



— *Third Annual* —

Internationalizing the Curriculum and Campus Conference

March 23, 2012

Carlson School of Management Building
Twin Cities Campus

Organized by the Global Programs and Strategy Alliance

Co-sponsored by the Center for Teaching and Learning (UMTC), Instructional Development Service (UMD), International Education Office (UMD), Office of Information Technology, and the University Libraries.



GPSAlliance

UNIVERSITY OF MINNESOTA

Welcome!



Welcome to the 3rd annual University of Minnesota Internationalizing the Curriculum and Campus Conference! Today, you are joined by more than 300 colleagues from all five campuses to celebrate the strength of the University's commitment to ensuring that *all* students graduate prepared to live and work in a global community.

In just three years, the visibility and range of efforts to internationalize the student experience have increased significantly throughout the University system. Our strategy for international education at the University is a balanced approach of three elements:

- Increasing student mobility—both outbound and inbound—to achieve deeper student engagement across cultures
- Improving student learning outcomes, designed for significant global and intercultural learning and incorporated into teaching that reaches all students, both domestic and international
- Strengthening commitment by faculty and staff to expand curriculum and campus internationalization efforts

We strive for better learning environments for our students, not merely better statistics! Within our teaching, service, or scholarship role, each of us can make a difference in the life of a student, who will then make a difference in the world.

Now, more than ever, your individual commitment to developing globally competent students is needed. Thank you for all that you do to internationalize the U!

Meredith McQuaid
Associate Vice President and Dean
International Programs

Gayle Woodruff
Director (system-wide)
Curriculum and Campus Internationalization

Because a global mindset can change the world.



Schedule

9:00 – 9:30 am

Poster Fair, Refreshments, and Registration

Atrium

9:30 – 10:20 am

Session 1:

- Teaching Global Leadership in Domestic Context: Lessons Learned from a May Session Immersion Course *3M Auditorium*
- Operationalizing Comprehensive Internationalization: One College's Approach *Honeywell Aud.*
- Connections: Science and Engineering Students and Faculty on Non-Credit International Experiences *1-123*
- Theory Connections, Reflections, and Applications—Shaping the Future of Internationalization *1-147*

10:30 am – 11:20 am

Session 2:

- Educating Globally Competent Citizens: The Seven Revolutions Project *3M Auditorium*
- The Carlson International Experience Requirement *Honeywell Aud.*
- Global Future Physician *1-123*
- Internationalizing Campus and Community: Hosting an International Student Teaching Program *1-147*

11:30 am – 12:00 pm

Welcome — Gayle Woodruff and Meredith McQuaid

3M Auditorium

12:00 – 1:00 pm

Poster Fair and Lunch

Atrium

- Special video screening at 12:30 pm: "Bridging Cultures: Islam and the West" *3M Auditorium*

1:00 – 1:50 pm

Session 3:

- Bridging Cultures: Islam and the West *3M Auditorium*
- More Than a Field Trip: Experiential Education for Student Leaders Addressing Global Challenges *Honeywell Aud.*
- Digital Storytelling as a Global Learner Development Tool *1-123*
- Internationalizing Student Affairs: Adding a Global Perspective for Students and Staff *1-147*

2:00 – 3:00 pm

Poster Fair and Address by President Kaler

Atrium

3:00 – 3:50 pm

Session 4:

