— Fourth Biannual —

Internationalizing the Curriculum and Campus Conference

April 11, 2014
(Conference workshops held April 10 and 11)
Coffman Memorial Union
Twin Cities Campus

Organized by the Global Programs and Strategy Alliance

In partnership with the Center for Teaching and Learning (UMTC), International Education Office (UMD), International Programs (UMC), International Student and Scholar Services (UMTC), and the Learning Abroad Center (UMTC); cosponsors include the Carlson Global Institute, the Center for Teaching and Learning, and the University Libraries.
Schedule at a Glance

7:00
Registration
Breakfast 8:00–9:15
7:30 a.m.–3:30
Great Hall

8:00
Conference Workshop
8:00–10:20
Mississippi Room

8:15–4:00
Great Hall

Poster Fair
Presenters at Posters: 8:30–9:20
8:15–4:00
Great Hall

9:00
Session 1
9:30–10:20
Third Floor

Session 2
10:30–11:20
Third Floor

11:00
Lunch and Welcome
11:30–12:15; Great Hall

12:00
Small World Coffee Hour
4:00–5:00
Mississippi Room

1:00
Session 3
1:00–1:50
Third Floor

Session 4
2:00–2:50
Third Floor

Session 5
3:00–4:00
Third Floor

2:00
Session 4
2:00–2:50
Third Floor

3:00
Session 5
3:00–4:00
Third Floor

3:00
Ignite! – 12:50
Ignite! – 3:00

3:30
Ignite! – 3:30

4:00
Ignite! – 1:20

5:00
Ignite! – 3:00

Ground Floor

Third Floor

U of MN Bookstore
Gopher Express
Starbucks
Mississippi Room
Coffman Memorial Union
President's Room
Mississippi Lounge
Board Room

Riverbend Plaza
Great Hall
301 302 303 A/B/C
304 305
Welcome to the 4th Internationalizing the Curriculum and Campus Conference for the University of Minnesota!

When we organized the first ICC Conference in 2010, we envisioned a day when the University of Minnesota community would gather and learn from one another’s initiatives to internationalize the student experience. We hoped that this community would continue to grow in scope and depth. Today, we celebrate the evidence of this growth and deepening of commitment at the 2014 conference.

University faculty, staff, and students are working to ensure that all students graduate with the skills, knowledge, and attitudes necessary to live and work in a global society. Collectively, you represent a wide range of units from across the University of Minnesota system, and you continue to be creative and intentional with your initiatives. Whether, for example, you are internationalizing your classes, striving to increase student mobility, improving the delivery of student services, or working to engage international students on campus, your commitment is making an impact!

The University is committed to reaching all students—inside and outside the classroom—to prepare them to live and work in a global society. We will only accomplish this with your support and efforts.

Today we applaud you and your efforts, and sincerely thank you!

Meredith McQuaid
Associate Vice President and Dean
International Programs

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

Session 1: 9:30 – 10:20 am

Room 324

Creating Cross-Curricular and Collaborative Learning Spaces for Pre-Service ESL Teachers and ESL Learners

In this panel discussion, instructors and their students in two university programs, the Minnesota English Language Program (MELP) and Curriculum & Instruction (CI), share how they partnered to support the learning outcomes of each class in meaningful and authentic ways. In this collaboration, pre-service English as a Second Language (ESL) teachers in a CI course were paired with MELP ESL students in an academic speaking class to provide the CI students opportunities to administer diagnostic tests, analyze pronunciation and grammar errors, and communicate corrections to their non-native English speaking partners. In turn, the MELP ESL students engaged in authentic conversation with and received one-on-one feedback from (near-) native English speakers gaining training. In addition, students in both courses gained valuable cross-cultural insights from each other. The panel will discuss the logistics, goals, and outcomes of the project and give advice for implementing such international, cross-curricular collaborations.

Presenters: Julie Chi and Stephanie Hanson, Minnesota English Language Program, Twin Cities; and Anne Lazaraton, College of Liberal Arts, Twin Cities

President’s Room

The University of Minnesota–Twin Cities Career Integration Initiative

The Learning Abroad Center’s Career Integration initiative focuses on the relationship between experience abroad and career/life planning by communicating the cross-cultural and global needs of today’s workforce. Building upon the proven methodology of engaging partners through the University of Minnesota’s Curriculum Integration model, Career Integration utilizes the expertise of campus partners and seeks to help students identify, connect, and communicate the impact of their experience abroad on their career goals. The Learning Abroad Center and the GPS Alliance are hosting a Career Integration Conference on July 21-22, 2014.

