



— *Fifth Biannual* —

Internationalizing the Curriculum and Campus Conference

Friday, September 30, 2016

8:30-4:00 p.m.

Humphrey School of Public Affairs

Twin Cities Campus

Organized by the Global Programs and Strategy Alliance

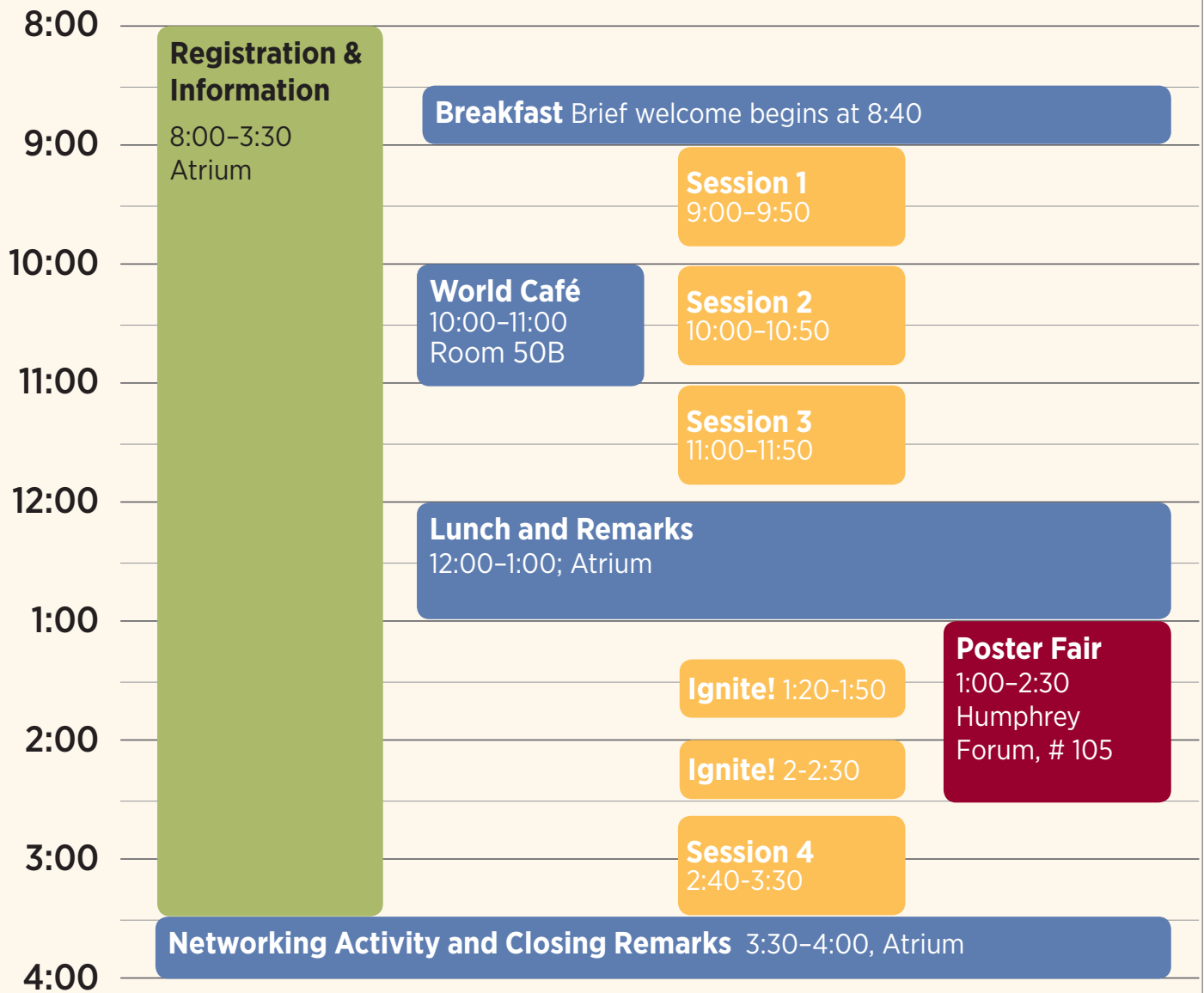
In partnership with the Center for Educational Innovation (UMTC), International Programs (UMC), International Education Office (UMD), University of Minnesota–Rochester, International Student and Scholar Services (UMTC), and the Learning Abroad Center (UMTC); cosponsors include the Center for Educational Innovation and the University Libraries.



