Session Title: A Collaborative Approach to Intercultural Engagement Across Diverse Student Populations

Room: Global Classroom 1

Abstract: This paper will describe highly collaborative and centralized strategies for internationalizing a large urban public institution and increasing student retention through sustained and embedded intercultural engagement in local communities. VCU fosters domestic and international students’ intercultural learning through sustained interactions and engagement on campus and with culturally diverse populations in the Richmond metropolitan area and abroad. By focusing attention on developing intercultural skills within a community context, VCU has, within the past three years, successfully increased international student retention, doubled the size of its global living learning community, and dramatically increased the size of its English language program. Presenters will share a set of strategies and tools for developing and assessing intercultural and global civic engagement in international and domestic student populations, and participants will be guided to explore how aspects of VCU’s programming may be integrated at their institutions.

Session Title: Enhancing Intercultural Skills for Civic Engagement and Global Learning

Room: Global Classroom 2

Abstract: Would you like to explore strategies for promoting civic engagement and global learning in your classes? Presenters will illustrate pedagogical methods and learning activities that can prepare students to develop the competencies needed for enhancing civic and global learning.

This session will share innovative models for fostering intercultural learning that empowers students to take action in the world. There is much research indicating that students learn better in contexts where pedagogical strategies encourage them to become actively involved in discovery, challenge, reflection, and collaboration. Teagle Foundation’s three year national grant on “Student Learning for Civic Capacity: Stimulating Moral, Ethical, and Civic Engagement for Learning that Lasts” supports six participating community colleges in addressing a common big question--“How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?”-- and developing pedagogical strategies for promoting civic and moral responsibility. Participants focus on civic and global learning activities for stimulating the knowledge, skills, and dispositions necessary for addressing diverse issues within our local, regional, and global communities. Through an implementation of reflection activities, students explore new levels of self-knowledge, discover new talents, and develop a greater understanding of their own lives in a global context.
The panel represents the key personnel from the Office of Academic Service-Learning and the Center for Excellence in Teaching and Learning—who have specific roles in exploring, supporting, and advocating Civic Engagement and Global Learning at Queensborough Community College, CUNY. This presentation will focus on stimulating a greater awareness about local and global concerns in order to build “knowledge and capabilities related to personal, civic, and moral responsibility.”

**Session Title: From "Hope Kits" to "Walls of Hope": Bending Best Practices on an Alternative Spring Break to Cherident, Haiti**

**Room: Tiered Classroom**

**Abstract:** This case study employs the guidelines published in Alternative Break Programs: From Isolated Enthusiasm to Best Practices, The Haiti Compact (2013), to discuss a one-week civic engagement experience in Cherident, Haiti. The article from the Journal of Higher Education Outreach and Engagement serves as a framework to illustrate how Mary Baldwin College, with local community partners, employed best practices -- or bent them -- in working with the Cherident community. The case notes shortcomings of the break experience as well as several practices that emerged (providing physical therapy, conducting community needs assessment research, creating a school mural) that are worthy of consideration as “the best” for other programs offering alternative breaks in Haiti and elsewhere.

**Session Title: Ongoing Developments in RIC Assessment: RICA Model Rubrics**

**Room: Boardroom**

**Session Title: Connected Communities: Intercultural Collaboration Between Museums, Heritage and Universities in Bath (UK) and Los Angeles**

**Room: Seminar Room 109**

**Abstract:** The museum and the university have long faced criticism that they are ivory towers of specialized knowledge, not always visibly tethered to the goal of enriching the public interest. At the same time, the emphasis of the 21st century museum, heritage site, or university on community engagement, collaboration, and shared authority has opened new avenues for partnerships in collaborative research and enhanced student experience. This panel will visit areas of engagement that have emerged between universities, the cultural heritage sector, and museums.

Considering two distinct contexts where partnerships have developed, presenters will discuss the curricular developments, internships and placement opportunities, and public exhibition and interpretation projects that have grown out of linking the university with the museum. We will explore in particular how museums and heritage organisations, and their academic partners, have served as incubators of interdisciplinary thinking, enriching public interpretation of cultural heritage and art while at the same time enhancing our students’ learning experience, facilitating new research and methodologies, and enriching the collaborative experience for both the museum and heritage sector, and the academy.

We will also consider how apparently different international contexts (in this case Los Angeles and Bath, England) actually raise similar questions about the nature of art, culture and heritage in relation to building a shared sense of civic engagement for the communities our institutions serve, and intercultural competence for our students and staff.

**Session Title: Racing Towards Equity in Schools: The Power of Partnerships in Education**

**Room: Seminar Room 202**

**Abstract:** In the United States there appears to be a persistent academic gap between historically marginalized groups and those viewed as part of the dominant society. Many theorists rationalize this phenomenon with beliefs surrounding, but not limited to, economics (Culture of Poverty) and/or Cultural Capital; asserting that some groups simply do not possess the necessary cultural capital to achieve high levels of academic achievement. However, there is evidence that demonstrates that this gap is not aptitude but rather inequitable policies that are driven by the top and trickle down to the ground. Recent education reforms and racism are adding more burdens on an outdated education system thus negatively impacting school climate, especially for historically marginalized groups. School climate must be viewed in the context of students’ family and community experiences since children
arrive at school socially and emotionally impacted by their environments.