Presenters: Becky Hall, Office of Student Affairs, Twin Cities; Kim Hindbjorgen, Antonia Lortis, and Maria Wentworth, Global Programs and Strategy Alliance, Twin Cities

Room 325

Engaging the Process of Internationalizing the Curriculum in Authentic Sites of Practice

There is growing recognition that successful and substantive curriculum internationalization initiatives require informed practice distributed across a range of institutional contexts and carried out by a range of stakeholders. The more we can understand the complex experiences of individuals as they navigate their own internationalization pathways in classroom and program contexts, the more likely it is that we can provide effective institutional support and resources to enhance this work. Presenters will reflect on a site of practice: a mathematical thinking course that incorporates global perspectives with a diverse student population. The panel includes, among others, a graduate student who has worked with local immigrant populations and is conducting her thesis research abroad and a professor of nursing who supports intercultural empathy principles within her professional school courses. Presenters will discuss how they have negotiated competing agendas, developed their internationalization toolkits, and sought necessary support and buy-in.

Presenters: Rhiannon Williams, Amy Lee, Sue Staats, and Shade Osifuye, College of Education and Human Development, Twin Cities; Mary Benbenek, School of Nursing, Twin Cities
Session 2: 10:30 – 11:20 am

Mississippi Room

A Journey of Internationalization in Student Affairs: A Panel Discussion

This panel discussion showcases some best practices for working with international students in student affairs units across campus. Leaders from University Student Legal Services, Student Conduct and Academic Integrity, and the University Parent Program will present their perspectives on the efforts of these three units to improve their service to international students. These units have tailored their practices in order to deliver culturally sensitive services to diverse populations at the University of Minnesota. Panelists will discuss the lessons learned from their journey.

Facilitator: Beth Isensee, Global Programs and Strategy Alliance, Twin Cities
Panelists: Mark Karon, Sharon Dzik, and Marjorie Savage, Office of Student Affairs, Twin Cities

Room 324

Internationalizing a Campus: A Case Study of UMD’s Participation in the American Council on Education’s Internationalization Laboratory

The University of Minnesota Duluth’s (UMD’s) participation in the American Council on Education’s (ACE’s) Internationalization Laboratory provides a case study of the initial steps of the comprehensive internationalizing of a campus. This session will describe the extensive assessment of international, global, and intercultural activities at UMD; it will also explain the process of developing a mission statement, vision statement, campus goals, and student learning outcomes related to internationalization. The systematic plan to achieve the goals and student learning outcomes includes action steps that the campus will take over the next two to three years; other preliminary plans for implementation will also be presented, including initial ideas for assessment. In addition, the presenters will describe the support UMD received from ACE and other members of the internationalization laboratory cohort.

Presenters: Dennis Falk, College of Education and Human Service Professions, Duluth; Leigh Neys, International Education Office, Duluth

President’s Room

Internationalizing the Sciences? Yes, It’s Possible!

Preparing global leaders is becoming increasingly important. The field of biology is no exception: creating global thinkers will aid in the training of scientists to ask questions at a global scale and who are able to work across borders to solve problems and deepen our understanding of the world. Panelists will discuss the challenges and opportunities of providing biology students with international learning and experiences during their undergraduate education. The presenters will also discuss opportunities to expose all students, even those without the ability or desire to study abroad, to various worldviews and global perspectives. In addition, panelists will discuss unique challenges associated with integrating science classes into study abroad experiences and traveling abroad with student groups with a focus on science education.

Presenters: Katy Nannenga and Brian Dingmann, Math, Science and Technology, Crookston; Vanessa Walton, Global Programs and Strategy Alliance, Twin Cities; Nikki Letawsky Shultz, College of Biological Sciences, Twin Cities

— Lunch and Welcome in the Great Hall, Ground Floor, 11:30 a.m.-12:15 p.m. —
Session 3: 1:00 – 1:50 pm

President’s Room

**Unique Perspectives on Working with International Students from China**

The number of Chinese international students enrolling in American institutions has increased dramatically in recent years. In keeping with this trend, the University of Minnesota has seen a steady influx of students from China over the last several years, as well. On-campus professionals and staff must gain new awareness and competencies to best serve the needs of this growing student population. Participants in this session will gain a better understanding of Chinese cultural norms and how these norms intersect with U.S. culture and higher education. Individuals will also participate in activities to assist in understanding language barriers as well as gain a basic understanding of Chinese name pronunciation.