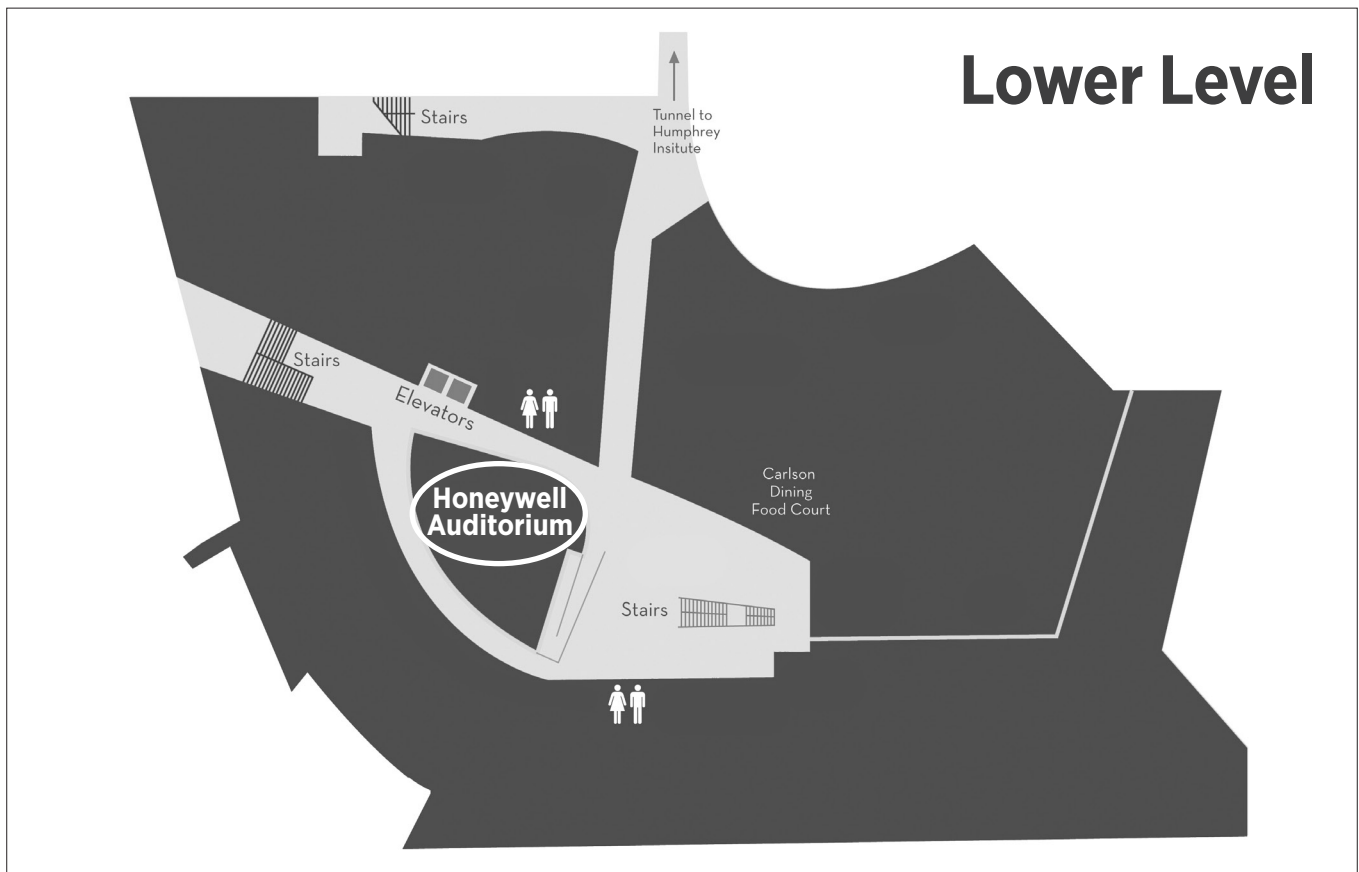
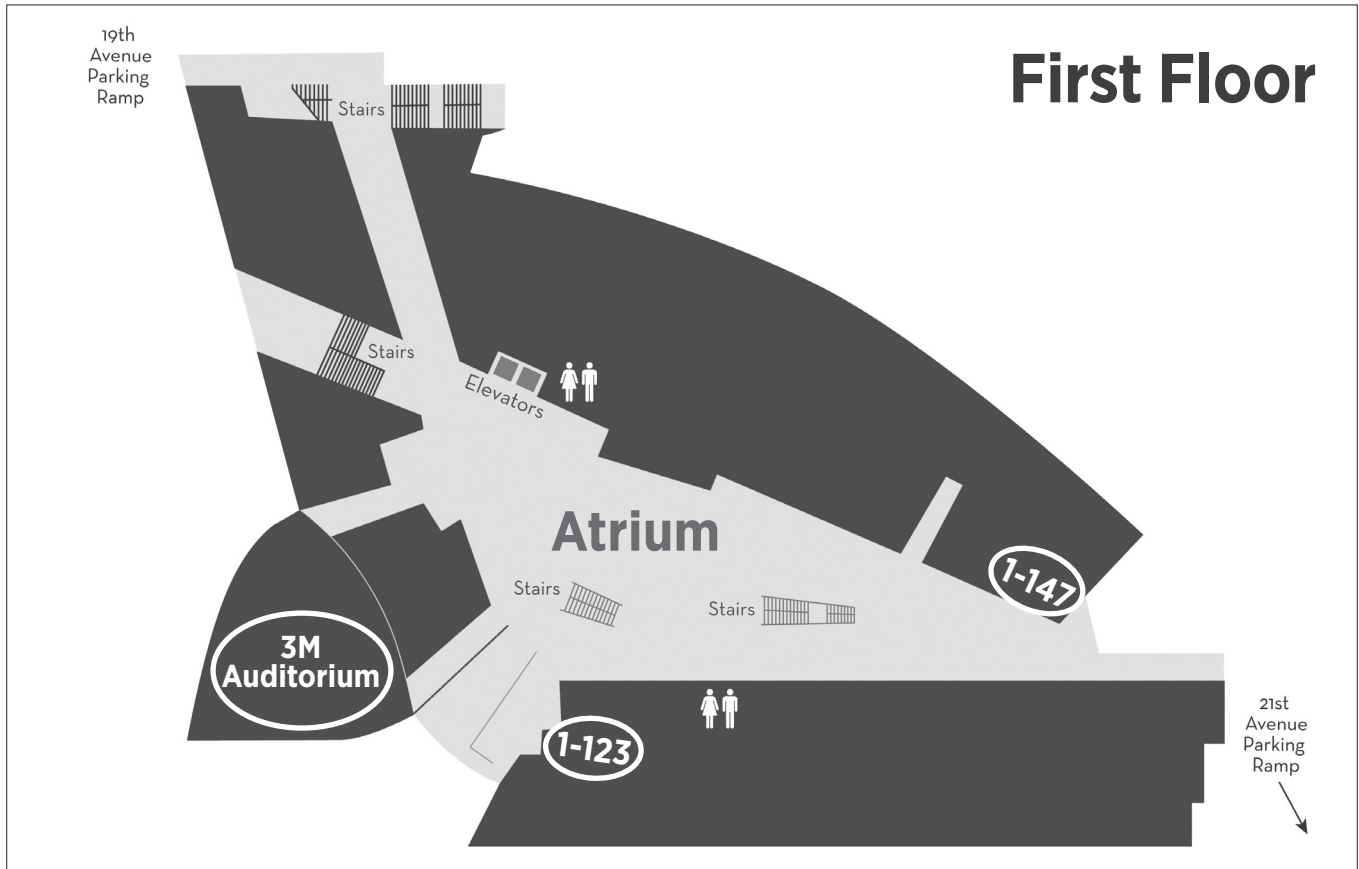
- Supporting Higher Education Initiatives in Post-Conflict Societies: What Role Can the U Play? *3M Auditorium*
- Using "Born Digital" Publishing for Building a Collective Knowledge Community: A Study of North-South Technology Diffusion *Honeywell Aud.*
- Colleges' Responses to the University Internationalization Metrics Model *1-147*



Thank You!

Thank you to the conference planning committee—Mandi Allers, Kim Hindbjorgen, Beth Isensee, Jeff Lindgren, Cris Lopez, Mary Katherine O'Brien, Jennifer Schulz, and Gayle Woodruff—and all the conference volunteers and co-sponsors.

Notes





Special Installations

Ongoing throughout the day in the Atrium

Parsing the Floating World: The Camera as a Learning Tool in Japan

“Japan is a test, a challenge to think the unthinkable, a place where meaning is finally banished. Paradise, indeed, for the great student of signs.” – Edmund White

The product of a homogeneous culture that developed in relative isolation over millennia, Japanese architecture is connected to deeply embedded traditions and philosophies that define space and time as particularly precious commodities. As a result, the constructed environment in Japan embodies a heightened awareness about the ephemerality of existence and the significance of the present moment. This installation will feature video and photo-documentary projects created by University of Minnesota design students during January- and May-term trips to Japan. In these visual analyses, students attempt to uncover critical intersections between physical elements such as materials and structure, and ephemeral elements like culture and behavior.

