2: Best Practices | Seeded Discussion

CS 20: International Service Learning and First Generation College Students

Participants will 1) understand the role of international service learning in improving first generation students’ intercultural competency, civic engagement, and critical thinking; and 2) build an institutionally appropriate international service learning program

This discussion will focus on a study examining how international service learning programs affect first generation students’ educational experience and performance. While the educational outcomes of domestic service learning are well documented, the impacts of international service learning is relatively little researched. For first generation students, participating in a service learning project in a culturally similar community is an empowering experience with robust educational outcomes. The facilitator and participants will explore how service learning in an international context delivers similar experiences and educational outcomes for first generation college students, although first generation students seldom travel overseas and participate in study abroad programs.

Sunghee Nam, Lecturer of Sociology Program—California State University Channel Islands

Theme 3: Assessing Global Learning | Engaged Digital Learning

CS 21: Examining a Competency Based Education Approach to Global Learning

Participants will 1) explore global learning within global business/marketing/social sciences competencies; 2) analyze associated pedagogies; 3) discuss assessment criteria through hand-on activities; and 4) formulate efforts needed to establish a CBE program.

Presenters will provide a curriculum overview of a competency based approach to teaching and learning in global business, marketing, and social systems studies. The theories underlying the development of the CBE program, course content, pedagogy, and delivery methods will be shared and discussed by the presenters. Reflective discussion and interactive introspective insight will serve as a source of dialogue for participant activities. Participants will be given tools to help assess the elements of competency based education program development efforts that may be needed when establishing a CBE program at their respective institutions.
As part of marking its Centennial Year, AAC&U launched the LEAP Challenge—the next stage in AAC&U’s Liberal Education and America’s Promise initiative designed to prepare students to do Signature Work—integrating and applying their

**Jalin A. B. Johnson**, Assistant Professor, Business and Organizational Leadership, **Monica Shukla**, Associate Dean, Curriculum, Assurance of Learning and Tutorial Faculty Affairs, and **Sheila Lakshmi Steinberg**, Professor, Social Sciences—all of Brandman University

**Theme 3: Assessing Global Learning | Seeded Discussion**

**CS 22: Big Pictures from the Beginning: Framing Global Learning Research with a Multi-Institutional Perspective**

Participants will participate in seeded discussions according to institution type about campus models of global learning and will generate questions about how those models may affect the impact of that learning.

Following a brief review of research into student learning in study abroad and off-campus, domestic study, round table groups will discuss the models of global education at their institutions and their relationship to learning. Topics will include structural factors, student preparation, curricular factors, and staffing factors of global experiences. **Amanda Sturgill**, Associate Professor of Communications and **Nina Namaste**, Associate Professor of Spanish—both of Elon University

**Theme 4: Organizational Leadership and Curricular Change | Seeded Discussion**

**CS 23: The Implementation of Global Certificate Programs: Challenges, Resources, and Shared Solutions**

Participants will explore together challenges and best practices in the planning of global certificate programs, including requirements, curriculum internationalization strategies, and implementation steps. Participants will leave with an itemized checklist.

International Studies/Global Scholar Certificate are distinction programs embedded in the general education curriculum that provide valuable impetus for the infusion of global learning campus-wide. They also create numerous opportunities for integrative and experiential learning. This session will allow attendees to become familiar with different program models and to discuss topics related to curriculum internationalization, implementation strategies, capstone projects, and student engagement. Participants will learn about a recent national survey of programs, will network with colleagues, and will find out about resources and opportunities to continue this conversation in the future. **Paloma Rodriguez**, Coordinator of International Education—Santa Fe College; **Naomi Boyer**, Associate Vice President for Strategic Initiatives—Polk State College; and **Suzanne LaVenture**, Director of International Education—Davidson County Community College

**Theme 4: Organizational Leadership and Curricular Change | Seeded Discussion**


Participants will develop effective strategies for implementing and sustaining successful short term study abroad programs, informed by the experiences of faculty at King’s College.