**Presenters:** Meagan Hagerty, College of Science and Engineering, Twin Cities; Mingzhi Li, Global Programs and Strategy Alliance, Twin Cities

**Room 324**

**Global Perspectives and Strategies: UMN Extension’s Strategy**

The ability to adapt to change and respond to critical issues affecting peoples’ daily lives and the nation’s future is what the U.S. Extension System has done for over a century, and does well. More and more local issues are influenced by the globalization of the financial, service, manufacturing, and agricultural sectors of our economy. Likewise, the changing demographics in the United States are creating new opportunities and concerns that require new or adapted programming. These changes create both challenges and opportunities and require the incorporation of relevant global dynamics and cultural knowledge into extension’s education, research, and values. In this session, learn about Extension’s strategy to integrate global content into domestic programs and collaborate on projects that support extension and rural advisory efforts abroad.

**Presenters:** Renee Pardello and John Vreyens, Extension, Twin Cities; Kevin Clancy, Ameido Amevor, and Rachael Winger, Humphrey School of Public Affairs, Twin Cities

**Mississippi Room**

**The Nexus and the Neverland: U.S. Domestic Diversity, Public Engagement, and International Education**

Identifying connections among domestic diversity, international education, and public engagement have been the focus of a two-year working group at the University of Minnesota. Panelists share their vision and lessons learned from this working group, including research from the President’s Emerging Leader program on intercultural competence. One key component of this work has been the members’ commitment to be open to learning how others see limitations in their approaches to constructing the campus conversation. Panelists also share their perspectives on how we can move beyond terminology disagreements and continue to work toward improving relationships and learning within and across the various communities that comprise the University.

**Presenters:** Barbara Kappler, Global Programs and Strategy Alliance, Twin Cities; Anne Phibbs, Office of Equity and Diversity, Twin Cities; Anne D’Angelo, Carlson School of Management, Twin Cities; Paula Pedersen, Chancellor’s Office, Duluth
Room 325

Mapping Play in Intercultural Communities

When captured in story maps, the feelings, interests, and values people bring to play spaces illuminate how they make sense of the city and inform policymakers’ decision-making about play spaces. This presentation is a summary of a collaborative effort of two classes from the Twin Cities and Crookston campuses to map play in the culturally diverse Cedar Riverside neighborhood of the Twin Cities. Student researchers examined closely personal play histories and its impact on learning as well as the meanings people ascribe to the places they play. Presenters will discuss shifting and adapting strategies to cope with the realities of the physical space, weather conditions, and ethical and intercultural considerations.

Presenters: Akosua Addo, College of Liberal Arts, Twin Cities; Eric Castle, Agriculture and Natural Resource Sciences, Crookston

Session 4: 2:00 – 2:50 pm

President's Room

Insights from the Carlson School: Creating Programming to Engage International Students

The Undergraduate Program office (UGP) and Undergraduate Business Career Center (UBCC) in the Carlson School of Management have been collaborating since Fall 2008 to develop international-focused programming that serves the unique needs of undergraduate, international degree-seeking students. Through activities such as networking sessions with faculty members, office hours with international alumni, and a summer job search club, these offerings seek to proactively engage students in experiences that address their unique needs as international students. The presenters will share insights on best practices they have learned through the development of these programs.

Presenters: Xiaoji Zhang and Anny Lin, Carlson School of Management, Twin Cities

Room 303

Graduating Interculturally Competent Citizens: A College-Wide Initiative

In the Fall 2013 semester, the College of Food, Agricultural and Natural Resource Sciences (CFANS) committed to an initiative to build intercultural competency across the curriculum. All incoming first-year students in the college took the Intercultural Development Inventory (IDI) and will take the IDI again at the time of graduation. Panelists will discuss how the pre-post model has provided accountability for CFANS’ work to enhance intercultural competence in all CFANS graduates, as well as an opportunity to measure success and to collect data to guide appropriate strategies. This session will include a discussion of IDI-based research and will outline the strategies employed in CFANS courses to integrate intercultural learning into the curriculum. Participants will learn about and experience some of the activities that first-year students have participated in through this initiative. Session attendees will also have the opportunity to discuss potential applications in their own work.

Presenters: Karl Lorenz, Emily Ehlinger, and Connie Tzenis, College of Food, Agricultural & Natural Resource Sciences, Twin Cities

Room 324

Standards and Competencies Improving Quality in Learning Abroad

The development of quality learning abroad programs is increasingly guided by standards or guidelines and the use of competencies and learning outcomes. New standards are developed in response to emerging challenges or expectations. With leadership from the Forum on Education Abroad, the standards organization
for education abroad, the U of M collaborated with national and international partners to develop standards and guidelines to address pre-health programs serving undergraduates. These guidelines were developed as a response to an increase in ethically questionable student activities abroad. The guidelines help program developers set program parameters that guide program development and assure that students have safe and ethical experiences. This session will explore the evolution of standards and use of competencies and give examples of how they can be used to produce quality study abroad programs as well as bridge content from the home campus to content abroad.