These are complex community issues that call for responses to address the overall stress load for children and families and respond to issues of race and culture. This panel will present the process through which partnerships involving schools, community leaders, university faculty and students provide a strong foundation for building and supporting quality education for all.

Concurrent Session II

Session Title: Access to Study Abroad for Historically Underrepresented Students

Room: Global Classroom 1

Abstract: The United States is lagging behind other developed countries in sending students abroad for study, and minority populations within the U.S. are often scarcely represented in study abroad programs. This session will explore ways to increase study abroad participation among under-represented students.

Study abroad began largely as an accidental phenomenon in the U.S. that was mainly restricted to more privileged classes. Over time, study abroad has evolved in a haphazard way to include a greater variety of students. However, there has been little strategic planning for study abroad as a nation, and often international offices in universities lack overall strategic planning. Today, there is greater recognition among policy makers of the value of study abroad, for the both the student and national talent pool. Still, there is less emphasis on increasing the participation of historically under-represented students.

The difficulties in increasing participation of minority students abroad are both real and perceived. Often students have misconceptions about study abroad, such as the costs, as well as the value it represents for their future. On the other hand, minority students often have real obstacles such as their families often being more dependent on them for daily survival, and they often must shoulder more of the burden for their own educational expenses.

However, the misconceptions are not restricted to the students. Often it is professionals in higher education who harbor stereotypes that obstruct study abroad for minority students. For example, when asked why Black males do not study abroad, one advisor at a large university claimed that most Black males at the university were athletes and they are not able to travel as easily.

This session will explore the issues of promoting study abroad by under-represented student populations in the U.S. We will define the issues and provide a data foundation for understanding the issue and explore best practice models for promoting minority participation (Dayna Parks-Lucas). We will also discuss case studies involving underrepresented students studying abroad (Omar Nagi and Christopher Merto), as well as spend time on workshop activities (Mike Moran and Dayna Parks-Lucas) designed to draw insights from the attendees of the session.

Session Title: The WORLD Series: Integrating an Intercultural Experience in General Education

Room: Global Classroom 2

Abstract: This panel will describe and offer preliminary findings regarding a new collaboration between academics and student life to deepen students’ intercultural experience in general education at Russell Sage College. WORLD (Women Owning Responsibility for Learning and Doing) is a multi-year program that analyzes how intersecting economic, geographic, historical, political, and socio-cultural forces affect girls and women’s lives. The course of study provides opportunities for students to explore diverse modes and meanings of intercultural engagement.

The WORLD Series is a bi-weekly lecture event for all first-year students enrolled in a WORLD course, with a focus on agency, the arts and sciences, the global lives of women, and leadership. Recent speakers include Afghani writer and activist Malalai Joya, miscegenation scholar Julie Novkov, and EPA Administrator Judith Enck.
The series’ goal is for students to integrate the content of WORLD course discussion and texts with the varied expertise of our presenters so that students make connections between course materials (which include theoretical readings, quantitative data, literary texts, and news sources) and the lived experiences, ongoing research, and critical perspectives of the guest presenters. Course discussions and written critical reflections require a blend of integrative, analytic, and creative thinking, moving students beyond personal responses to the WORLD Series presentations, which they often find unsettling and sometimes destabilizing to their core assumptions.

Another goal, as this program is scheduled on a day without classes, is to create a space for scholarly discourse and social community, giving students the chance to utilize tutoring and other academic support systems offered by the college. It also serves to socialize and integrate commuter students to the campus community, an ongoing goal of both Academic Affairs and Student Life.

Finally, the series operates as a way to develop community partnerships, bringing community members to campus for their own enrichment, presenting cultural and intellectual opportunities, facilitating local intercultural conversation, and involving students more directly in the work of the community.

As it is a new endeavor, we are learning as we go, but through the academic reflections of our students, we have evidence that they are making connections between the Series and their academic work, as well as to their own lives. By offering many presentation modalities, students are being engaged to listen and process in ways we can assess as well. In the year-end voluntary program evaluation, 84% of respondents (74/160 students) reported discussing the Series presentations in class, and 63% reported discussing the presentations with their friends.

Though the WORLD Series is the newest component to our WORLD program, our initial assessment indicates that it has given students additional exposure to intercultural issues that they are encountering in their coursework, increasing their intercultural awareness through structured assignments, and finally, further integrating students into the life of the college.

Session Title: Leadership Education in Global Perspective
Room: Tiered Classroom

Abstract: The Master of Arts in Organizational Leadership (MAOL) program at St. Catherine University, St. Paul, Minnesota, is nearing completion of a multi-year strategic initiative to integrate a global perspective throughout the curriculum. The MAOL “global perspective” is both cultural and geographic, encompassing multiculturalism and internationalism. The MAOL Global Initiative aims to foster and strengthen intercultural competence of faculty and graduate students through development of study abroad opportunities, and by incorporating local multicultural experiences and community engagement activities into graduate leadership education. The purpose is to give students the knowledge and tools to practice global citizenship by placing organizational decision-making in global context through strategic recognition of potential global impacts of local decisions.