Short-term faculty-led study abroad programs offer unique opportunities for realizing global learning outcomes. They are particularly promising in terms of expanding study abroad opportunities to less privileged students. However, these programs also pose myriad challenges—sustaining institutional support, integrating programs into the curriculum, cultivating the requisite faculty expertise—and may not always adequately reduce barriers to student participation. Facilitators will describe the experiences of faculty study abroad leaders at a small resource-constrained college, and invites participants to identify and discuss strategies for addressing these challenges across a variety of institutional contexts. **Bridget Costello**, Associate Professor of Sociology, **Daniel Clasby**, Assistant Professor of History, and **Noreen O’Connor**, Associate Professor of English—all of King’s College

4:30–6:30 p.m. **LEAP Challenge Forum**

Creating Solutions for Our Future through Students’ Signature Work

**Lance Askildson**, Chief International Officer and Vice President for Global Affairs and **Teresa Raczek**, Assistant Professor of Anthropology—both of Kennesaw State University; **Jim Zaffiro**, Political Science-Global Sustainability, **Jordan Langer**, Political Science, class of 2015, and **Andrew Harvey**, Political Science and Economics, class of 2015—all of Central College

As part of marking its Centennial Year, AAC&U launched the LEAP Challenge—the next stage in AAC&U’s Liberal Education and America’s Promise initiative designed to prepare students to do Signature Work—integrating and applying their
learning to the unscripted challenges of our fast-changing global society. How can we ensure that liberal education works at peak for all college students, whatever their background, educational goals, and intended careers? This forum will showcase students’ stories about the kinds of learning in college that matters to them and examine how institutions can foster programmatic, integrative, and scaffolded approaches to problem-based learning for all students.


SATURDAY, OCTOBER 10, 2015

8:00 – 11:00 a.m. Conference Registration and Membership Information

8:00 – 8:30 a.m. Continental Breakfast

8:30 – 9:30 a.m. Concurrent Sessions

Theme 1: Framing Global Learning | Seeded Discussion

CS 25: Meaningful Global Learning: A Roadmap to “Intercultureality”

Participants will 1) understand the relevance of interdisciplinary approaches to achieving meaningful global learning; and 2) recognize the relevance of intentional visibility of curricular and extracurricular activities in effective global learning.

This session will take participants on a visual journey along different paths for developing intercultural competence. It will include an introduction to five pillars that serve as the foundation for a comprehensive view of internationalization and show how they can be applied to achieve international learning outcomes. Purposefully defined international learning outcomes give shape to overarching internationalization goals. Exploring different choices to be made on the journey towards those goals, participants will reflect on features they collect for their own version of “intercultureality”; the formal and informal curriculum, pedagogy, and student experience, supported by a solid organizational framework that blends these areas into a cohesive entirety.

Eveke E. De Louw, European Studies-3 Programme Co-ordinator and Claudia Bulnes Sanchez, Co-ordinator of Internationalization—both of The Hague University of Applied Sciences, the Netherlands

Theme 1: Framing Global Learning | Seeded Discussion

CS 26: Embedded Study Abroad Programs: Overseas Laboratories for US-Based Courses

Participants will gain familiarity with the concept of faculty-led, embedded study abroad and will consider, based on collegial conversations, ways to implement these kinds of experiences at their institutions.

Through the presentation of research on practices at a large public institution, this discussion will challenge traditional perceptions of study abroad as mainly independent endeavors that are often pursued outside the disciplinary curriculum. Faculty-led, embedded study abroad programs are instead offered as overseas laboratories for the intense scrutiny of a subject positioned at home. They provide new perspectives on topics and opportunities for faculty to expand the academic reach of their areas. Participants will share ideas and examine potential challenges for designing, developing, and evaluating such approaches at their institutions.

Opal Leeman Bartzis, Director of Custom and Collaborative Programs, Institute for Study Abroad—Butler University; and Thalia Mulvihill, Professor of Social Foundations of Education and Higher Education—Ball State University

CS 27: Developing Global Competencies: Strategic Partnerships and Anti-deficit Approaches

This session will share two distinct approaches to advancing global and intercultural competencies.