**Presenters:** Martha Johnson and Scott Daby, Global Programs and Strategy Alliance, Twin Cities; Tricia Todd, Health Careers Center, Twin Cities

**Mississippi Room**

**Faculty and Graduate Students Collaborating Internationally**

Graduate students increasingly have opportunities to conduct research abroad with their faculty mentors. These collaborations require careful preparation to maximize the benefits to students and to the research projects. They may also involve particular challenges as students navigate different research settings and different ways of collecting data or doing research in another country. Some of these challenges can be anticipated, while others require nimble adaptations as the project unfolds. In this session, pairs of panelists will discuss their experiences from the student and faculty perspectives. These cases will help interested students and faculty understand what to expect in such collaborations and suggest ways to enhance the experiences of graduate students in international research projects.

**Presenters:** Melissa Anderson and Joan DeJaeghere, College of Education and Human Development, Twin Cities; Donna Whitney, College of Science and Engineering, Twin Cities; Anu Ramaswami, Humphrey School of Public Affairs, Twin Cities; each with doctoral student collaborators: Megan Korchinski, Masanche Nkona, and Nicole Kessler

**Session 5: 3:00 – 4:00 pm**

**Mississippi Room**

**How to Talk International: Communicating Effectively with International Students Outside the Classroom**

We joke about how to talk Minnesotan, but do you know how to talk international? International students are often frustrated with American conversations, instructions, and explanations as they are attempting to navigate new systems at the University. Likewise, staff and faculty often wish they understood the cultural expectations, communication styles, and accents of international students, scholars, and peers. This interactive session is an opportunity to share, learn, and practice strategies for communicating well with international students, including avoiding confusion and understanding the cultural expectations of many international students. This session is a modification of a presentation given to 150 staff and medical professionals at Boynton Health Services because of frustrations and misunderstandings in intercultural and multi-lingual encounters. Based on that presentation, Boynton has made numerous system-wide changes to help everyone communicate more effectively. These changes and ongoing initiatives will also be described.

**Presenters:** Sheryl Holt, Department of Writing Studies, Twin Cities
Room 325

Bridging Loan Program: Expanding Access for Student Mobility

Learning abroad opportunities and access to these opportunities continue to expand at the University of Minnesota. However, students of high financial need have not participated in learning abroad with the frequency that we would like to see. In early 2012, a group with representation from across the campus—calling themselves the “Financial Barriers Committee”—began meeting to explore solutions to this problem. This session will provide information on their first product, the Bridging Loan Program, and will report on the impact the program is having on access for high-need students.

Presenters: Brook Blahnik and Lindsey Lahr, Global Programs and Strategy Alliance, Twin Cities

President’s Room

Crossing Boundaries to Create a Learning Mosaic that Fosters Cross-cultural Understanding

This discussion will explore how the integration of ideas from multiple disciplines, cultures, socio-economic contexts, skill-sets, and ways of knowing to the study of phenomena can create a rich learning mosaic that promotes perspective-taking and cross-cultural understanding. Session collaborators include Susan Andre, a visual artist who works in a wide range of media including photography, video, and graphic/information design; Linda Buturian, a writer and teacher who examines issues of water and environmental sustainability; and Catherine Solheim, a researcher and teacher who focuses on family resources and relationships, particularly how they are influenced by diverse cultural and socio-economic contexts. Members of the panel are co-creating an e-book that explores how northern Thai families are impacted by globalization forces, particularly as they affect the Mekong River and its ecosystem. Linkages are made from global to local as we connect these ideas to the Mississippi River and Southeast Asian immigrant families in Minnesota.

Presenters: Catherine Solheim, Linda Buturian, and Susan Andre, College of Education and Human Development, Twin Cities

— Join us for Small World Coffee Hour, Mississippi Room, 4:00-5:00 p.m. See p. 16 for more information. —
Ignite! Sessions

Ignite! Sessions, a new addition to the conference this year, are 30-minute sessions intended to highlight exciting innovations that are creating paradigmatic changes at the University of Minnesota.

Ignite! Session 1: 12:50-1:50 p.m.
Room 303

12:50-1:20 p.m.
The Human Side of Internationalizing: Supporting International Faculty

The increased presence of international faculty on campus has the potential to create a diversified campus, rich in opportunity for lively cultural dialogues, mutual learning opportunities, and a more globally engaged student body and campus. There is also the potential, however, for conflict due to lack of understanding, frustration, and failed mentoring. This session will help participants to understand “differences that make a difference” that are fundamental to the success of international faculty succeeding and accomplishing the goals of internationalizing our campuses.