Presenter: Blaine Brownell, College of Design (UMTC)

Beijing Now: A Collaboration

This installation will introduce you to the International Partnership Exchange between the arts disciplines at the University of Minnesota and the Beijing Film Academy in Beijing, China. This initiative, begun in 2006 by the UMTC Art Department faculty and the faculty of Fine Arts and New Media divisions of the Beijing Film Academy, is now creating opportunities for faculty and student collaborations, exhibitions, and scholarly and creative research. As a department dedicated to innovation and the development of new forms of expression, art faculty realize the need to look beyond academia and beyond regional borders to a more comprehensive worldview. As international borders fall away with the Internet and new media, it is part of the department’s mission to introduce students to the necessity of engagement in the larger art world. The installation will also address the department’s efforts to build programs that are international in scope and individual in focus.

Presenter: Thomas Rose, College of Liberal Arts (UMTC)



Sessions

Session 1: 9:30 – 10:20 am

3M Auditorium

Teaching Global Leadership in a Domestic Context: Lessons Learned from a May Session Immersion Course

May Session 2011 marked the pilot year for a unique domestic cultural immersion course for undergraduate students on the Twin Cities campus. The course ID 3960: Global Leadership for Social Change: A Cedar-Riverside Immersion offered an immersion experience similar to study abroad without leaving Minneapolis. Using concepts of leadership and community engagement as a focus, Global Leadership for Social Change gave students an opportunity to identify the international and diverse qualities of neighborhoods connected to us right here on the West Bank. This session will discuss the course development and design, teaching and learning objectives, evaluation and assessment outcomes, and lessons learned.

Presenters: Katie Peacock, College of Liberal Arts (UMTC) and Merrie Benasutti, Humphrey School of Public Affairs (UMTC)

Honeywell Auditorium

Operationalizing Comprehensive Internationalization: One College's Approach

This session describes one college's approach to internationalization. Using Jane Knight's model of "Comprehensive Internationalization" as a guidepost, the College of Education and Human Development (UMTC) has infused international influence in its research, teaching, and engagement missions. The session will discuss the six strategic indicators generated during a one-day internationalization retreat in September 2011 attended by 46 department faculty. Those indicators include: 1) leverage perspectives and research contributions of international students and scholars to internationalize the college; 2) increase cultural competence and global-mindedness of all CEHD students; 3) leverage international partnerships to improve research, service, or teaching efforts across multiple units; 4) improve institutional knowledge of faculty and staff international activities; 5) expand CEHD's footprint around the world through the use of distance education; and 6) CEHD's research and technical assistance efforts will reach international audiences.

Presenters: Chris Johnstone and Ken Bartlett, College of Education and Human Development (UMTC)

Room 1-123

Connections: Science and Engineering Students and Faculty on Non-Credit International Experiences

Antarctica, India, Guatemala, Uganda, Nicaragua, and beyond—the past several years have witnessed rapid growth among science and engineering students on non-credit international projects. Students gain hands-on experience, project management opportunities, and leadership skills through participation in these internationally-based programs. The flexibility afforded by non-credit programs allows faculty the chance to engage students outside of the classroom (and outside of the often inflexible semester course requirements in STEM majors). Non-credit programs sacrifice the structure (and accountability) of the classroom, however. How do we stay "out ahead" of enthusiastic students charging abroad? How do we best ensure quality, safety, and project continuity as one graduating group is replaced by incoming students? This session will include different program models presented by faculty members and students.

Presenters: Adam Pagel, Paul Imbertson, and Julian Marshall, College of Science and Engineering (UMTC)



Room 1-147

Theory Connections, Reflections, and Applications—Shaping the Future of Internationalization

Global interactions, curricular innovation, language and intercultural development, institutional and community partnerships, development, stakeholder engagement, and social media—these are just a few of many ways we drive internationalization on campus. When do we take the time to reflect on the theories that guide and inform our practice to support our strategic goal to be a top, global university? When do we gather to analyze current practice using relevant theories to lead us to cutting-edge ways for improving future practice? In this interactive session, professionals from across the University will introduce examples of applying relevant theory to practice or uncovering underlying theories in our everyday work and the usefulness of this practice. Participants will work in groups to discuss their own work and apply sample theories and concepts (e.g., How might “the contact hypothesis” influence our approach to partnerships?). No previous experience or knowledge of theories is necessary.

Presenters: Barbara Kappler, International Student and Scholar Services (UMTC); Josef Mestenhauser, College of Education and Human Development (UMTC); and Paula Pedersen, College of Education and Human Service Professions (UMD)

Session 2: 10:30 – 11:20 am

3M Auditorium

Educating Globally Competent Citizens: The Seven Revolutions Project

The University of Minnesota-Duluth has collaborated with the Center for Strategic and International Studies (CSIS), The New York Times, the American Association of State Colleges and Universities (AASCU), and nine other AASCU campuses for the past five years to develop curricula and resources that can enable higher education institutions to educate globally competent citizens. This project uses a CSIS framework called “Seven Revolutions,” the seven global forces that will shape our world in the next 15 to 20 years, to organize printed content, video, audio, interactive graphics, learning activities, and other online resources to examine issues of 1) population, 2) resource management, 3) technology, 4) information, 5) economic integration, 6) conflict, and 7) governance. This presentation will describe a faculty toolkit, eCourse, Wiki, Facebook group, and Diigo group that organize and integrate the varied resources that have been developed.

Presenters: Dennis Falk, College of Education and Human Service Professions (UMD), and William Payne, School of Fine Arts (UMD)

Honeywell Auditorium

The Carlson International Experience Requirement

The first cohort of Carlson students held to the International Experience Requirement will graduate in May 2012. This session offers a look back at the implementation of the requirement and examines motivations, successes, challenges, and implications of the Carlson case. In particular, the session will focus on the importance of inter-departmental collaboration when all students are expected to go abroad.

Presenters: Kirsten Alexejun and Jan O'Brien, Carlson School of Management (UMTC); Zach Mohs, Learning Abroad Center (UMTC)



Room 1-123

Global Future Physician

The Global Future Physician is a Learning Abroad Center custom program designed to give pre-med students a global experience in order to learn about medicine and public health in a developing country. In this session the two faculty leaders and students will share what they did and what they learned in developing and implementing this program.