GPSAlliance

UNIVERSITY OF MINNESOTA

Schedule at a Glance



Welcome!



Welcome to the fifth Internationalizing the Curriculum and Campus Conference for the University of Minnesota system!

We decided to focus this year's conference on the theme of Preparing Global-Ready Students for Society's Grand Challenges in order to highlight the countless ways in which University of Minnesota faculty, staff, and students are working to ensure that all students graduate with experiences that help develop their global competencies, whether these experiences are on campus or abroad, in the classroom or in the local community, through coursework or co-curricular activities. The conference represents an exciting time for the University community to come together, celebrate, and share the many innovations and initiatives that are transforming the student experience at the University of Minnesota.

It takes the work of an entire community to create a more global university, and together, we are making a difference! So today we thank you for your contributions to internationalizing the curriculum and campus, and we applaud your commitment to preparing global-ready students!

Meredith McQuaid
Associate Vice President and Dean
International Programs

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



Sessions

Session 1: 9:00 – 9:50 a.m.

Room 105: Humphrey Forum

In this session, two presentations will focus on innovative strategies for increasing language learning and proficiency to better prepare students for success in a global society.

Training the Next Generation of Global Professionals: The Language Flagship Model

The Language Flagship is a national initiative to change the way Americans learn languages through a groundbreaking approach to language education for students from kindergarten through college. In 2014, UMN was awarded with a Chinese Flagship grant from the federal government, becoming the 11th university in the U.S. that received this prestigious grant. A combination of rigorous on-campus linguistic and cultural preparation with overseas study and internship opportunities trains Chinese Flagship students from a wide range of majors to reach a 'Superior' proficiency level of Chinese, achieving the ability to engage in their professions in both Chinese and English. This presentation will include a description of the Language Flagship Model as well a discussion about a possible expansion of the Chinese Flagship Model to other critical languages (e.g., Arabic, Korean).

Presenters: Joseph Allen, Christine Marran, Ling Wang, and Jiang Liu, College of Liberal Arts, Twin Cities; Alexander Jarnow, College of Liberal Arts, Twin Cities; and Thomas Lein, College of Biological Sciences, Twin Cities

Root Locally, Stretch Globally: Students Empowered Through Higher Language Proficiency

University of Minnesota graduates are disempowered internationally if they must rely on English alone to address global challenges. Funding from The Language Flagship is at work on campus through two grants: Chinese Flagship and the PACE Project; these grants help bring students to higher levels of second language proficiency so they can more fully engage with their community and world. This presentation outlines how the PACE Project collaborates with seven language programs to create a culture of assessment, continuous curricular improvement, and student engagement. Formal assessment provides language programs and instructors with concrete information about student proficiency at various stages in the curriculum; professional development provides a collaborative space and tools for improving the curriculum in light of those results; and self-assessment involves students in the process as they independently identify what they can and cannot do in the language and create their own pathways toward higher levels of proficiency.

Presenters: Dan Soneson, Gabriela Sweet, and Adolfo Carrillo Cabello, College of Liberal Arts, Twin Cities; and Elaine Tarone, GPS Alliance, Twin Cities

Cowles Auditorium

Global Grand Challenges: A Panel Discussion

This panel discussion will focus on strategies for thinking globally about research and teaching in ways that prepare global-ready students for society's grand challenges. The conversation will address innovative ways to internationalize the educational experiences of our students that integrate global learning with the goals of the Grand Challenges research and curriculum strategic plan. The panel will be moderated by Gayle Woodruff, founding director of curriculum and campus internationalization for the University of Minnesota system. Panelists include:

Abimbola Asojo, Professor and Program Director of Interior Design in the Design, Housing, and Apparel Department in the College of Design, Twin Cities



Oscar Garza, Assistant Professor in the Department of Pharmaceutical Care and Health Systems in the College of Pharmacy, Twin Cities, and Director of the PRAXIS Institute for Community Health and Education

Teddie Potter, Clinical Associate Professor and Director of Inclusivity in the School of Nursing, Twin Cities

Yizhou Ben Ma, senior in the College of Food, Agriculture, and Natural Resource Sciences, Twin Cities, majoring in Food Science and minoring in Sustainability Studies

Wilkins 215

This session will feature two presentations addressing different types of study abroad programs and the impact of these experiences on student learning.