Presenter: Shelley Smith, Instructional Development Services, Duluth

1:20-1:50 p.m.
Significant Classroom Learning Activities for Educating Globally Competent Citizens

This session provides examples of significant learning activities for educating globally competent citizens associated with six dimensions of learning goals identified by L. Dee Fink (2003): foundational knowledge, application, integration, human dimension, caring, and learning how to learn. The learning activities introduced include 1) the Global Village, in which students take the roles of people around the world; 2) Taking Action, which asks students to spend five hours to address a global issue; 3) identifying, studying, and sharing about international conflicts; 4) identifying, studying, and advocating for international non-governmental organizations that address global problems; 5) completing a Political Activity Scale; 6) deciding whether or not to release a new technology; and, 7) making an international micro-loan through KIVA. The explicit relationship between specific learning goals and the learning activities will be explained.

Presenter: Dennis Falk, College of Education and Human Service Professions, Duluth

Ignite! Session 2: 3:00-4:00 p.m.
Room 303

3:00-3:30 p.m.
Building an Internationalized B.A Program from the Ground Up: Cultural Entrepreneurship as Globalized Education

This presentation provides an overview of how the principles and theories behind internationalizing the curriculum have been utilized to build a new, internationalized B.A. program—Cultural Entrepreneurship—at the University of Minnesota, Duluth. This presentation will provide examples of both curriculum and course design in order to demonstrate how the new UMD program seeks to achieve significant global learning. Panelists will also discuss the program’s goal of integrating this learning with foreign language instruction.

Presenter: Olaf Kuhlke and Michael Mullins, College of Liberal Arts, Duluth
3:30-4:00 p.m.

24 Teachers, 2 Countries, 1 Blog, & Skype: Opening Windows into Teaching Practices in Norway

In this presentation, leaders of the Trondheim Writing Project (TWP) in Norway and the Minnesota Writing Project (MWP) will discuss their most recent collaboration, which comes out of a three-year relationship between MWP and the Norwegian National Center for Writing Education and Research (Skrivesenteret). This year, Skrivesenteret is conducting its first TWP teacher institute, modeled on the annual MWP Summer Institutes, in which literacy teachers from all grade levels come together to write and share their writing, provide teaching demonstrations, and research pedagogical issues. The panel will present how the collaboration of MWP and TWP has taught participants how to ask for, offer, and accept support across an ocean; what happens when two groups of teachers seven time zones apart seek communication and interaction with each other; how teaching writing in Norway and in the United States is similar and different; and what can be done to further improve the cross-cultural experience of “teachers teaching teachers.”

Presenters: Debra Hartley, Cherise Storlie-Kristoffersen (Visiting Scholar), Muriel Thompson, and Kirsten Jamsen, Center for Writing, Twin Cities

Room 324

3:00-3:30 p.m.

Bringing a World of Practice to the Classroom

This session’s presenters have led a course, International Pharmacy Practice & Leadership, for three years. The course involves presentations from pharmacists around the globe who share the stories of their professional practice. Students in the course learn about the variety of health systems, health care regulations, health care coverage, practice environments, and patient care from locations of practice as diverse as Brazil, Finland, Kenya, and Taiwan. Practitioners join the conversation via Skype, and the entire course operates via ITV between the Twin Cities and Duluth campuses. Participants of this session can expect to understand the ease of creating connections with global experts in a classroom and the limitless educational opportunities this model makes possible. The goals of courses like this are to broaden students’ perspectives, share experiences with leading change, and to open their minds to better understand their own culture and systems.

Presenters: Peter Haeg and Lowell Anderson, College of Pharmacy, Twin Cities; Kerry Fierke, College of Pharmacy, Duluth

3:30-4:00 p.m.

Cultural Competency: Navigating Cultures in Health Care Delivery

The patient population in Minnesota is becoming increasingly diverse. This presents a unique challenge, as well as an opportunity for health care providers to provide culturally sensitive care that helps overcome barriers and improves patient care outcomes. Schools of health professions are responding to this challenge by integrating cultural competence into their curricula in order to prepare their students to provide culturally sensitive care to their clients. This session, developed at the School of Dentistry, is an example of an initiative to integrate understanding of cultures, cultural differences, beliefs, and practices that influence health and health care delivery into the curriculum. This session will allow participants to develop beginning skills in cultural competence, recognize their own cultural frame of reference, distinguish between useful generalizations and harmful stereotypes about patients, identify strategies to respond to cross-cultural issues in clinical settings, and navigate cultural differences related to health care.

Presenters: Naty Lopez, School of Dentistry, Twin Cities
Posters

Posters are displayed in the Great Hall all day and are listed below by poster number. Presenters will be at their posters 8:30-9:20 a.m. and 12:15-12:50 p.m. Thank you to the University Libraries for sponsoring the poster fair.