This presentation will share some of the challenges and successes of the global curriculum initiative. It will also place it in a philosophical context, showing how integrating a global perspective supports and reinforces the MAOL program’s historical focus on ethics and leadership, as well as St. Catherine University’s commitment to the liberal arts throughout its graduate and undergraduate programs. We will explore some of the ideas and values that shape the global perspective, including cosmopolitanism, the ideal of global citizenship, and the importance of including diverse perspectives in decision-making.

Session Title: Shifting Mindsets: Addressing the Barriers to Effective Integration of International Students
Room: Boardroom

Abstract: What are some of the core unconscious biases that hinder the effective integration of international students in collegiate environments? How can program administrators and teachers reimage and revitalize more traditional language and orientation programming to meet the changing needs of its international student population? The presenter will offer highlights from a journey towards updating and revitalizing a small, established ESL program at a university-based music conservatory to adapt to changing student populations and changing norms. This journey included on-site interviews with faculty and students at five music conservatories in China regarding international student expectations. The presentation will highlight key insights from these visits
and resulting strategies for addressing some of the core the unconscious barriers international students sometimes face to full integration on their college campuses.

**Session Title: Experiencing Citizenship in a Globalizing World: The Impact of Off-Campus Programs**

*Room: Seminar Room 109*

**Abstract:** College serves as a critical time in the lives of young adults in the formulation of their identification with citizenship, of their sense of belonging or affiliation. In an era of increasing globalization, this psychological dimension of citizenship requires further research and elaboration. This project seeks to determine if and how the academic and off-campus choices students make in college impact their worldview, their loyalties and sense of responsibility toward others. How far do students’ allegiances extend and what experiences in college help to create these bonds and commitments? This study asks whether international experience via study abroad is a necessary ingredient for students to begin to re-imagine the boundaries of their social communities and their responsibilities as global citizens, or whether these processes can occur through more locally or nationally-oriented service learning, volunteer, or internship experiences.

This project combines several strands of scholarship including cosmopolitanism (particularly its more contemporary, relational extrapolations and usefulness to understanding the underpinnings of citizen responsibility today) and political socialization (focusing on the expansion of one’s in-group and the formation of multiple loyalties), viewed through the lens of the Millennial Generation. The study involves a detailed survey of undergraduate upperclassmen enrolled at Syracuse University’s Maxwell School and provides a model for cosmopolitan learning.

**Session Title: Cognitive Psychology and Cultural Differences**

*Room: Seminar Room 202*

**Abstract:** Differences in cultural values, beliefs and behaviors often increase the emotional temperature in cross-cultural encounters. In other words, sometimes cultural differences drive us crazy! For instance, in some cultures it is acceptable to be fashionably late while in other cultures people seem too strict on time commitments; some cultures are too blunt and direct for our taste, while other cultures frustrate us because they “beat around the bushes” before getting to the point. This presentation explores ideas derived from cognitive psychology and neuroscience to explain emotional responses to cultural differences, and provides possible solutions in how to calibrate the emotional temperature of cross-cultural encounters. Proven strategies such as monitoring, labeling, mental contrasting and implementation intention will be shared with the audience.

**Concurrent Session III**

**Session Title: Online Strategies to Promote Community and Communication**

*Room: Global Classroom 1*

**Abstract:** Panel Discussion:

In order to facilitate student persistence, retention and ultimately success at an urban commuter community college, it is vital to create an atmosphere of community. The ambiance of community allows students to feel a part of the college, and connected to faculty and to other students. An historical division between the Hispanic and African-American minority communities who make up the student body weakens the sense of a unified campus. Distance learning may intensify this inherent lack of community by diminishing the face-to-face relationship among students and between students and the professor. We believe that there are numerous strategies in online courses as well as other campus resources, which can promote community and facilitate the development of intercultural competence. Our panel of three professors and the Director of Career Services at Hostos Community College, a CUNY campus in the South Bronx, will discuss the strategies to create shared experiences through two online courses using the Blackboard Course Management System, service learning experiences and Facebook. The panel will compare the online strategies used in the two academic courses with those used by Career Services.
In the fully online field practicum paralegal studies course taught by a law professor, use of the discussion board and blog features facilitate dialog centered on the paralegal career. Online assignments pairing students or grouping of students enables students to learn about classmates’ internships thus effectuating camaraderie and empathy towards classmates’ issues and struggles. The second course that uses various online devices to create community is a hybrid online course on ecofeminism taught by a biology professor and a psychology professor. Reflection of service learning experiences is a common strategy used in the fully online and hybrid courses through a discussion board forum. Reflection is where the transformation of perceptions occur thus facilitating a connection to the student’s own community and the development of intercultural competence by allowing students to reconsider their ideas about other ethnicities and races.

Other online strategies used in the hybrid course class include an online graffiti board based on the theory of Paolo Freire, which provides a space for students to express their identities using any format they choose, e.g. artwork, drawings, and diverse fonts. In this way, students connect to their “own”, self-defined current and origin communities. The board will be available for the entire semester thus enabling the students to trace development of their awareness of their own community. A second modality that enables connection to the community is transforming the class into a participatory open online course by connecting the entire class online with activist members of the community.

The use of a Facebook page by Career Services provides the glue, which binds students in the internship classes on campus and job-hunting students together along their employment journey. Updated postings include resources such as career readiness class schedules; photographs from the Annual Cooperative Education Recognition Ceremony and other campus events; and links to external job fairs such as the New York Works Career Expo, and important articles.