Presenters: Tricia Todd, Health Careers Center (UMTC); Shailendra Prasad, Family Medicine/Community Health (UMTC); and Cathy Huber, Learning Abroad Center (UMTC)

Room 1-147

Internationalizing Campus and Community: Hosting an International Student Teaching Program

Last year the Education Department at the University of Minnesota-Duluth (UMD) hosted 35 pre-service teachers from Seoul National University of Education (SNUE) in Korea on a four-week student teaching program. This program was designed and delivered by a team of faculty and staff from the College of Education and Human Service Professions. Thirty-two teachers at local schools and 38 UMD pre-service teachers were recruited to partner with the Korean students. In this session, presenters will describe details of the program, including projected goals, key components, and outcomes of the program. The successes and challenges identified by participating students and local teachers after the first implementation of the program will also be described. The role of the program in internationalizing our campus and community, as measured with participants' cultural competence, will be stressed. The session will conclude with a discussion of ways to develop and sustain this type of international partnership.

Presenters: Insoon Han and Jiyeon Yoon, College of Education and Human Service Professions (UMD)

Session 3: 1:00 – 1:50 pm

3M Auditorium

Bridging Cultures: Islam and the West

A 30-minute television documentary, "Bridging Cultures: Islam and the West," was produced this summer by the Religious Studies Program in partnership with Twin Cities Public Television and in conjunction with a national conference on Islam and the West in the Arts and Sciences, which the RS Program hosted on the Twin Cities campus in February 2011. The documentary offers a brief overview of some of the ways in which exchange of ideas and cultural practices has occurred between the Islamic and Western worlds from the medieval period to the present. The program features interviews with several scholars on topics ranging from astronomy and philosophy to art and architecture, to social practice. This conference session will feature a screening of the documentary and subsequent discussion and Q & A with three U of M scholars featured in the program. **NOTE:** Video will be shown from 12:30 to 1 p.m. in the 3M Auditorium.

Presenters: Jeanne Kilde, Nabil Matar, Catherine Asher, and Nahid Khan, College of Liberal Arts (UMTC)



Honeywell Auditorium

More Than a Field Trip: Experiential Education for Student Leaders Addressing Global Challenges

Experiential education takes students outside of a classroom and challenges them to engage with a community. This session will explore University of Minnesota classes, programs, and student organizations focusing on solving social, health, and environmental problems in developing countries. The large number of examples from around the Twin Cities campus emphasizes student interest in the topic. The panel will discuss existing opportunities, their strengths and weaknesses, and how the University of Minnesota may move forward strategically on this topic.

Presenters: Julian Marshall, College of Science and Engineering (UMTC); Chavanne Peercy, Humphrey School of Public Affairs (UMTC); William Toscano, School of Public Health (UMTC); and John Carmody, College of Design (UMTC)

Room 1-123

Digital Storytelling as a Global Learner Development Tool

This session will engage colleagues in considering why, what, and how faculty can use digital stories to guide learners to reflect on their experiences and identify areas of academic and personal growth. Why does this technology medium facilitate learner outcomes? What constitutes a rigorous academic process in creating a digital story? How do faculty guide the scaffolding process of creating stories to foster global awareness in learners? Linda Buturian and Catherine Solheim will share how they formed an interdisciplinary partnership to explore digital storytelling and global learning. The presentation will be grounded in their recent work in Thailand where the presenters interviewed fishermen and environmental professionals about how globalization has impacted families along the Mekong River. The presenters will integrate the footage in digital stories to be used as classroom teaching tools.

Presenters: Catherine Solheim and Linda Buturian, College of Education and Human Development (UMTC)

Room 1-147

Internationalizing Student Affairs: Adding a Global Perspective for Students and Staff

To develop a fully global perspective for our students, we must take into account the outside-the-classroom and student engagement experiences that students encounter on-site if they travel abroad, as well as their experiences on their home campus. This three-year exchange project with an Australian university is designed to expand the international competencies of our Student Affairs staff, help staff understand what domestic students encounter personally and academically when they study abroad and when they return, and meet the expectations and needs for support and services that international students bring when they come to the University of Minnesota. Moreover, we are exploring ways to internationalize the on-campus experience in order to ensure that all students gain a worldview, whether they travel abroad or not.

Presenters: Gerald Rinehart, Marjorie Savage, and Robin Stubblefield, Office for Student Affairs (UMTC); Peggy Mann Rinehart, Office of Disability Services (UMTC); and Glenn Hirsch, University Counseling & Consulting Services (UMTC)



Session 4: 3:00 – 3:50 pm

3M Auditorium

Supporting Higher Education Initiatives in Post-Conflict Societies: What Role Can the U Play?

This session is designed to be a conversation about current issues in international higher education and how they may affect thinking at the University about access, diversity, institutional linkages, and collaboration among diverse departments. Examples include the push for conditional admission for graduate students from Iraq, requests for institutional linkages from Iraq and Libya, and the recruitment of qualified and fully sponsored students in countries that have been cut off from the international academic community. Can the University of Minnesota be a facilitator of growth for students and academics in these countries? Can we (and should we) accommodate requests that would change our standard processes? Staff and faculty members from departments will discuss how they have wrestled with these issues. This is designed to be an interactive session and participants may leave with more questions than answers.

Presenters: Gabriele Schmiegel, International Student and Scholar Services (UMTC); Meredith McQuaid, GPS Alliance (UMTC); and Mike Anderson, Minnesota English Language Program (UMTC)

Honeywell Auditorium

Using “Born Digital” Publishing for Building a Collective Knowledge Community: A Study of North-South Technology Diffusion

Technological Emergence is a “born digital” collection published in September 2011 by the University of Minnesota Libraries. This collection grows from a colloquium held in April 2011 at the University of Minnesota entitled “Practicing Science, Technology, and Rhetoric: The North-South Divide in an Emerging Global Order.” At this colloquium participants discussed technology development and transfer between the global north and south. Discussants included international invited speakers both on-site and via Skype, as well as scholars from the University of Minnesota. Colloquium discussions were video recorded for inclusion in this collection. The collection was integrated into a graduate seminar on scientific and technical communication. Panelists will offer their reflections on the collection and their contributions to it.