1. Making Learning English Fun: Library Outreach to International Students Using Emerging Technologies

ESL librarian Yao Chen describes her outreach to international students enrolled in the Minnesota English Language Program (MELP), using apps to facilitate their language learning. Chen started an app column in the MELP bi-weekly newsletter and sent it out to the department. In Spring 2013, seven apps were introduced to help students with their English skills. With the promotion of such apps, librarians become more visible in the department’s community. This visibility encourages students to use library resources and services, which better prepares them to transition to degree-seeking programs after graduating from MELP.

**Presenter:** Yao Chen, University Libraries, Twin Cities

2. Points of Intersection: Facilitating Cultural Awareness of Self and Others in a Veterinary Medicine Communication Course

This poster highlights the instructional strategies used by Dr. Christina Clarkson to internationalize the course CVM 6013: Professional Development III, Applied Communication in the College of Veterinary Medicine. The focuses on the strategies Dr. Clarkson has used over the past two years to help students understand the impact of their own cultural backgrounds and issues relevant to the increasingly globalized and intercultural realities of veterinary practice. In addition, the poster showcases outcomes related to student attitudinal change, including qualitative and quantitative data collected from students in the Fall 2013 section of the course.

**Presenters:** Christina Clarkson, College of Veterinary Medicine, Twin Cities; Thorunn Bjarnadottir and Mary Katherine O’Brien, Global Programs and Strategy Alliance, Twin Cities

3. Building Intercultural Competence within Student Services Staff

As student services professionals work to provide opportunities for students to develop their intercultural competence, it is critical for professional staff to also build intercultural competence. The Student Services staff in the College of Food, Agricultural, and Natural Resource Sciences is participating in a multi-stage training program designed to build intercultural competence. This poster describes the content of the trainings and the campus partnerships utilized in the hopes of showing how a similar training program could be replicated for other staff groups.

**Presenters:** Laura Dupont-Jarrett, College of Food, Agriculture and Natural Resource Sciences, Twin Cities; Thorunn Bjarnadottir, Global Programs and Strategy Alliance, Twin Cities
4. **Internationalizing a Campus: Opening Doors for Collaboration and Creating Better Services for All**

In 2011, Colorado State University (CSU) developed a relationship with INTO UK, a recruitment agency, to increase the number of enrolled international students on campus and to further internationalize the campus and curriculum. To ensure a high quality of library service for an increasingly diverse population, the CSU Libraries decided to explore potential impacts. This poster highlights the results of focused interviews with CSU staff and others, inquiring about how libraries can contribute to the INTO partnership to ensure overall student success. Themes explored include continued outreach and collaboration in a complex university environment, addressing service gaps, and ways of benefitting all students’ engagement with the libraries.

**Presenters:** Shannon L. Farrell and Jeffrey S. Bullington, University Libraries, Twin Cities

5. **Toward a Science of Consciousness in India**

This poster includes a summary of the paper “Noë’s Enactive Account of Perception Cannot Handle Phantom Limbs” presented by Jason Ford at the Dayalbagh Educational Institute in Agra, India, last March at the Towards a Science of Consciousness conference. The poster also details a new project that grew out of the conference entitled “Panpsychism’s Quantum Burden” and plans for future collaboration with the scholars Ford met at the conference.

**Presenter:** Jason Ford, College of Liberal Arts, Duluth

6. **Global Perspectives at UMR**

This poster presentation showcases UMR’s ongoing commitment to the integration of global and intercultural perspectives in its curricular and co-curricular programs, including classroom instruction, campus events, community involvement, faculty research, and study abroad. Based on their teaching experiences, qualitative interviews with faculty, and student feedback surveys, the authors bring to light innovative practices and discuss ways in which UMR can accomplish its campus mission to prepare students “to succeed in a global and multicultural society.”

**Presenters:** Ryan Furness and James Ford, Center for Learning Innovation, Rochester

7. **Mapping U.S. Department of Education Global Competencies to UMN Student Learning Outcomes**

In November 2012, the U.S. Department of Education released a report, “Succeeding Globally through International Engagement,” which outlines its first-ever international strategy for 2012-2016. In this report, the U.S. Department of Education defines global competencies that students achieve through disciplinary and interdisciplinary studies. In summer 2013, the Institute for Global Studies evaluated all courses that had been funded in the 2006-2010 and 2010-2014 U.S. Department of Education Title VI grants. In order to help create a complete picture of what is happening for students who are benefiting from these Title VI funded courses, the evaluators mapped the U.S. Department of Education’s global competencies to the University of Minnesota’s Student Learning Objectives. This poster will share information about the U.S. Department of Education’s report, the global competencies, and how those align with the Student Learning Outcomes of the University of Minnesota.