Session Title: Whose civic engagement is it anyway? Using student voice to understand what it means to be civically aware, engaged and active

Room: Global Classroom 2

Abstract: Research in civic learning demonstrates that civic engagement and its related notions of intercultural understanding and civic participation are culturally-embedded constructs, and as such, there is no singularity in its language or practice. In other words, each program, department or institution defines and practices civic engagement in the way that reflects its own values. The Community Action, Learning and Leadership (CALL) Program at SUNY College at Old Westbury is no exception. Its course-embedded seminar, which is a requirement for all incoming first year students, integrates academic content with community based learning in order to allow students to confront major social issues in real world settings. The emphasis placed on intercultural understanding, critical thinking, community engagement and social justice are representative of the values the program would like to impart to students. These values are believed to reflect the core academic, civic and ethical goals of a liberal arts education at the College. While providing opportunities for civic engagement is important for many higher education institutions, there seems to be a failure to incorporate students’ own perspectives of their experiences of civic transformation and their processes of developing a civic identity into the field’s current language and practice. Examining and understanding these processes can deepen the understanding of civic engagement and its role in improving student learning, informing institutional practice and building a democratic and just society.

The purpose of this panel is to examine the meaning-making experiences of first year students involved in civic engagement activities in SUNY Old Westbury’s CALL program. We will present a study that uses the concept of student voice as it occurs in reflective assignments (i.e., blogs, weekly journals and reflective projects) to examine how students experience their process of civic transformation. There will be a particular emphasis on the interaction between the values of the student and those of the CALL program and how this shapes how students make meaning of what it means to be civically engaged.

Session Title: Office Space and City Scapes: How Internships and Urban Environments Can Foster Intercultural Competency

Room: Tiered Classroom

Abstract: Today, the field of education abroad faces several challenges: increasing the opportunities a student has to become interculturally competent; providing proof of what is increasingly being termed a "return on investment" of a study abroad program; and helping students move beyond the traditional claim that a study abroad experience "transformed" them to being articulate
about the personal and professional opportunities afforded them whilst overseas.

Recent studies and trends inform us that international internships, with the proper academic oversight, are powerful experiential learning opportunities that encourage students to practice, learn, and reflect in a cross-cultural context (Passarelli & Kolb, 2012). Similarly, the urban "field studies" curriculum is increasingly recognized as another constructive experiential approach to facilitate intercultural engagement. Through the structured reading of city spaces, social landscapes, and civic ritual, the urban environment offers a distinctive terrain for the student to become immersed in a new culture.

This session will explore how international internships in urban settings meet the new demands of administration, faculty, students, and parents on study abroad programs. Participants in the session will learn about the pedagogical philosophies behind both experiential methods and will receive empirical evidence that highlight their positive impact on intercultural competency.

**Session Title: What's Your Cultural Frequency? A Discussion of Intercultural Training for STEM Students**

**Room: Seminar Room 109**

Abstract: The presenters will discuss intercultural competence as it relates to STEM students, providing first hand experiences and facilitation tools, including an intercultural activity designed specifically for STEM students titled "What's Your Cultural Frequency". This activity has been designed for study abroad and incoming international STEM students, to facilitate discussion of cultural “highs” and “lows” that take place while studying abroad, both short and long term, with this very specific student population.

**Session Title: Graduate Students Abroad: Facilitating International Study and Service-Learning for Postgraduates**

**Room: Seminar Room 202**

Abstract: Increasingly, graduate students are seeking opportunities to study and/or serve abroad. However, the field of international education still caters primarily to undergraduate study abroad experiences. This session will highlight the strengths and challenges of one model of international service-learning for graduate students – Concordia University-Portland and IPSL’s Master of Arts in International Development and Service program – via the different perspectives of staff, faculty, and student. Participants will then be engaged in a discussion of how they might seek to facilitate opportunities for graduate students to learn and serve internationally.

**Concurrent Session IV**

**Session Title: Intercultural Competence; An Essential Learning Outcome of Campus Internationalization and Global Service-Learning**

**Room: Global Classroom 1**

Abstract: We live in a highly interconnected world where crossing borders has become a way of life, and social and technological advancements make it possible to encounter and engage culturally diverse people, ideologies and ways of being on a daily basis. Increasingly, career development specialists and employers themselves are reiterating that in addition to technical competencies, careers in modern society require intercultural competency in order to function effectively and responsibly in this interconnected society. In response, large higher education networks (such as the AAUP) and individual institutions are returning to their civic missions in a new way; in a global way. Campus internationalization initiatives are designed to prepare students for this new reality and gaining intercultural competence is an essential learning outcome for any campus internationalization initiative. The concept of educating for ‘global citizenship’ is being seen more and more across campuses as a means for addressing the essential need for graduates in the 21st Century to have significant and meaningful intercultural competence. And while individual pedagogies have proven important in this shift, practitioners and scholars are acknowledging the potential of combining practices for increasingly effective student learning. Arguably, one of the most influential merging of pedagogies can be found in experiential education where service-learning experiences are becoming integrated with study abroad opportunities, forming what is now known as international or global service-learning (GSL). Much attention is specifically being directed toward short-term formats as a mechanism for such
development. GSL itself is a complicated amalgamation of academic theory, pedagogical strategies, logistical nightmares, and physical and ideological risks. GSL convenes stakeholders as disparate as a village chief in Africa and a university president in the Pacific Northwest, while creating high stakes activities for everyone involved. In this session participants can learn about methods to develop GSL programs that intentionally develop students’ intercultural competence and explore institutional assessment strategies for measuring programmatic and pedagogical GSL effectiveness.