Coupling Learning + Service: Reflections on UMN Global Seminars in Argentina

This session will describe the progression of a University of Minnesota Global Seminar from a study abroad trip with a human rights focus into a transformed seminar that combines learning and service in a meaningful way. The study abroad course started as an exploration of human rights issues in Buenos Aires via lectures and personal narratives. The addition of a service project changed the course into a life changing experience for students, who traversed the country to work with the Ranquehue community in Patagonia. Over the days of the service project, the ties between students and the indigenous community grew strong as participants gained first hand experience working alongside the Mapuche community, learning about the original inhabitants' history as well as current disputes about land rights and natural resources.

Presenter: Angela Carlson-Lombardi, College of Liberal Arts, Twin Cities

Freshman Seminars Abroad — A Bridge to Being Global Ready

This session will look at the impacts of student participation on a Learning Abroad Center Freshman Seminar Abroad. Freshman Seminars Abroad mirror the University's on-campus Freshman Seminars with the inclusion of an additional abroad component over winter or spring break. Quantitative and qualitative data collected from Freshman Seminars Abroad shows the impact of the experience on students, including retention and graduation rates, goals for their undergraduate years, and the likelihood that they will study abroad again. In addition, intentional intercultural learning has been woven into these programs. Participants in this session will have the opportunity to hear from a program leader about how she fostered gains in students' intercultural learning as measured by the Intercultural Development Inventory.

Presenters: Lindsey Lahr, Learning Abroad Center, Twin Cities and Nikki Letawsky Schultz, College of Biological Sciences, Twin Cities

Classroom 15

CLA Roadmap: Preparing Global-Ready Students for Future Career Successes

This session will outline how the new College of Liberal Arts (CLA) Roadmap initiative is preparing CLA graduates to be global-ready for future career successes. The College of Liberal Arts is collaborating with the Learning Abroad Center to holistically weave international experiences into the initiative, making global learning a key outcome of a CLA graduate. This will be accomplished by tailoring internships, research, and coursework abroad to enrich the CLA experience offered on the University of Minnesota campus. On October 22, 2014 Dean Coleman spoke about the new Roadmap initiative. He highlighted then CLA senior Claire Atmore who studied abroad three times. He stated that Claire "has come to believe that a liberal arts education is key to a globalized citizenry". This session details how that ideal is being realized by this impactful, new CLA initiative.

Presenters: Christine Anderson, Learning Abroad Center, Twin Cities; Ascan Koerner and Judith Anderson, College of Liberal Arts, Twin Cities



Preparing Global-Ready Students World Café: 10:00 - 11:00 a.m.

Room 50B (located inside of Learning Commons on the Lower Level)

Please join us for a World Café activity on Preparing Global-Ready Students for Society's Grand Challenges. Participants will engage in an in-depth dialogue, together exploring questions about how the University of Minnesota is internationalizing the student experience and preparing graduates who are global-ready.

Facilitators: Thorunn Bjarnadottir, International Student and Scholar Services, Twin Cities; and Douglas Kennedy, Global Programs and Strategy Alliance, Twin Cities

Session 2: 10:00 – 10:50 a.m.

Room 105: Humphrey Forum

Preparing Global-Ready Students within a Framework for Comprehensive Internationalization

Preparing global-ready students occurs within the context of an internationalized campus. The University of Minnesota Duluth (UMD) began planning for comprehensive internationalization during fall 2012 through its participation with the American Council on Education's Internationalization Laboratory. The campus completed its Global 2020 plan in spring 2014 and has worked to implement the plan during the past two academic years. This presentation will explain the strengths and limitations of UMD's experience with planning and implementing a plan for campus internationalization, providing insights for other units considering a comprehensive internationalization process that will facilitate the preparation of global-ready students.

Presenters: Dennis Falk and Kim Riordan, College of Education and Human Service Professions, Duluth

Cowles Auditorium

“Post-reciprocity”: Facilitating Meaningful Engagement With the Post-colonial World

Education abroad continues to expand, often with a specific desire for engagement with non-traditional destinations and curricular areas. The implications of engagement, especially with a global health, social, or development project focus, in post-colonial destinations needs to be interrogated and addressed in program design and student preparation. Placing programs in the broader context of colonialism can help students understand historical, economic, cultural, and political influences on the contemporary context.

Presenters: Martha Johnson, Learning Abroad Center, Twin Cities and Mohamud Jama, MSID Kenya

Wilkins 215

How to Talk About Difference: Leveraging Virtual Space in International Education

Preparing students for the cultural differences they will encounter when studying abroad is a crucial topic in international education. This session will present excerpts from an online learning module that uses Hofstede's dimensions of culture to engage students around cultural difference. While the module was developed for business students, participants in this session will have the opportunity to explore ideas for making the same core concepts relevant to other audiences. The presenter will provide a brief overview of the technology used to develop the module (Adobe Presenter) and the theoretical framework used. The presenter will then focus on the process of developing the module, including discussion of important considerations such as audience analysis and strategies for using virtual technology to effectively communicate key concepts. In addition, this session will address next steps to continue student learning beyond the online module, including strategies for in-person follow-up and resources for independent learning.