Presenters: Laura Pigozzi and Patrick Haggerty, College of Liberal Arts (UMTC); Bernadette Longo, Office of Information Technology (UMTC); Mauricio Mejia, College of Design (UMTC); and Anushke Guneratne, Humphrey School of Public Affairs (UMTC)

In an effort to capture the vast information that is being discussed today, we will be recording all sessions. Video recording will take place in the 3M Auditorium, while the other sessions will capture only audio. Audience members will be recorded if they choose to ask the presenters questions. If they would rather not be recorded, audience members may choose to write questions on notecards and have them read by a presenter or session assistant.



Room 1-147

Colleges' Responses to the University Internationalization Metrics Model

The session will discuss how the University Internationalization Metrics Model created by the GPS Alliance was adapted by three different colleges on the Twin Cities campus: the College of Education and Human Development, the Carlson School of Management, and the College of Pharmacy. The audience will learn 1) how the University Internationalization Metrics Model attempts to measure internationalization globally at the U of M; 2) how these three colleges have begun to develop their own models based on the University model; and 3) the current opportunities and challenges in measuring internationalization at both the college and University-wide levels. The panel will include the subcommittee members who created the metrics model and also the college representatives who participated in the college implementation process.

Presenters: Rhiannon Williams, College of Education and Human Development (UMTC), and Joseph Shultz, Office of the Senior Vice President for Academic Affairs and Provost (UMTC)

Notes



Posters

Posters are displayed throughout the Atrium and are listed below by poster number. Thank you to the University Libraries for sponsoring the poster fair.

1. Diversifying the Global History of Literacy: WRIT 1506 “Literacy, Technology & Society”

The “Great Divide” thesis in literacy studies tends to depict oral cultures in terms of their deficits: they are preliterate, and while literate cultures can understand oral cultures, oral cultures cannot understand literate cultures without themselves becoming literate. Recent work complicates this paradigm. Scholars have recovered the features of oral culture that enrich literate cultures; oral culture is not eliminated by literacy, but instead is woven into the literate culture. Scholars have also re-imagined oral cultures as cognitively and socially complex. This poster outlines revisions to the course WRIT 1506 that work to update and internationalize the curriculum by integrating traditional literacy narratives with works on orality and literacy in Afrocentric and Appalachian intellectual traditions and communities in order to reweave orality into literate culture. The poster also addresses future plans to offer students a more genuinely diverse and rich vision of global oral cultures.

Presenter: David Beard, College of Liberal Arts (UMD)

2. Perceived Outcomes of GLBT Activism and History: Amsterdam and Berlin

This study examines the outcomes of a four-week, short-term study abroad course focused on Gay, Lesbian, Bisexual, and Transgender, Queer, Ally (GLBTQA) studies at the University of Minnesota. It aims to address the lack of research on the cross-section of study abroad and GLBT studies courses. The qualitative method of interviewing participants uncovers learning and personal development outcomes through documenting interviewees’ intercultural experiences and increased awareness of GLBTQA issues throughout history. A secondary focus is an examination of the reflective post-study abroad re-entry process to highlight new or renewed interest in GLBTQA activism. This study aims to discover the impact of GLBTQA study abroad programs on participant attitudes, knowledge, future interest in study abroad, and planned GLBTQA activism. The findings offer insight into how international collaboration between GLBTQA higher education professionals and education abroad professionals could expand both international education and GLBTQA studies and strengthen the experience of all study abroad participants.

Presenter: Annika Bowers, College of Education and Human Development (UMTC)

3. New International Student Seminar (NISS)

The New International Student Seminar (NISS) was created in 2010, and has been sponsored by the International Student Ambassador Program, Boynton Health Services, and TCF Bank. The goals of the program are for new international freshmen and transfer students to be able to self-assess their academics, mental and physical health, and general adjustment. NISS helps to create discussion around academic success, helps students learn about useful resources, and aids in connecting students with International Student and Scholar Services staff, University of Minnesota resources, and fellow students. The hope is to have students gain awareness early on in their academic careers about their strengths, and challenges and resources at the University, so they can be successful in the long term.

Presenters: Stacey Buachart and Barbara Pilling, International Student and Scholar Services (UMTC)



4. International Student Liaison Group

How does a campus of 50,000+ students thoughtfully and collectively identify ways to better serve the diverse international student population? This poster details one solution explored on the University of Minnesota-Twin Cities campus: the creation of an International Student Liaison Group. The goal of this poster is for conference attendees to learn more about what this dynamic, cross-campus, cross-functional group has accomplished so far and what the group is working on now. Topics will include the International Student Adviser Guide, the new International Student: Adviser and Staff Training, targeted International Student Programming, and other key projects. Presenters welcome your ideas about ways that this group could address the needs of international students in your area.

Presenters: Amy Burger Sanchez, College of Continuing Education (UMTC); Michael Anderson, Minnesota English Language Program (UMTC); Theresa Ganglghassemlouei and Beth Isensee, International Student and Scholar Services (UMTC)

5. The Learning in Short-Term Volunteering: Meeting Education Abroad Mission and Goals

Can non-credit, short-term alternative break programs fulfill established learning goals and mission? This poster will present quantitative and qualitative data from several Learning Abroad Center volunteer programs demonstrating the effectiveness in meeting common education abroad learning objectives for students from multiple academic disciplines. Findings are assessed through research, participant observation, systematic reflection methods, and analysis of students' evaluations. The poster will provide tips and tools that enhance short-term volunteer programs in order to achieve institutional learning goals and fit within education abroad missions.

Presenter: Sara Cokl, Learning Abroad Center (UMTC)

6. Common Issues Related to Learning Abroad for Low-Income Students

There has been increased discussion around the importance of providing students of color the opportunity to study abroad. TRiO Student Support Services works specifically with students from low-income backgrounds, the majority of whom are students of color, and includes some permanent green card holders and recent refugees. The poster addresses barriers to learning abroad that are related to race, but more specifically to class and citizenship status, and how these relate to cultural and academic capital. Poster presenters will focus on common issues encountered when assisting low-income students in learning abroad.