**Session Title: Strategies for Moving from Entry Level to Advanced Style Service Learning**

Room: Global Classroom 2

Abstract: This panel elaborates specific practices that Pace University, a multi-campus, comprehensive university, has taken in an effort to move forward with its Civic Engagement (CE) program. Pace first implemented a Civic Engagement (CE) Core Curriculum requirement in 2003 that utilized the pedagogy of service learning in entry-level courses. Although the Pace CE program has been successful, there remains work to be done. Today, the goal is to take the CE component to the next level; not only is it necessary to continue the development of regular courses to the line up to ensure variety in course offerings, but, more specifically, it is necessary to develop a cadre of additional more advanced, cross-disciplinary, cross-school courses capable of connecting with the community in a more mature and substantive way. This panel shares the practical experience and proven tactics that have informed such curricular development at Pace. Specifically, the panel focuses on four fundamental aspects of such curricular development: first, a discussion of the administrative infrastructure and the strategic processes necessary for the development of a broad set of CE courses, including online courses and those in the Arts at both the introductory and advanced levels; second, a discussion of the critical role of various aspects of assessment in validating the significance of CE in a quality general education as well as the pros and cons of methodological choices like pre and post testing; third, a discussion of successful strategies for taking existing community partnerships to a new target level that incorporates multidimensional connections to benefit both the community and the university; finally, a discussion of a cross-disciplinary, learning community, The Drama of Social Change, that pairs Performing Arts with Sociology to investigate the link between applied theatre and social values and action.

**Session Title: The Arts in Service Learning**

Room: Boardroom

Abstract: Service Learning is often defined by economic development, health care and education. The Arts are a relatively untapped vehicle for these service areas as well as others. Prof. McClure and SUNY Geneseo undergraduate Zachary Kenyon will present their recent research on current literature and best practices in the field of arts-based service learning. They will also present a case study of a recent international concert produced jointly by SUNY Geneseo and Enlace. They will show the ways in which this concert supported this NGO’s goals and opened up new areas of service.

**Session Title: Implementing a Successful Diversity-Related Program: Lessons Learned from the Program Development and Assessment of Real World Geneseo**

Room: Seminar Room 109

Abstract: College campuses can assist students in critically thinking about issues of diversity and social justice. Watson (2002) states that, “Facts, feelings, and beliefs should be shared and forums should be led and guided by those who can develop and maintain a safe environment.” Real World Geneseo was developed to engage students in genuine dialogue, self reflection and service learning. The session is organized to provide an overview of the programs’ components, provide assessment data, and offer recommendations for implementation. The research conducted on Real World Geneseo assessed the comprehensive benefits of the program over time focusing on both the overall impact across iterations as well as differential effects that the program had for different groups of students. Both quantitative and qualitative results are reported from three separate iterations of the program in order to demonstrate replicability of the outcomes. In addition, students’ video diaries of their retreat experience will be shown to illustrate the impact that the activities and exercises had on their view of self and others. Significant changes in students’ cross-cultural competency skills, comfort interacting with diverse groups, comfort discussing diversity issues, attitudes toward diverse groups, and diversity-related behaviors were found. In addition, results assessing the differential effects of the program comparing across gender, race/ethnicity, SES, racial/ethnic background of students’ neighborhood, and students’ previous experience with
diversity are presented. Presenters will provide recommendations for program development and assessment of diversity programs at other institutions. In addition, presenters will facilitate a discussion of how conference participants may develop effective diversity-related programs and use assessment to examine the effectiveness of programs at their institutions.

Session Title: Teaching Global Citizenship Through Service-learning: Is Domestic or International Context A Contributing Factor?

Room: Seminar Room 202

Abstract: In our increasingly globalized society, young people need an education that prepares them to become informed, active, and responsible global citizens, both at home and abroad. Similarly, teachers struggle to have critical conversations about equity, inclusion, diversity and global justice in the classroom. In order to do this work, teacher educators need to not only know about the local, national, and global communities in which they live and work, but also how to prepare teachers for this vital, yet difficult, work. Whether in college, elementary, secondary, or graduate school, educators need to tangibly rekindle the connection between education and citizenship, ethics, and being “able to see the world through another’s eyes” (Delbanco). This paper explores a global service-learning model that builds educators’ skills and confidence in teaching and preparing students and teachers for these discussions, for this praxis between identity, education, and civic responsibility. The global service-learning model presented in this paper adds a global dimension to the classroom through service-learning projects, and enables deep classroom discourse about poverty, race, class, power, and privilege through a global lens.

Our research uses a comparative analysis of two pilot Nobis World global service-learning professional development programs for K-12 teachers: one domestic and one international. This paper examines how well the programs (1) teaches global citizenship, and (2) develops cultural responsiveness in participants, and (3) ultimately investigates whether the domestic or international context is a contributing factor that fundamentally affects the outcome teaching global citizenship via service-learning.