Theme 1: Framing Global Learning | Innovation-Ideation

Global Gateway: The Role of Strategic Partnerships and Leadership in P-20 Global Learning

Participants will 1) understand the potential impact of global learning on P-20 education; 2) acknowledge the importance of long-term investments in internationalization; and 3) recognize the role of strategic partnerships in education.
Global competency is entering the curriculum of educational systems across the United States and in other parts of the world, quickly becoming a core value of P-20 Education. A successful program in global learning requires a P-20 approach, supported by a long-term vision of internationalization. Global Gateway is an example of how to develop such a strategy with existing resources. Higher education institutions can have a leading role in the process through strategic partnerships with K-12 education. This requires an alignment of their global education strategies. Participants will learn of a P-20 global competence learning strategy and how it can become a best practice in international education.

**Paulo Zagala-Mela,** Associate Provost for Global Education—University of Montana; and **Heather Davis Schmidt,** Executive Regional Director—Missoula County Public Schools

**Theme 2: Best Practices | Innovation-Ideation**

**Cultural Difference as Potential Rather Than Problem: An Expanded View of Intercultural Competence**

Participants will learn about and discuss an anti-deficit framework for designing and conceptualizing collaborative intercultural learning programs. Participants will consider and share implications for their own campuses and programs.

Intercultural competence is central to discussions about global learning in college. Typically, intercultural competence is seen as the ability to interact effectively with people who are culturally different. Cultural differences have traditionally been conceptualized as problematic and something to be overcome through skills development. We offer an anti-deficit view of intercultural competence where cultural differences are treated as a source of potential, rather than problems. In this view, effective intercultural work involves intentionally identifying cultural differences in order to appreciate how these differences might enhance, rather than inhibit, collaborative work.

**Dawn Simpson Branham,** Doctoral Candidate, Higher, Adult, and Lifelong Education and **E. David Wong,** Associate Professor, Educational Psychology Educational Technology—both of Michigan State University

**CS 28: International Students: Engaging Students; Preparing Faculty**

*This session will share two distinct approaches to fully engaging international students in college learning.*

**Theme 3: Assessing Global Learning | Innovation-Ideation**

**Internationalization of Global Women in Higher Education: Shifting to a "Two-Way" Approach of Engagement**

Participants will learn about and discuss how international students’ indigenous knowledge is utilized in the U.S. classroom as well as discuss the gaps and barriers to curriculum internationalization.

Based on the findings from a study conducted at a U.S. university, a paradigm shift from a unidirectional approach to learning, to a “two-way” model of engagement is necessary to promote a collegial community of collaborative scholars. To develop global women as leaders, it is not enough to recruit, retain, and graduate international female students—it is critical to observe and collaboratively learn from each one of them. Participants will learn how to truly capitalize on the influx of international data, using a “two-way” method of creating, collaborating, editing, and sharing user generated curriculum content.

**Leslie Gail Scamacca,** Assistant Professor—City University of New York, LaGuardia Community College; and **Aileen G. Zaballero,** Dual Title PhD Candidate—The Pennsylvania State University

**VCU’s Global Zone: Building International Students’ Skills and Retention Through Faculty Training and Support**

Participants will learn about the design, implementation, and assessment of integrated and intentional training for faculty working with international students and consider its application in other higher education settings.

Many international students studying in the U.S. today feel like they are doing everything that domestic students are doing, only in a second language and an unfamiliar culture. University faculty are central in supporting international students in adapting to new environments and new expectations. Faculty, more than any other single source, influence international students’ smooth transition into and continued progress through their studies in the U.S. Participants will learn how VCU’s Global Zone provides training programs and resources to prepare and support faculty in meeting the linguistic, academic, and cultural needs of international students and assesses its efforts quantitatively and qualitatively.

**Amber Bennett Hill,** Director of International Student and Scholar Programs, Global Education Office, **Guofang Wan,** Professor and Director of Graduate Studies, School of Education, and **Shajuana Isom Payne,** Executive Director of General Advising, Division of Strategic Enrollment Management—all of Virginia Commonwealth University
Theme 2: Best Practices | Seeded Discussion

CS 29: Examining the Intersections of Global Service Learning and Intercultural Communications

Participants will analyze into the challenges of identifying and developing service learning experiences that provide students opportunities to cultivate their intercultural sensitivities.