Presenter: Lauren Dickinson, Carlson Global Institute, Twin Cities



Classroom 15

Supporting Non-Native English Speakers at the University of Minnesota: Lessons Learned from a Survey of Faculty & Staff

If you work with international students or others who do not speak English as their first language, you may have concerns about cultural differences, comprehension levels, participation skills, and how multilingual students can enhance the classroom experience, among other things. In Spring 2016, the Minnesota English Language Program (MELP) conducted a survey to learn more about what faculty and staff perceive as the benefits and challenges of supporting non-native English speakers. Approximately 1,500 survey respondents shared their views and provided recommendations to enhance training and support options for faculty and staff at the University of Minnesota. In this session, the presenters will provide an overview of the survey results as well as implications for best practices in supporting non-native English speakers.

(This project was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)

Presenters: Michael Anderson and Bethany Peters, Minnesota English Language Program, Twin Cities

Session 3: 11:00 – 11:50 p.m.

Room 105: Humphrey Forum

Connecting Global & Local Community Engagement: Lessons Learned from Experiences

Presenters will briefly share their experiences of engaging locally and globally in teaching and research. Presenters will highlight lessons learned from their experiences, and discuss the significance of global-local connections in today's world, as well as the challenges and rewards of this type of engagement.

Presenters: Akosua Addo, Music Education, Twin Cities; Sara Axtell, Office of Public Engagement and Family Social Science, Twin Cities; Priscilla Gibson, School of Social Work, Twin Cities; Renada Goldberg and Catherine Solheim, Department of Family Social Science, Twin Cities

Cowles Auditorium

Study of the Educational Impact of International Students in Campus Internationalization

Let's change the story! Most research on international students focuses on challenges encountered. Be energized by new research that directly explores the learning outcomes of international students on campus and the strategies that faculty implement to maximize these outcomes in the classroom environment.

- Understand concrete learning outcomes from recent research on the educational impact of international students
- Consider strategies that are transferable to your own contexts to maximize benefits of interactions
- Network with others interested in improving campus climate for international students

(This project was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)

Presenters: Barbara Kappler, International Student and Scholar Services, Twin Cities and Christopher Johnstone, College of Education and Human Development, Twin Cities



Wilkins 215

Student Solutions for a Global Grand Challenge—From Knowledge to Impact

The UM Grand Challenge Curriculum strategic plan recommends that students develop a foundational set of competencies (knowledge, skills, and values) that will prepare them to effectively engage a broad range of grand challenges. The Knowledge To Impact co-curriculum prepares students with skills and frameworks to create plausible solutions to the grand challenges they have been studying in GCC courses. Students work in interdisciplinary teams, advised by instructors and professionals from the local area, to develop viable solutions (e.g., sustainable business or non-profit models, public policy proposals, public health interventions, media or technical products). In this session, we explore how the Knowledge to Impact co-curriculum for the GCC is integrated into GCC 5003 Seeking Solutions to Global Health Issues. The session will include a panel of instructors, students, and mentors, as well as a case study activity that explores how students experience developing proposals to a particular global health challenge.

Presenters: Barrett Colombo, Cheryl Robertson, Fred Rose, and Megan Voorhees, Institute on the Environment, Twin Cities

Classroom 15

Fill Your Teaching Toolkit: Tools for Implementing International, Intercultural, and Global Learning in the Classroom

This session will feature three short presentations highlighting methods for incorporating global learning into the classroom.

Connecting Students to Increase Cross-Cultural Understanding of User Experience

Presenters will detail a collaborative project, conducted under the auspices of the Trans-Atlantic & Pacific Project, in which students in courses at the University of Minnesota and the University of Trieste collaborated on global virtual teams during the spring term 2016. The project aimed to help students develop intercultural skills, cross-cultural user experience, virtual teamwork skills, and information mining skills. The presenters will discuss the ways in which collaborating in virtual teams benefited students and provided a meaningful perspective on the intersections between technical communication and translation. Ultimately, this project provided students with a unique experience that prepares for work in a global market.