In our domestic program, “Savannah, Ga. & The Lowcountry: Preserving African-American & Gullah History in the Lowcountry”, participants explore how different museums and heritage organizations preserve the history of African-Americans in the Lowcountry. We do this through a service-learning project and cultural immersion in the city. Focusing on the themes of race, slavery, and the education of African-Americans, this program considers two different experiences: the urban environment of Savannah, and the rural Gullah culture on the barrier island Sapelo.

In our international program, “Dominican Republic: Building Global Relationships, Understanding Global Poverty,” participants travel to the small, Caribbean beach village of Cabarete where they experience another culture, learn about its history and build relationships with people from the community. Teachers engage in community service with organizations whose work centers on the education, health and welfare of Dominican and Haitian immigrant families living in poverty.

Each program seeks to build educators’ skills and confidence in adding a global dimension to their service-learning projects, as well as enhancing their teaching about poverty, race, class, power, and privilege through a sharp global lens. We argue that these critical themes of global citizenship might be taught through service-learning, without using national borders as the primary criteria, thus enabling more people to join in this necessary discourse and deepen our understanding of global citizenship.


Concurrent Session V

Session Title: Intercultural Competence and Global Citizenship: Tensions and Resolutions?

Room: Global Classroom 1

Abstract: One of the plenary speakers (Hartman) at the 2014 Intercultural Horizons Conference will focus on the tension between articulated notions of global citizenship (Appiah, 2006; Nussbaum, 1997) and contemporary understanding of intercultural competence (Deardorff, 2006; 2010). The four panelists in this session will build on that plenary session by sharing how their particular institutions address and grapple with this tension.
Andrew Furco, Associate Vice President for Public Engagement at the University of Minnesota, will summarize that institution’s efforts to consider the various ways that different units within the academy define and interpret intercultural work. He will share struggles and lessons learned in the quest to build a comprehensive, campus-wide strategic plan to advance intercultural competence. He will also offer reflective consideration of the ways in which this effort has or has not addressed tensions with global citizenship ideals.

Laura Hauerwas, Associate Professor of Education at Providence College, will share insights gleaned from qualitative research with pre-service education majors completing their teacher placements in Italy. For students and faculty, placements in a country that has earned high marks for inclusive classrooms raised difficult questions about US assumptions that focus on individual achievement and support for the individual learner. In a nuanced way, students found themselves challenged to accept dominant Italian cultural practices that militated against ethical assumptions central to the US Educational Framework.

Eric Lassahn, Director of the Johnson Center for Civic Engagement at Susquehanna University, will consider this conflict in light of a campus-wide intercultural immersion learning requirement and its relationship to a global citizenship course that students take following immersive experiences. He will detail lessons learned at SU in the several years since this requirement was initiated.

Antoinette Hertel, Director of Global Studies and Associate Professor of Spanish at St. Joseph’s College of New York, will share questions raised about global citizenship and intercultural competence while leading diverse Global Studies programs and working to deepen theoretical understanding of these ideals at that institution.

Collectively, the panel offers consideration of how individual faculty members through their courses, or institutions as a matter of design (for example, through integration of the work of international education, civic engagement, and multicultural affairs), embrace and navigate the possible tensions between these often-unquestioned goods of international education, civic engagement, and liberal education.


**Session Title: Moving Up the Ladder: Strategies to develop the next level of community engagement on your campus**

**Room: Global Classroom 2**

Abstract: The Center for Community Engagement (CCE) at Eastern Connecticut State University coordinates activities for over 1,000 students who complete over 13,000 hours of service, with a full time staff of four. Nearly 30% of all Eastern students volunteer either as part of a course or through a volunteer program. The CCE relies on a set of core strategies to manage the many expanding service programs and an increasing demand among community partners.

The facilitator will discuss practical strategies on how to grow community-based programing at Higher Education Institutions, especially those facing staff or resource constraints. Participants will leave with a toolkit that helps them foster leadership among students and staff, get support from institutional leadership and develop partnerships on and off campus.

This workshop will provide examples of how these tools have been used at Eastern and provide participants the opportunity to begin laying out a vision for enhanced community-based learning to bring back to their campuses. Facilitator will explain how the Coalition
of Projects model influenced their work. In addition, they will further discuss how student leadership and assessment strategies can become cost-saving resources for institutional growth in a time of shrinking budgets.

**Session Title: GLOBAL EDUCATION OR GLOBAL PANOCITCON? POST-GRADUATE PROGRAMS AND THE NEW FRONTIER OF “INTERCONTINENTAL” MASTERS**

**Room: Boardroom**

**Abstract:** Sociologists, professors, intellectuals and media mainstream normally tend to take for granted the word “globalization”. They normally portraits this postmodern historical event as a liquid frontier that simply has enlarged its own horizons on a planetary scale. Paradoxically globalization is by definition a restriction (reduction) of time and space: a sort of shrink reality, where everything is apparently possible, or at least, instantaneously accessible. But this is what truly happens in terms of trade, economy and market opportunities. However, on an institutional level, what about the political time and political space? What about the educational time and the educational space?