**Presenters:** Deborah Jane, Institute for Global Studies, Twin Cities; Shipi Kankane, Extension, Twin Cities
8. Developing Multimedia Digital Dictionaries for English Speakers

This poster presents an overview of the advantages of digital learners’ dictionaries. Features of the “Multimedia Learners Dictionary for Learners of Norwegian” are presented as an example of such a dictionary under development. In addition to digitized sounds and enhanced searching, “sliders” will visually display the relationships between gradable continua such as time expressions or sizes of bodies of water.

Presenter: Louis Janus, Global Programs and Strategy Alliance, Twin Cities

9. Outreach and Inreach: High-Quality Content Flows in the Developing World

High-quality content can be expensive to obtain for teachers in the developing world. One resource being used in some classrooms is AgEcon Search (http://ageconsearch.umn.edu/), a free, online repository of working papers, conference papers, and journal articles in applied economics, agriculture, transportation, nutrition, resource/energy, and other areas. Developed by University of Minnesota librarians in 1994, today more than 250 organizations contribute their papers to the online repository representing 32 countries in 12 languages. The 68,000+ documents receive more than 300,000 monthly downloads. Over time, new types of publications such as theses, dissertations, and book chapters have been included, and recently the first freely available textbooks were added.

Presenters: Julie Kelly and Linda Eells, University Libraries, Twin Cities

10. Comparative Analysis of Four Different Models of Internationalization Within Japanese Higher Education

This poster outlines a research proposal to compare the four internationalization models within Japanese higher education. The study applies a qualitative analysis to the internationalization models; each of the models will be analyzed and compared based on the internationalization rubric and indicators developed in studies by Paige (2005) and Horn, Hendel, and Fry (2007).

Presenter: Takehito Kamata, College of Education and Human Development, Twin Cities

11. Global Mapping of Student Community Assessments Using GIS

The availability of online geographic information systems (GIS) creates opportunities for global learning among public health nursing students. The purpose of this poster is to show how to use GIS to create an interactive world map to digitally represent student community assessments. A prototype mapping tool was developed using Esri ArcGIS Online and existing student community health assessment data from the United States, New Zealand, Norway, and Turkey. Field-testing of the prototype with students is currently in progress. Samples of the resulting maps will be displayed to enable comparison of student community health assessments from different countries. This poster shows how a GIS mapping tool can enable meaningful sharing of student community assessment data around the world and foster student learning regarding the geographical context of health.

Presenters: Madeleine J. Kerr, Karen A. Monsen, and Carol Flaten, School of Nursing, Twin Cities; Molly J. McDonald, College of Liberal Arts, Twin Cities
12. Global Influence of PhD in Nursing Graduates: 30 Years, 44 Countries

The School of Nursing’s PhD program is celebrating 30 years of excellent outcomes, with 155 graduates since its founding in 1983. In a recent survey of its graduates (n=88, 63% response rate), rich accomplishments were described and graduates reported professional impact in 44 nations. Examples of their reported accomplishments include:

• Building a study abroad program in South America for undergraduate nurses
• Contributing and developing infection prevention and control resources in global settings
• Establishing and starting the first Master of Science in Nursing degree in Pakistan
• Co-founding a global, public-private initiative that delivers more than 7,000 journals for free or nearly free to health researchers

This poster discusses the influence of PhD graduates from the School of Nursing, who are actively engaged in improving the health of individuals and communities across the globe.

Presenters: Linda L. Lindeke, Barbara McMorris, Kristin Swartz, and Laura Kirk, School of Nursing, Twin Cities

13. Multifaceted International Faculty Development Program including Active Learning, Course Design, and Teaching in a Second Language

This poster describes an International Faculty Development program facilitated by staff representing three University of Minnesota partners: Global Programs and Strategy Alliance, Center for Teaching and Learning, and the Minnesota English Language Program. The program was designed around the needs of first-year faculty from Asia Pacific University in Japan. It included an in-country component in Japan and an abroad component at the University of Minnesota. The program focused on active learning, course design and delivery, and teaching a second language (English). The program is supported by a grant from the Japanese Ministry of Education.

Presenters: Jeff Lindgren and Mary Jetter, Center for Teaching and Learning, Twin Cities; Emily Tichich, College of Continuing Education, Twin Cities


This poster presents quantitative and qualitative results from a mixed-methods evaluation of student learning outcomes in internationalized classes at the University of Minnesota. The poster includes the evaluation instrument that was used to assess students’ perceptions of the international, intercultural, and global aspects of a given course and will display evaluation results from three semesters of evaluation data collection. Information is also provided regarding the University of Minnesota’s Internationalizing Teaching and Learning faculty cohort program, from which the evaluation samples were drawn.