Presenters: Ann Hill Duin, Writing Studies, Twin Cities and Giuseppe Palumbo, University of Trieste

Educating Globally Competent Citizens: A Toolkit

The American Association of State Colleges and Universities just published the third edition of “Educating Globally Competent Citizens: A Toolkit.” This toolkit is organized around educating students about global challenges that include population, resources, technology, information, economies, conflict, and governance. This presentation will provide an overview of the teaching resources in the toolkit, including online interactive, print, audio, video, and learning activities, as well as examples of how some of the included resources have been used to educate global-ready students.

Presenters: Dennis Falk, Education and Human Service Professionals, Duluth

Building Community through Cross-Cultural Virtual Teams

Presenters will describe a collaboration between the Carlson School and Queensland University of Technology Business School to connect students first virtually and then in-person to work cooperatively on a “live” business case. Participants in this session will hear from the presenters about the lessons learned around teaching and learning virtually and across cultures, the use of technology to aid teaching and learning, virtual team effectiveness strategies, and the outcomes and future goals of this program.

Presenters: Lauren Dickinson, Carlson Global Institute, Twin Cities and Stacy Doepner-Hove, Carlson School of Management, Twin Cities



Lunch and Welcome: 12:00 - 1:00 p.m.

Please join us for lunch and a brief program in the Humphrey Atrium. Remarks will begin around 12:30.

Welcome: Gayle Woodruff, Director, system-wide, Curriculum and Campus Internationalization

Remarks: Meredith McQuaid, Associate Vice President and Dean of International Programs, and Karen Hanson, Executive Vice President and Provost.

Ignite! Sessions 1:20 - 1:50 p.m.

Classroom 15

Internationalizing the Carlson School Undergraduate Mentorship Program

Since 2014, the Carlson Global Institute has collaborated with the Undergraduate Business Career Center and Institutional Advancement to globalize the existing mentorship program by pairing students studying abroad with alumni or friends of Carlson living in the host country or region. Presenters and past student participants will share their perspectives on how the program works; why it has been successful; the impact on students, mentors, and the school; and lessons learned. Participants in this session will learn more about how internationalizing the Carlson mentorship program aligns with the U of M Curriculum strategic plan goal to build a culture of reciprocal engagement to deepen Minnesota's connections around the globe.

Presenters: Chad Ellsworth, Undergraduate Business Career Center; Sarah Oehler, Institutional Advancement; Jennifer Hawkins and Jennie Meinz, Carlson Global Institute; all in the Carlson School of Management, Twin Cities, as well as student panelists

Cowles Auditorium

The Urgency of Collective Efforts from International and Domestic Students for Preparing Global Ready and Responsible Students

As students who are actively engaged with campus internationalization, we would like to emphasize the collective efforts from both international and domestic students to prepare them for the globalized world and to solve the upcoming grand challenges. We collected stories from students' learning experiences, staff working experiences, and faculty teaching experiences. We recommend that integration of international and domestic students should not be aimed to "Americanize" international students. Domestic students can also develop flexibility and adapt with international students during learning and living experience on campus. International and domestic students can work together to improve the global readiness of the University, allowing both groups of students to achieve individual global readiness and develop global responsibilities.

Presenters: Yizhou Ben Ma, College of Food, Agriculture, and Natural Resource Sciences, Twin Cities, and Liumei (Molly) Hou, Carlson School of Management and College of Liberal Arts, Twin Cities

Wilkins 215

Internationalizing Campus Climate: An Exploration on International Student Data

Current data on the international student experience show a decline in satisfaction in areas such as sense of belonging and campus climate on the Twin Cities campus over a three-year period. While this represents an emerging area of concern in international education, there has been limited research or proposed solutions to increase the sense of belonging for international students on campus. The presenters in this session will provide multiple sources of data about campus climate from international student responses, including SERU, the International Student Barometer, and preliminary focus groups results. Based on the data, participants will brainstorm different approaches that institutions could take to internationalize the campus climate.

(The research presented in this session was partially funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)

Presenters: Nasreen Mohamed and Xi Yu, International Student and Scholar Services, Twin Cities



Ignite! Sessions 2:00 - 2:30 p.m.

Classroom 15

Incorporating Intercultural Competence Throughout Campus Utilizing the Intercultural Development Inventory (IDI)

Higher education institutions throughout the United States are working towards creating diverse, yet inclusive, campus communities. To help each campus community more effectively and appropriately interact, the University of Minnesota Rochester and the University of Minnesota Crookston are focusing on helping faculty, staff, and students develop intercultural competence skills. This session will highlight how both campuses are utilizing, in different ways, the Intercultural Competence Inventory® (IDI) to engage in opportunities for teaching, research, and professional development.