This discussion will examine the extent to which a structured curriculum delivered through an international service learning experience had an impact upon undergraduate students’ self-reported empathy indices. Further, it will address the challenges of identifying and developing service learning experiences that provide students opportunities to cultivate their intercultural sensitivities. Participants will discuss the challenges that social identities pose in creating meaningful global service learning experiences. They will explore the implications for intercultural communications.

Sandra E. Riegle, Associate Professor of Education and Sara J. Lindsey, Associate Professor of Education—both of Morehead State University

Theme 2: Best Practices | Seeded Discussion

CS 30: Developing an Immersive Intercultural Learning Environment on Campus

Participants will explore a specific immersive, interdisciplinary intercultural learning environment and will understand how to integrate effective global learning activities and instructional design methods at their own institutions.

VCU Globe is an innovative and interdisciplinary global education living-learning program at Virginia Commonwealth University that opens windows to the complexity of globalization and fosters intercultural learning through sustained and structured interactions between program participants, international students, and community members. The immersive intercultural environment of this program provides a model for global learning that can be adapted at other institutions. Key components, including curriculum, global engagement/community outreach, and study abroad opportunities, will be discussed. Facilitated and engaging discussion will allow participants to develop ideas and to share ways in which effective learning activities could be used at other institutions.

Jill E. Blondin, Director of VCU Globe—Virginia Commonwealth University

Theme 3: Assessing Global Learning | Seeded Discussion

CS 31: Acknowledging Instructor Personal Identities when Teaching and Assessing Global Leadership and Learning

Participants will understand the value and impact of creating intellectual and physical space for instructor’s personal narratives, leveraging them to expose students to different perspectives and experiences beyond textbook material.

Participants will understand the value and impact of creating intellectual and physical space for instructor’s personal narratives, leveraging them to expose students to different perspectives and experiences beyond textbook material. Drawing on literature that uses identity theory and the use of biographies and narratives of teachers, this session will address the question: “How does an instructor’s personal narrative influence content selection and instruction methods in a global leadership course?” Recognizing that our different worldviews encapsulate the implicit and explicit ways in which we as instructors influence how concepts are understood, interrogated, and applied in our classrooms, the discussion will help participants understand the influence of personal narratives in course design. Additionally participants will learn about the origins of this work, the implications, and the lessons learned in their process.

Linda M. Lyons, Director of Strategic Initiatives, Assistant Professor of Education, Nyasha M. Guramatunhu-Cooper, Assistant Professor of Leadership Studies, and Sam Allman, Lecturer of Leadership Studies—all of Kennesaw State University

Theme 4: Organizational Leadership and Curricular Change | Seeded Discussion

CS 32: A Minor in Latino American Studies: Marrying Campus Diversity Initiatives with General Education Outcomes

Participants will learn about the Inclusive Excellence Framework and Latino American Studies Minor at VT and discuss ways to marry the academic curriculum with institutional goals for diversity and inclusion.