Presenters: Kirsten Collins and Nathan Whittaker, College of Education and Human Development (UMTC); and Anthony Shields, College of Liberal Arts (UMTC)

7. Beyond Food, Photos, and Tourist Traps: Helping Students Leverage International Experiences in Pursuit of Academic and Career Goals

This poster will outline various aspects of the College of Biological Sciences' (CBS) "Reflections from Abroad" event. Aspects include an overall summary, program development, curriculum creation and implementation, and assessment of the 2011 event. Since its inception in fall of 2010, this innovative program provides CBS students with an opportunity to further reflect on their educational experiences abroad. Participants not only reflect on an individual level, but also engage in dialogue with other members of the CBS community, which includes faculty, staff, and other students. The event can be a catalyst for faculty and staff to encourage their students to take advantage of international experiences and can also inspire students to diversify their college experience. Our experience might assist other campus units in their efforts to promote deeper student reflection—whether in the context of international programming or other areas.

Presenters: Jennifer Decker and Phoebe Smith, College of Biological Sciences (UMTC)



8. Students Crossing Borders Living Learning Community

The Students Crossing Borders Living Learning Community at Middlebrook Hall is now in its second year of bringing together U.S. and international students to build intentional connections and foster a greater global understanding. Through the process of building, implementing, and developing this community, staff members in Housing and Residential Life and International Student and Scholar Services have learned much about the interests and needs of a cross-cultural community of students. Over the past two years, the staff supporting the living learning community have made adjustments to assignment procedures, staffing, and communication patterns. We hope to share some of our lessons and engage the ICC audience in continuing dialogue about programmatic successes across the campuses.

Presenters: Kevin Dostal Dauer and Coco Du, Housing and Residential Life (UMTC); Kelsey Lund, College of Liberal Arts (UMTC); and Beth Isensee, International Student and Scholar Services (UMTC)

9. STELLAR: Summer Transition for English Language and Liberal Arts Readiness

In response to increasing numbers of international students who are not familiar with the idea of “liberal arts,” the University of Minnesota-Morris developed a cross-campus collaboration called STELLAR. The goal of the STELLAR program is to introduce incoming international students to the liberal arts through the exploration of various fields of study, while also strengthening academic English skills. The program included “theme weeks” focusing on introducing students to environmental studies, history, art, and speech communication. The curriculum was developed with the support of faculty in each content area and followed a discipline-specific approach to language and academic skills, and included a service-learning component. The program included faculty-led “classroom” situations along with weekend excursions and a capstone event for the academic theme of the week. The poster will focus on the process of developing the program, the success of the program, and lessons learned along the way.

Presenters: Pilar Eble, Office of Student Affairs (UMM); Nancy Pederson, Division of Humanities (UMM); and Swati Narayan (UMM)

10. Humphrey Global Connections

Humphrey School of Public Affairs (HHH) faculty, staff, and students research, study, consult upon, and disseminate information about policy issues of concern at all levels, from local to global. This poster will highlight the ways HHH is trying to connect these strands through issues areas from global to local, using shared solutions as a frame for developing and revising courses, creating events, facilitating student experiential learning, and enhancing online communities.

Presenter: Sherry Gray, Humphrey School of Public Affairs (UMTC)

11. Agents of Internationalization: International Scholars and Faculty

When international scholars and faculty are invited by University of Minnesota departments to collaborate and share ideas through their research, teaching, training, or consulting, the internationalizing effects can reach multiple stakeholders in the University community and abroad. This poster focuses on the University’s J-1 visa scholars and professors and their roles in the internationalization of the campus and curriculum as exchange visitors.

Presenter: Kathrin Hahn, International Student and Scholar Services (UMTC)



12. The Minnesota Writing Project's Collaboration with Teacher Educators in Norway

The Minnesota Writing Project (MWP), a local site of the National Writing Project based in the Center for Writing, is involved in an exciting collaboration with Skrivesenteret, the National Writing Center of Norway, located in Trondheim. Based on the successes of MWP, Skrivesenteret intends to adopt the writing project model of support for teachers of writing. To this end, it has initiated a series of site visits. Ultimately, this collaboration will lead to exchanges of guest lecturers, teachers, and possibly students between the University of Minnesota and schools and colleges in Trondheim. The initial visit of three MWP staff members to Trondheim has already led to an expansion of the Norwegians' interest in our Teaching with Writing program. Our poster will include highlights of visits already taken (a University visit in fall of 2011 and Skrivesenteret staff to Minnesota in March 2012), future planned visits, current outcomes, and future goals.

Presenters: Debra Hartley, Muriel Thompson, and Kirsten Jamsen, College of Liberal Arts (UMTC)

13. Intercultural Communication Staff Development: CGI's Journey to an Integrated Approach

Intercultural competence in the global world is a key learning goal for higher education, including the Carlson School of Management. With international students studying at our home institutions, education abroad students navigating new cultural contexts, and faculty teaching strategies of global leadership and international business, it has become necessary to develop strategies to promote intercultural communication theory. Beginning with individual and team Intercultural Development Inventory (IDI) assessments, the Carlson Global Institute has taken great strides in integrating intercultural communication into its everyday interactions with students, staff, and faculty. This poster will highlight the Carlson Global Institute's staff development.

Presenters: Theresa Heath, Lisa Brink, and Matthew Goode, Carlson School of Management (UMTC)

14. UMTC Education Abroad Network

The newly formed U of M Twin Cities Education Abroad Network (UMTC EAN) includes and serves advisers, faculty, administrators, and others involved with education abroad. This alliance has created an opportunity for individuals across campus with a common interest in education abroad to come together and network, learn, and reflect. The poster will describe past meeting topics: Fall 2011 When Students WIV (Work, Intern, or Volunteer Abroad opportunities), do you ever discuss the realities of volunteering and interning (i.e., who really benefits from a student's experience?), managing expectations and preconceptions of WIV experiences, health and safety issues, and in some cases, grappling with tough ethical considerations while abroad?

Presenters: Kim Hindbjorgen and Brook Blahnik, Learning Abroad Center (UMTC); Rebecca Dosch Brown, Student Services (UMTC); Ellen Sunshine, College of Education and Human Development (UMTC); Cindy Pavlowski, School of Social Work (UMTC); Megan Stein, College of Biological Sciences (UMTC), and Jeanette Howey, College of Liberal Arts (UMTC)

15. Greater Diversity, Greater Awareness, Greater Results

The diversity of the University of Minnesota-Crookston Students in Free Enterprise (SIFE) team for business students has increased dramatically in recent years. From a time in 2001 when the entire team was composed of domestic students to today with over 60 percent of the team hailing from other countries, SIFE has indeed internationalized. This internationalization has afforded the team new perspectives, increased awareness of opportunities for change, and increased the impact the SIFE team has made around the world. Various projects created and led by international SIFE students working in collaboration with domestic students will be showcased. These projects demonstrate the success that the regional champion UMC SIFE team has achieved because of increased diversity.