Presenters: Kimberly Gillette, International Programs, Crookston; Lorna Hollowell, Diversity and Multicultural Programs, Crookston; Brett Schieve, Cultural Engagement, Rochester; and Gemma Puntì, Center for Learning Innovation, Rochester

Wilkins 215

Undergraduate Research Abroad: Challenges and Benefits

The University of Minnesota offers various types of opportunities for undergraduates to conduct research overseas, including conducting research as part of a study abroad program or independent research abroad through the Undergraduate Research Opportunities Program (UROP). In this session, presenters will outline the types of research opportunities offered through both the Learning Abroad Center and the UROP office. They will also showcase examples of specific student research projects. The session will include a discussion about the alignment of undergraduate research opportunities with the UMN Grand Challenges initiative as well as the ways in which research prepares students to expand their horizons and deepen their cultural learning.

Presenters: Victoria Munro, Undergraduate Research Opportunities Program, Twin Cities; Heidi Soneson and Ellen Reid, Learning Abroad Center, Twin Cities

Cowles Auditorium

Using Interdisciplinary Teams to Address the Grand Challenge of Environmental Sustainability

Learn about the Innovations in Environmental Sustainability program, a program that brings together faculty and staff from the GPS Alliance, Institute on the Environment, Minneapolis campus, St. Paul Campus, students from Australia, students from Minnesota, and the University of Minnesota Morris to explore the challenges of climate change and the sustainable practices that may lead to a solution. Participants will learn about the teamwork necessary to make such an interdisciplinary program function as well as the benefits of an interdisciplinary program of this nature. Participants will also have the opportunity to reflect on challenges they face in their own work and explore how reaching out to collaborate with team members from across the University of Minnesota system has the potential to strengthen their own work.

Presenters: Leah Brink, Global Programs and Strategy Alliance, Twin Cities; Troy Goodnough, Office of Sustainability, Morris; and Beth Mercer-Taylor, Institute on the Environment, Twin Cities

Room 50B (located inside of Learning Commons on the Lower Level)

Strategies to Support International Students for Academic Success: Learn about Funding Opportunities by the International Enhancement Fee

The “International Student Academic Enhancement Fee” charged to undergraduate international students on the Twin Cities campus is dedicated to enhancing academic services for international students that focus on retention, academic success, timely graduation, and student satisfaction. In this session, a panel that includes the Chairs of the Fee Committee and other representative committee members will provide an overview of



the fee and will showcase a selection of successful fee funded-projects. The session will include a discussion of the ways in which the projects funded with this particular fee have contributed to the internationalization of the student experience at the University of Minnesota, Twin Cities. Participants will have the opportunity to ask questions and together explore ideas related to utilizing international student fees.

Presenters: Beth Isensee and Xi Yu, International Student and Scholar Services, Twin Cities; Beth Lingren Clark, Orientation & First-Year Programs, Office of Undergraduate Education, Twin Cities; Paul Strykowski, College of Science and Engineering, Twin Cities

Session 4: 2:40 - 3:30 p.m.

Room 105: Humphrey Forum

Measuring the Long-term Impact of the Carlson International Experience

Since 2008, Carlson School of Management students have completed a required International Experience as part of their curriculum. In this session, presenters will share preliminary findings from a recent study that measured the impact of this experience on graduates three, five, and ten years post graduation. The study examines the work context of Carlson alumni, especially as it relates to international opportunities and demand for the skills and attributes associated with study abroad outcomes. The study also measured whether Carlson Alumni who studied abroad differ from alumni who did not with respect to international/intercultural motivations, actions, and abilities. Participants in this session will learn about the impact on students of the Carlson School's International Experience requirement.

Presenters: Kirsten Canterbury, Anne D'Angelo, Kate Diamond, and Michael Houston, Carlson Global Institute, Twin Cities

Wilkins 215

This session will feature two sessions that highlight strategies for utilizing partnerships to incorporate global learning outcomes into on-campus curriculum.