Even though such a mutilated globalization has been affected our lives, a more complete and balanced process of cultural homologation should be established. Taking for granted that any institution represents metaphorically the skeleton of any social body, this paper is meant to explore:

1) how regional agreements such as European Union - in Europe – Unasur - in Latin America - Asean - in Asia - can fuel a future model of intercontinental democracy for a future and real global public opinion.

2) how post graduate programs can become a new frontier for brand new intercontinental masters able to develop an interdependent cross cultural pollination and a more enlarged intercultural competence.

3) how the brave new school of tomorrow can create a global container in order to transfer all information generation after generation, as the post national education appears to be a simple “liquid” education.

Global phenomena should be re-think in terms of interdependence of legal systems, i.e. Parliaments, States, Regional Organizations, Public and Private Institutions such as Universities, Hospitals and so on. But also in terms of interconnection of educational systems (Service-Learning approach, Study abroad Programs, Intercultural Education).

Is the intercontinental education the perfect “compromise” between a post-national and a global education?

This will be the final answer of the present paper, considering that education is the most important tool on order to create active citizenship, a critical mind, an independent public opinion. Unfortunately, when a public opinion is unable to monitor its own authority is condemned to be controlled by it. That’s why the future challenge will be the following: global education or global Panocitcon?

**Session Title:** Measuring Development of Intercultural Competence for Students who Participated in Two Different Global Experiences

**Room: Seminar Room 109**

**Abstract:** This study examines students’ development of intercultural competence in two different courses that offered unique global experiences. One course offered students an international dialogue experience that focused on global tourism issues. In the Fall of 2013, a group of American students at a university in the Midwest participated in live class discussions twice a week with a group of students in Slovenia via videoconferencing technology. Therefore, this course offered students of both countries an opportunity to interact with people from a different country without leaving home. Discussion topics included tourism development and marketing in Slovenia and in the US, positive and negative tourism impacts, and challenges that each country faces in the tourism industry. In order to extend interactions between students in the two countries that went beyond classroom time, a course website called CourseNetworking was established for the experience. Students were encouraged to interact on this site, and their discussions were not limited to tourism issues. This venue provided students a more casual environment to share and learn about each other’s culture.

The other course introduced the cruise line industry and investigated the skills needed to begin a productive career in the specialized travel segment. This class included a cruise experience in the Caribbean. Students participated in several organized shore excursions
that toured the Atlantis in Paradise Island, the Bahamas, and an eco-lagoon tour in Half Moon Cay. While on the cruise ship, the students were required to interview staff/crew members about their work responsibilities. These staff members came from many different countries. In addition, the class had a back-of-the house tour of the galley and the food storage area.

Students’ development of intercultural competence in the two courses was measured based on a conceptual framework developed by Deardorff (2008). A list of 15 knowledge, skills, and attitudes (KSAs) that represent intercultural competence were identified by Deardorff (2008) through her research that involved experts in the field. These 15 KSAs include respect, openness, tolerance for ambiguity, flexibility, curiosity and discovery, withholding judgment, cultural self-awareness/understanding, understanding others’ worldviews, culture-specific knowledge, sociolinguistic awareness, skills to listen, observe and interpret, skills to analyze, evaluate and relate, empathy, adaptability, and communication skills. In addition, Deardorff and Clayton (2010) developed a self-evaluation instrument for measuring these 15 intercultural competencies. KSAs are measured on a five-point scale (1=poor, 2=below average, 3=average, 4= high, 5=very high).

This presentation will include a) course design and pedagogy used in the two courses that promoted students’ development of intercultural competence; b) Deardorff’s intercultural competence framework; c) methodology of the intercultural competence assessment used in the two courses; and d) results of the measurement.


**Session Title: Service Learning Abroad: Hilbert College's Kenya Krew**

**Room: Seminar Room 202**

Abstract: The title of this presentation is intended somewhat ironically in that it plays off of the way in which Africa is seen as a unified This presentation will focus on three service learning abroad experiences I’ve led to Kenya (2010, 2012, 2014). Using student responses from surveys and journals, I'll discuss the students’ experiences as they immersed themselves in a different culture for approximately 2 1/2 weeks, as well as providing my own insight into the trip, Prior to traveling to Kenya, the students met as part of a class, learning about the history and culture of Kenya. Each time I’ve taught the class and run the trip, I’ve altered it based on the strengths and weaknesses of the previous trip. It has been as much of a learning experience for me as for the students, and I hope to share some of that knowledge with others.

In addition, since "intercultural awareness" is one of Hilbert College's college-wide liberal learning goals, I'll also discuss the benefits and pitfalls of service learning abroad as it relates to this goal and more generally the goals of a liberal education. Simply going to another country doesn't necessarily provide one with greater "intercultural competence" or guarantee that one experience is transferable to other experiences, either abroad or at home. How can an experience like this be structured so that it is a meaningful experience that continues to resonate long after the jet lag has worn off.

Finally, I hope to offer some comparisons/contrasts between service learning at home and abroad, having lead students on service trips in the United States as well as having assigned a variety of "local" service learning projects in classes.