Presenters: Kenneth Johnson, Dae Yenl Lee, Chen Jin, and Yun Zhou, Department of Business (UMC)



16. Designing and Preparing for International Graduate-Level Professional Internships

Fourteen students from the Master of Development Practice program at the Humphrey School of Public Affairs spent the summer of 2011 abroad in four countries on three continents. As part of their debriefing, the students undertook in-depth interviews of each other and coded the data to determine the best practices in preparing for and designing international graduate-level professional internships, as current literature mostly concerns soft skills related to undergraduate study abroad. The poster discusses curricular preparation, project design, selecting and preparing partner organizations, faculty support, personal engagement, and other recommendations for weaving support for these types of internships into the curriculum.

Presenters: Christopher Johnstone, College of Education and Human Development (UMTC), and Devin Hogan, Humphrey School of Public Affairs (UMTC)

17. The Law and Your Safety

The University of Minnesota is a world-class educational institution. It attracts students from all over the world seeking knowledge and tools to compete in a shrinking environment. International students face barriers as they arrive with cultural and language differences. As they begin their studies and start on career exploration they must be aware of the laws of our country and their rights, responsibilities, and expectations. This poster seeks to provide information that assists international students in making their transition easier and safer relating to the following areas of impact: credit card use and abuse, social networking, identity theft, health and auto insurance, employment issues, immigration, driver's licenses and cars, impact of criminal convictions, illegal downloads, plagiarism and intellectual property, and alcohol use and abuse.

Presenters: Mark Karon, Luis Bartolomei, and Chelsea Anderson, University Student Legal Services (UMTC)

18. The Development of Intercultural Competence in Students Crossing Borders

This poster explains the results of a case study conducted in the Students Crossing Borders community, an international residence hall located on the University of Minnesota-Twin Cities campus. The research was conducted to explain how hall events and the relationships international and domestic students establish throughout the year contribute to the development of intercultural competence in members of the community. Data for the study was gathered over a seven-month period during the 2011-2012 school year using a mixed methods approach, including interviews with international and domestic students in the community, participant observation, document research, and a grounded survey.

Presenters: Heather Keelon, College of Education and Human Development (UMTC), and Kevin Dostal Dauer, Housing and Residential Life (UMTC)

19. Walk this Way: Teaching Religious Tolerance on the Camino De Santiago

This poster summarizes the efforts of a project at the University of Minnesota-Duluth to internationalize the curriculum in the College of Liberal Arts. In spring 2011, CLA joined more than 30 institutions in the United States and Canada in the founding of the North American Camino Consortium. Initiated at the College of William and Mary, this new organization began the process of creating a nation-wide shared curriculum on the study of religion and pilgrimages. Participating colleges pledged to develop shared course components across a variety of academic disciplines and to create a curriculum preparing students for summer courses and research experiences on the Camino de Santiago, one of the most popular pilgrimage routes in the world, located in Northern Spain. Students can partake in consortium-sponsored summer experiences, walking the entire 500-mile pilgrimage path while engaging in research and Spanish-language immersion. This poster presentation details the course now developed at UMD that supports the NACC curriculum and presents the organization structure of the consortium as an example of cross-collegiate internationalization efforts.

Presenter: Olaf Kuhlke, College of Liberal Arts (UMD)



20. Engineering the Landscape: The Cultural Ecology of Water in the Netherlands

The poster outlines and describes the process of building the curriculum of the course LA5401: The Cultural Ecology of Water in the Netherlands, a two-week in-country class for graduate students in Landscape Architecture and Urban and Regional Planning. The poster presentation includes assignments, the touring schedule, and reflections from the program's first two years.

Presenter: Cynthia Lapp, College of Design (UMTC)

21. Carlson Global Connect Series

A major challenge for degree-seeking undergraduate international students is to build strong relationships with faculty. Opportunities to land an internship and/or a full-time job offer from a U.S. company represent true personal and professional fulfillment for these students. Students thus need to understand the global challenges in cross-cultural communication to build virtual teams and strategic alliances. The purpose of the Carlson Global Connect Series is to create opportunities for these students to benefit from three critical areas of learning in the Carlson School of Management: networking and relationship building with faculty, job search strategies in the U.S. job market, and examining success in cross-cultural team and strategic alliances. Visitors will learn simple but effective programming strategies for each event, which can be hosted inexpensively. Key elements of Carlson Global Connect Series include strong support of faculty attendance, the Undergraduate Business Career Center (UBCC), and dean-level support.

Presenters: Anny Lin and Xiaoji Zhang, Carlson School of Management (UMTC)

22. Internationalized Course Design: Center for Teaching and Learning Consulting

Consultants from the Center for Teaching and Learning will be available to discuss how to design an internationalized course. Information will be provided about a course design process (Fink, 2003) that can be used. Design elements from the model include learning goals, assessment and feedback, and teaching and learning activities. Designing completely new courses or tweaking existing ones are both relevant to the discussion and conference attendees are encouraged to discuss courses with Center for Teaching and Learning staff.

Presenters: Jeff Lindgren and Kate Martin, Center for Teaching and Learning (UMTC)

23. Contemporary Germany/Global Environmental Topics

This poster will describe the Green German Project and the course taught in spring 2012 in connection with it, German 3501: Contemporary Germany: Food, Energy, Politics. The project was begun in spring 2011 and expanded with summer work made possible by support from Title VI funding. It is an initiative to develop publicly accessible teaching materials (website delivered) that support the integration of environmental topics into second language instruction contexts. The initiative's secondary objective is to develop advanced language courses related to this content. The poster will describe the history and scope of the project, and provide an overview of the "Contemporary Germany" course. Information about resources available through the Green German Project website and suggestions for building interdisciplinary connections between the foreign languages and other fields, especially sustainability studies, will be provided by the presenters.