Interprofessional Collaboration in Curricular Design and Practice

Similar to the old adage, "it takes a village to raise a child," there is growing recognition that "it takes many professions to prepare students for today's global society." The roles and responsibilities of professionals in healthcare are no longer cleanly defined, and ultimately these responsibilities touch upon aspects of nursing, social work, medicine, pharmacy, behavioral health, law, and many other professions. In order to better educate students, schools are increasingly looking toward interprofessional collaboration. In this session, presenters will explore the ways in which the University of Minnesota's Community-University Health Care Center has used interprofessional collaboration to strengthen their curricular design and practice, particularly around culturally appropriate health care and the social determinants of health. Participants will have the opportunity to participate in an exercise to help them recognize possible collaborative partners and utilize the knowledge of their partners to ultimately better prepare their students for success in a global society.

Presenters: Christina Cipolle, Roli Dwivedi, and EmmaLee Pallai, Community-University Health Care Center, Twin Cities

From Capstone to Keystone: a Curated Project Portfolio that Connects and Strengthens Global Skills

Faculty from the masters of development practice (MDP), masters of public policy (MPP) and new master of human rights (MHR) degree programs jointly curate and advise a globally focused capstone project portfolio, a novel approach to preparing students for the complexity of working on global grand challenges. The model's strengths result from emphasis in three areas: first, the portfolio features only globally-oriented projects; second, project teams comprised of three to five students represent multiple disciplines, degree program, skills, and national and/or cultural perspectives; and finally, faculty encourage teams to pursue multi-faceted



project approaches, combining frameworks and tools to produce innovative thinking and solutions to particular aspects of complex issues. This session will include a brief overview of the capstone portfolio project as well as a facilitated conversation with participants about lessons learned and examples of project successes.

Presenters: Mary Curtin, Sherry Gray, Robert Kudrle, and David Wilsey, Humphrey School of Public Affairs, Twin Cities

Room 50B (located inside of Learning Commons on the Lower Level)

Collaborative Online International Learning (COIL): Perspectives on Using COIL to Prepare Global-Ready Students

Transforming Nursing Leadership with Collaborative Online International Learning (COIL)

While nursing leadership and administration have traditionally focused on local issues, that is now changing. Ebola, Zika, and the Syrian refugee crisis are forcing nursing leaders to realize that global issues can rapidly become local issues; therefore, it is imperative for nursing leaders to develop a global perspective and skill set. Presenters will describe an effective application of collaborative online international learning (COIL), including the process of collaboration, course design, course assignments, cultural bridging, evaluation methods, and outcomes.

Presenters: Teddie Potter, School of Nursing, Twin Cities and Thorunn Bjarnadottir, International Student and Scholar Services, Twin Cities

Preparing Global-Ready Students: Professional Development Support for COIL in the College of Education and Human Development

In order for Collaborative Online International Learning (COIL) to be successful, it is integral that instructors be prepared and supported throughout the experience. The presenters will reveal how instructional designers in one college created and delivered a COIL professional development program to offer administrative and academic support through collaborative workshops and individualized instructional design mentoring. Instructors who participated in the COIL professional development program will discuss how their involvement impacted their first COIL teaching experiences. Presenters will refer to their COIL Workbook during this session. You are welcome to download the workbook in advance of the session at the following link: <http://z.umn.edu/coilworkbook>.

Presenters: Jill Trites, Akosua Addo, Treden Wagoner, and Melissa Falldin, College of Education and Human Development, Twin Cities

Cowles Auditorium

Preparing Global Citizens for the Grand Challenge of Immigration

In this session, presenters will showcase an interdisciplinary course that examines immigrants and refugees from a global perspective: their plight from country of origin, their interaction with humanitarian organizations, and ultimately their experience in the United States. The presenters will explore the strategies they employ in teaching highly-charged topics, including having immigrant guest speakers in the classroom, visiting a refugee resettlement agency, contextualizing policies and individual experiences, examining case studies on female circumcision or medical deportation, and questioning 'neutrality' in our thinking as well as in our humanitarian work. Participants in this session will have the opportunity to engage in discussion around these topics as well as reflect on their own experiences.

Presenters: James Ford and Gemma Puntì, Center for Learning Innovation, Rochester