**Concurrent Session II**

**Session Title: Fostering Intercultural Competence for Lifelong Employability Development**

**Room: Global Classroom 1**

Abstract: Graduate employability is considered one of the most important areas confronted by higher education institutions today. Within the conversations on what makes graduates employable across the globe, intercultural competence is not consistently a part
of essential skills considered to be essential to forming graduate employability. This presentation makes an argument for the need of intercultural competence in lifelong employability through reviewing international perspectives on graduate employability and through identifying what it means to be employable.

Session Title: Lived There, Done That: A Panel on Perspectives and Best Practices on Studying and Working Abroad and the Journey to Intercultural Competence

Room: Global Classroom 2

Abstract: The opportunity to study, work or volunteer abroad is one that can change your life. It is a unique experience that pushes one to open one’s mind and leave all comfort zones, to question and adapt one’s own identity and become a citizen of not just one country, but of all of them. To truly embrace another culture and their community is something that can be incredibly rewarding but also challenging. In this panel discussion, four graduate students will discuss their experiences of studying, working and living abroad. The presenters are currently in their fourth and final semester of the Masters in International Development and Service degree through Concordia University and IPSL. This unique masters degree has students study in three different project locations including Portland, Oregon; Siena, Italy; Quito, Ecuador and Chiang Mai, Thailand. In each location they study, live and serve a local organization in the area to truly combine theory and practice. The panelists will discuss their perspectives on intercultural competence through the encounters that they and other students experienced while studying abroad with their service learning, civic engagement and full immersion programs. The panelists will also review programs and techniques that they have studied and witnessed as working for successful international programs in turning not just students into intercultural competent individuals but global citizens. Topics that will be covered include the impact of service learning and civic engagement and how it can fast track an individual’s engagement in the community as well as increase intercultural communication; reflective learning and ways to transform student journal entries into meaningful discussions on true self growth and intercultural competence; and best practices in engaging students into a new culture and helping them become part of a new community.

Session Title: Service Learning and Post-Disaster Study Abroad Experience: New Perspectives on Global Citizenship and “Glocal” Community Engagement

Room: Boardroom

Abstract: As the world is becoming more globalized, study abroad has become appealing for many students seeking to explore, create opportunities, and expand their perspectives to meet the demands of the economy and society in which they live. Recently, educators have been taking a closer look into adding the component of service-learning in study abroad programs and examining how this component relates to the development of intercultural and global competences in adult learners. Framed through experiential learning theories (Dewey, 1963; Kolb, 1984), cosmopolitanism (Appriah, 2006) and situated cognition (Lave & Wenger, 1991), this study aimed to investigate the learning and global perspective development that occurred in a service-learning course that was created at the University of Canterbury in Christchurch, New Zealand, following a series of devastating earthquakes at the city’s center. The uniqueness of this service-learning course was the integration of local individuals and organizations who have been instrumental in recovery and rebuilding efforts into the academic content and student community engagement experiences (O’Steen & Perry, 2012). Students enrolled in the service-learning course consisted of local New Zealand students and study abroad students. In this qualitative research study, we examined 13 participants’ experiences from the US and Europe. Our session will describe the study and impact that civic engagement in a post-disaster setting had on participants’ intercultural and global perspectives and will provide new insights for instructors and program directors about international service-learning programs.

Session Title: Service-Learning and the "New" Student Identity: Problems and Possibilities

Room: Seminar Room 109

Abstract: As universities strive to increase student mobility through study abroad, a separate discussion has emerged focusing on diversity and the need to provide equal access to international opportunities for all students. Despite increasing acceptance among colleges and universities of international education’s place in the mission of US higher education, students who identify as ethnic minorities and/or first generation college students do not study abroad in numbers proportionate to their make-up of the overall student population at most US universities. A growing body of scholarship has examined the multifaceted personal and institutional
barriers that sustain these disparities, calling for new outreach and advising strategies that address the unique needs, interests, and concerns of these underrepresented students.

Contrary to these large-scale demographic shifts in international and higher education, many universities and study abroad providers have noted a reverse trend among minority students in service-learning or civic engagement centered programs, which demonstrate significantly greater rates of participation among minority students than do other study abroad programs. What are we to make of this observable data? What factors influence the decision of many non-white students to pursue international service-learning programs over more “traditional” forms of study abroad? What motives can we identify, and can these be used to intentionally build programs that meet the goals and interests of minority students? This session will present data from an ongoing study being carried out at Rutgers University that seeks to identify which aspects of international service-learning programs have the greatest potential to attract higher numbers of underrepresented students. After presenting the results of the study, it will draw on several examples of Rutgers faculty-led service-learning programs to suggest new ways to increase participation among underrepresented students through purposeful program design.

**Session Title:** Moving Beyond Rebuilding to Reinventing: Post-Disaster Community Engagement

**Room:** Seminar Room 202

Abstract: With eroding coastlines, the occasional hurricane, economic and racial disparity and an oil spill to top it all off, students at Tulane University have been challenged to use an academic framework to confront pressing local and global issues. Through service learning courses, internships, research projects and study abroad opportunities, undergraduates are assessing community needs and creating solutions to address them. In this presentation, you will learn about and develop experiential learning programs via community-based scholarship. With a focus on diversity and inclusion for all constituents as well addressing shifting local needs, Tulane’s community engagement efforts are developing creative and meaningful methods to enable long term sustainability. In this presentation you will discover our current and future endeavors for developing engagement efforts for inspiration that you can take back to your home institution.