Presenters: Charlotte Melin, Beth Kautz, and Adam Oberlin; College of Liberal Arts (UMTC)



24. Internationalizing the Curriculum—May Session Intercultural Learning Opportunities

This poster session will focus on innovative curriculum offered during May term that emphasizes cross-cultural learning and encourages student reflection and personal engagement in a cross-cultural setting. Poster presenters will provide information and materials on their courses and specific activities that foster student engagement in cross-cultural themes and dimensions. Evaluation assessments focusing on the cross-cultural growth that occurred during the May session programs will also be presented. Programs to be presented are two cross-cultural leadership programs in Ireland and South Africa and a domestic cross-cultural leadership program in the Cedar-Riverside neighborhood of Minneapolis.

Presenters: June Nobbe and Diana Yefanova, Office for Student Affairs (UMTC); and Merrie Benasutti, Humphrey School of Public Affairs (UMTC)

25. A Hybrid Approach to Studying Food and Agriculture in South America

Can we create the excitement of learning abroad without leaving campus? This course attempted to do so by structuring learning around a real-world adventure that took one professor and four students from Buenos Aires, Argentina, across the Andes and the Atacama Desert to Lima, Peru, by bike. The travelers' experiences and observations en route provided a compelling context in which students enrolled in the course on campus explored food, agriculture, and agroecosystems in South America. This poster will provide an overview of the course and engage conference attendees in discussing how they might meld distance-delivered international experiences with on-campus learning.

Presenters: Paul Porter, Mary Brakke, and Bryan Runck; College of Food, Agricultural, and Natural Resource Sciences (UMTC)

26. Creating Global Citizens: Evidence from Institutional Data

The University of Minnesota-Twin Cities is committed to developing undergraduate students who are prepared to be global citizens. This poster highlights data from a campus-wide student survey (the Student Experience in the Research University survey), which provides evidence related to students' curricular and co-curricular global and intercultural engagement and how students' engagement compares with students from peer institutions. Additionally, the poster outlines how students' engagement in curricular and co-curricular global and intercultural activities can enhance associated competencies, including gains in linguistic and cultural skills, ability to work with people from other cultures, understanding of the complexities of global issues, and ability to apply disciplinary knowledge in global contexts. Such research informs our understanding of student characteristics, attitudes, and behaviors that are associated with students' development in global and cultural competencies.

Presenters: Krista Soria and Ron Huesman, Office of Institutional Research (UMTC), and LeeAnn Melin, Office of Undergraduate Education (UMTC)

27. Teacher Training in Mozambique: From the Group Up

This poster will profile a pilot teacher-training program conducted at a small community school in rural Mozambique during the summer of 2011. Thirteen primary school teachers with minimal educational training participated in a week-long workshop focusing on developing skills in classroom management, use of authentic materials, and providing feedback to students.

Presenter: Jill Trites, College of Education and Human Development (UMTC)



**28. Global Ambassador Internship Program: Engaging Returned Study Abroad Students Through
on Campus Activities**

The Global Ambassador Internship is designed exclusively for learning abroad past participants to spread the word about international experiences and broaden the number of students going abroad through the most recent and enthusiastic experts—study abroad alumni. Students who participate in the internship not only contribute to the growth of international education, but develop professionally and personally through various activities that also help them to stay connected to their study abroad experience. The poster will describe the activities the interns have completed and summarize evaluation feedback from the three years of the internship’s existence.

Presenters: Emelee Volden, Allison Suhan, Sarah Reuben, and Sarah Tschida; Learning Abroad Center (UMTC)

Notes

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The Instructional Development Service (IDS) works with faculty members, adjuncts, and GTAs across all disciplines and in a variety of ways to improve teaching and to enhance the culture of teaching and learning at UMD.

- Conducting 5 to 7 workshops per semester on timely topics
- Facilitating an intensive series of 7 workshops for Early Career Faculty each semester since Spring 2006
- Providing ongoing writing support for faculty publications
- Facilitating ongoing learning communities that address issues of social justice (JustUs) and classroom technology (TechTalk)
- Instituting a program for providing midterm focus feedback sessions for faculty
- Conducting numerous individual consultations and classroom observations with faculty from across the university

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The Office of Information Technology's (OIT) Collaborative for Academic Technology Innovation (CATI) seeks to engage in strategic partnerships with University of Minnesota colleges, campuses, central units, and other institutions to advance academic practice through innovative use of academic technology.

www.oit.umn.edu/collaborative



Initiatives resulting from these partnerships will leverage CATI's four core services:

- Faculty Development Programs and Consultation Services;
- Research and Evaluation Services;
- Technology Training; and
- Usability Services.

Partnerships may also draw on additional OIT resources and expertise, for example technology help, networking, data management, and security.

Annually, we intend to focus our efforts around central themes. Currently, we are interested in projects that explore:

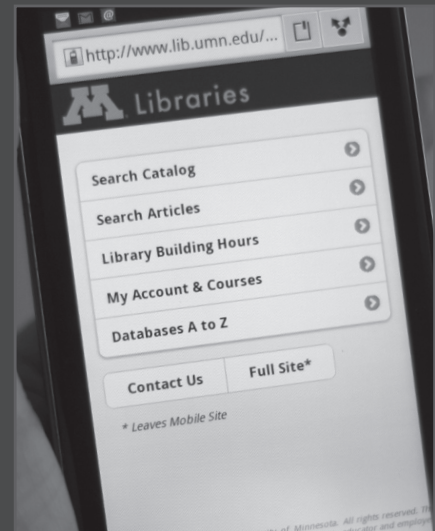
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UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

This event is part of UMN Land Grant 150, a yearlong celebration of the 150th anniversary of the Morrill Act of 1862—legislation that laid the groundwork for the land-grant research university's ongoing mission: learning, discovery, and engagement for the common good.

U of M Definition of Global Competence*

Globally competent University of Minnesota faculty, staff, and students will demonstrate the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it.

* This definition was created from responses to the question, "What does global competency mean to you?," posed to participants at the 2010 Internationalizing the Curriculum and Campus Conference.



GPS Alliance

UNIVERSITY OF MINNESOTA

The Global Programs and Strategy Alliance is the central international office for the University of Minnesota system. The GPS Alliance is the driving force for the University of Minnesota in globalizing teaching, learning, research, and engagement. We support the University's mission by working closely with campuses, colleges, units, faculty and staff, students, and the community to comprehensively internationalize the University of Minnesota.