Poster Fair: 1:00 - 2:30 p.m., Room 105: Humphrey Forum

- 1. Internationalizing the Master of Liberal Studies at UM Duluth**
Presenter: David Beard, Liberal Arts, Duluth
- 2. Creating Global-Ready Students: The Case of International Teaching Assistants**
Presenters: Barbara Beers and Elena Stetsenko, Center for Educational Innovation, Twin Cities
- 3. Facilitating English Improvement through Strategic Course Design and Peer Support**
Presenters: Alyssa Bonnac and Bethany Peters, Minnesota English Language Program, Twin Cities
(This work was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)
- 4. Explore MELP's Online Resources to Support Multilingual Learners**
Presenter: Bethany Peters, Minnesota English Language Program, Twin Cities
(This project was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)
- 5. Global Health in Thailand: Humans, Elephants, and Disease**
Presenters: Karin Hamilton, Health Careers Center & College of Veterinary Medicine and Tricia Todd, Health Careers Center
- 6. Career Integration: Focusing on the Career Component of Learning Abroad**
Presenters: Becky Hall, Career Services Administration and Kimberly Hindbjorgen, Learning Abroad Center
- 7. "A brave mind to explore this world:" Student Reflections on a Design, Technology, and Society Class**
Presenters: Elizabeth Bye and Julie Irish, College of Design, Twin Cities
- 8. Everybody (from all over the globe) Writes!: Center for Writing support for International and Multilingual Writers**
Presenter: Kirsten Jamsen, Center for Writing, Twin Cities
- 9. Global Connectedness: Our Actions Matter**
Presenter: Connie Magnuson, Recreation, Park and Leisure Studies, Twin Cities
- 10. Supporting Student Success through English Language Tutoring**
Presenters: David Atterberry, Annie Marrin, and Elizabeth Stopka, Minnesota English Language Program, Twin Cities
(This project was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)



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11. The “BizAbroad Slam:” Integrating Student Re-Entry Opportunities within Established Campus Events

Presenter: Anne Miner, Carlson Global Institute, Twin Cities

12. Improving Teaching and Learning for All Through a Faculty Learning Community

Presenters: Margaret Delehanty Kelly, Molly Rojas-Collins, and Jill Trites, College of Education and Human Development, Twin Cities

(This project was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)

13. iSuccess: Simulated Classroom Experience for Incoming International Students

Presenters: Marina Uehara, International Student and Scholar Services, Twin Cities; Yifei (Enoch) Sun, International Student and Scholar Services and College of Liberal Arts, Twin Cities; and Se Jin Park (Peter) and Yuanjie Shen (Margaret), College of Liberal Arts, Twin Cities

14. Targeted Peer-Assisted Learning

Presenters: Mary Lilly and Lynell Williams, SMART Learning Commons, Twin Cities

(This project was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)

15. Strategies to Improve the Experience of International Students (and everyone) in a Large-Enrollment Course

Presenters: Carl Stenoien, College of Food, Agriculture, and Natural Resource Sciences, and Deena Wassenberg, College of Biological Sciences, Twin Cities

16. Capitalizing on Location and Time: Lessons Learned from an Embedded Program

Presenters: Kirsten Canterbury and Lauren Dickinson, Carlson Global Institute, Twin Cities; and Steve Spruth, Carlson School of Management, Twin Cities

17. Identity, Resources, and Intention: Supporting Global Development for Underrepresented College Students

Presenters: Paul Edwards, Office of Equity and Diversity, Twin Cities, and Na'im Madyun, College of Education and Human Development

18. Accessibility, Identity, and Inclusion in Learning Abroad

Presenters: Paul Edwards, Office of Equity and Diversity, Twin Cities, and Christopher Johnstone, College of Education and Human Development

19. To Protect and Preserve: The Role of International Education in Heritage Tourism and Historic Preservation

Presenter: Vanessa Walton, Learning Abroad Center, Twin Cities

20. Enhancing the Intercultural Capacity for a Changing World

Presenters: Thorunn Bjarnadottir and Alex Cleberg, International Student and Scholar Services, Twin Cities
(This work was funded by the UMTC International Academic Enhancement Fee. For more information, please visit z.umn.edu/internationalfee.)



21. GLOBE Student Group: Student-led Engagement with International Exchange Students

Presenters: Kate Terry, Carlson Global Institute, Twin Cities, and Melanie Vossberg, Carlson School of Management, Twin Cities

22. The Culturally Intelligent Teacher: an Exploratory Mixed Methods Study of the Intersections of Culturally Relevant Pedagogy and CQ

Presenter: Douglas Kennedy, Global Programs and Strategy Alliance and Center for Spirituality and Healing, Twin Cities

23. “I Am From:” Exploring and Sharing Our Backgrounds

Presenters: Mary Jetter, Center for Educational Innovation, Twin Cities and Sumitra Ramachandran, Global Programs and Strategy Alliance, Twin Cities

24. Enhancing Intercultural Learning Through the Principles of Educational and Cultural Neuroscience

Presenter: Yuliya Kartoshkina, Global Programs and Strategy Alliance, Twin Cities

Thank You!

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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.

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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.