The ‘seed’ portion of this roundtable discussion will be framed around the development of interdisciplinary general education minors at Virginia Tech. Facilitators will use the development of the Latino American Studies Minor as an example of ongoing efforts to embed institutional goals for diversity and inclusion into the undergraduate curriculum. In addition, participants will share collaborations on their own campus in addition to addressing challenges met and lessons learned. Attendees will leave with ways to foster further collaborations around institutional goals for global learning grounded in academic practice.
<table>
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenters/Participants</th>
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<tr>
<td>9:45 a.m.</td>
<td>Concurrent Sessions</td>
<td>These workshops are a continuation of those started on Friday at 10:45 a.m. and will engage participants in further connecting theories, research, evidence, and practices in ways that will be useful and practical upon return to campus. Please refer to pages 5 and 6 for a full description of the workshops.</td>
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|          | Theme 1: Framing Global Learning | Workshop Part 2                                                                 | **CS 33:** Understanding Ethnic and Cultural Identity and Communication  
Leeva Chung, Professor of Communication Studies—University of San Diego |
|          | Theme 1: Framing Global Learning | Workshop Part 2                                                                 | **CS 34:** Embracing the Contrast Between the Expected and the Real: Seeking Authenticity in Global Contexts  
Steve E. Grande, Executive Director, Spencer Center for Civic and Global Engagement and Bethany Zaiman, Class of 2015—both of Mary Baldwin College; and Jennifer Coffman, Associate Executive Director, International Programs, Associate Professor, ISAT and A. Renee Staton, Professor of Graduate Psychology—both of James Madison University |
|          | Theme 2: Best Practices | Workshop Part 2                                                                 | **CS 35:** Religion, Identity, and Global Learning  
Kathy Goodman, Assistant Professor, Student Affairs in Higher Education—Miami University of Ohio; and Jenny Small, Associate Editor—Journal of College and Character |
|          | Theme 2: Best Practices | Workshop Part 2                                                                 | **CS 36:** Global Engagement: Designs for Cultivating Global Citizens  
Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives—AAC&U; Eric Mlyn, Peter Lange Executive Director of DukeEngage and Assistant Vice Provost for Civic Engagement—Duke University; Amanda Moore McBride, Associate Dean for Social Work and Director, Richard A. Gephardt Institute for Public Service—Washington University; and Eric Popkin, Dean of Summer Programs, Director of Campus Community Partnerships for Civic Engagement, and Associate Professor in Sociology—Colorado College |
|          | Theme 2: Best Practices | Workshop Part 2                                                                 | **CS 37:** "I hated the course but now I see global connections everywhere": Overcoming Resistance to and Learning from Study Away  
Jeff Shultz, Professor of Education and Director of Educational Studies and Innovative Graduate Programs, Ellen Skilton-Sylvester, Rosemary and Walter Blankley Endowed Chair in Education and Chair, Department of Curriculum, Cultures and Child/Youth Studies, and Kalenda Eaton, Associate Professor of English—all of Arcadia University; and Norah Shultz, Senior Associate Dean for Academic Affairs—Penn State Abington |
|          | Theme 3: Assessing Global Learning | Workshop Part 2                                                                 | **CS 38:** Assessing Global Learning: Incorporating and Evaluating Global Perspectives  
Shonda Ann Gibson, Executive Director of Global Learning and Quality Enhancement, Tabetha Adkins, Assistant Professor of Literature and Languages and Director of First-Year Writing, and Christi Hunter, Global Competence Consulting President, and Global Leadership Excellence Chief Executive Officer—all of Texas A&M University-Commerce |
|          | Theme 3: Assessing Global Learning | Workshop Part 2                                                                 | **CS 39:** Global Civic Engagement and Social Responsibility: Conceptual Framework and Findings from a Multi-Institutional Project  
Cynthia Toms, Director of Global Education, Assistant Professor—Westmont College; and Eric Hartman, Assistant Professor, Staley School of Leadership Studies—Kansas State University |
|          | Theme 4: Organizational Leadership and Curricular Change | Workshop Part 2                                                                 | **CS 40:** Mind the Gap: Redesigning Programs Using Organizational Leadership Theory to Engage the Real-World  
Dona M. Cady, Dean of Global Education, Phillip J. Sisson, Provost/Vice President of Academic Affairs and Student Affairs, and Matthew W. Olson, Dean of Humanities and Social Sciences—all of Middlesex Community College |

11:15 a.m. – 12:15 p.m. Plenary
“Glocalizing” Your Campus: From Aspiration to Implementation

Karla L. Davis-Salazar, Director, Global Citizens Project and Associate Dean, Office of Undergraduate Studies — University of South Florida

How does a college or university community come together to successfully advance institutional global learning aspirations? Dr. Davis-Salazar will provide a big picture view of the process for infusing global learning into the undergraduate experience as well as practical steps for defining a shared set of learning outcomes, developing collective strategies that cross disconnected units, and integrating the curriculum and co-curriculum for meaningful and sustained impact. She will highlight the importance of understanding institutional contexts and working within existing structures and systems, while simultaneously forging new pathways that connect sites of global learning across and beyond campus. Having recently transitioned from an AAC&U-supported pilot project on global citizenship to a university-wide initiative, Dr. Davis-Salazar will share her perspective on the challenges, opportunities, and rewards of “campus glocalization.”