Presenters: Jeff Lindgren, Center for Teaching and Learning, Twin Cities; Mary Katherine O’Brien, Global Programs and Strategy Alliance, Twin Cities

15. Global Wilderness Resources—Why Should We Care?

There are plants and animals that exist only in certain areas on the planet. As global citizens, we have a responsibility to help protect these resources so they remain healthy and viable for generations to come. What are the challenges faced by developing countries when protecting these global resources? Students in the Wilderness and Adventure Education course find out the answer to this question first-hand as they travel to either Kenya, Tanzania, or Belize to examine this issue from both a Land perspective (African game reserves) or a Marine perspective (Belize Barrier Reef).

Presenter: Connie Magnuson, College of Education and Human Development, Twin Cities

This poster describes a first-year seminar course, “Global Flashpoints,” offered in Fall 2013 at the Morris campus. The course seeks to expose students to current world news events and to deepen their understanding of global citizenship and globalization. It will connect the course to the University’s and the Morris campus’ student learning outcomes, as well as ideas about global citizenship education. After a section that reviews the structure and primary activities of the course, the poster will highlight apparent advantages and disadvantages of the model, and it will identify areas for further inquiry. In the final panel of the poster, a proposed structure for integrating this course into a liberal arts curriculum will be described, along with potential advantages, disadvantages, obstacles, and opportunities.

Presenter: Brook Miller, Division of Humanities, Morris

17. Best Laid Plans: The Challenges and Opportunities at the Intersection of Globalization and Technology

This poster details Deborah Petersen-Perlman’s journey on the way to teaching in UMD’s Study in England Program, including her intentional effort to internationalize her “Deciding What’s News” course. The poster will tell the story of how Petersen-Perlman moved beyond finding texts and topics and exploring new ways to deliver her internationalized course. She writes: “After a summer of building a Moodle site, I thought the course was ‘good to go.’ However, it turned out to be less than smooth sailing... Frustrations abounded but so too did the unexpected and delightful discoveries.” The poster will chart the course of this adventure, concluding with transferrable lessons.

Presenter: Deborah Petersen-Perlman, College of Liberal Arts, Duluth

18. Internationalization for ESL Students

ESL students often segregate themselves and do not venture out to fully experience campus life. For increased integration, students of an ESL Speaking and Listening class were paired with students from an Intercultural Communications class, with the goal of fostering internationalization for both classes. Students met for icebreaker activities, which focused on internationalization themes, then paired with students from the other class to give presentations about an aspect of one another’s culture. Afterward, the students provided reflections on their experiences. This poster details the benefits provided to students from both classes through their participation, interaction, and reflection, as well as the activities in which students were engaged.

Presenters: Carol Simmons and Rachel McCoppin, Liberal Arts and Education, Crookston; Kimberly Gillette, International Programs, Crookston

19. Internationalizing a Science Program: Using Environmental Sciences as a Case Study

Preparing global leaders is becoming increasingly important in all fields, including science and science-related fields. Creating global thinkers will help to develop scientists who ask questions at a global scale. The ability to look beyond borders to find the best solution to an environmental problem will enhance the ability to deal with historic issues and to handle emerging environmental problems. In order to internationalize higher education science programs, internationalization needs to be introduced, reinforced, and mastered throughout the four years of an undergraduate degree. This poster highlights the intentional integration of international concepts into the first-year sequence of biology courses, ecotoxicology, environmental science and remediation techniques, fate of chemicals in the environment, risk assessment, and finally, the capstone experience at University of Minnesota-Crookston.

Presenters: Katy Nannenga and Brian J. Dingmann, Math Science & Technology, Crookston
20. Crookston Satellite Office of the Confucius Institute at the University of Minnesota

The satellite office of the Confucius Institute at the University of Minnesota was established on January 28, 2012. As part of UMC, it commits to serving the Crookston area and the broader northwestern region of Minnesota. It is devoted to encouraging and strengthening communication between China and the United States by promoting the study of Chinese language and culture. Since its establishment, the center has organized a wide range of programs and activities, such as the After School Program in several local elementary schools, Chinese Language and Culture Summer Camp, Inner Mongolian University Dance and Sing Performance, Dig into China Activity, Chinese Teachers Workshop for Northwest of MN, Chinese Dance Teaching, and an Open House. During the spring semester of 2014, the satellite office provided a basic Chinese class on campus for the first time in UMC history. This poster showcases the activities of UMC’s Confucius Institute activities and plans for the program’s continued development.

Presenters: Chunhui Wang, Confucius Institute Satellite Office, Crookston; Kimberly Gillette, International Programs, Crookston

21. Going Global: Internationalizing Student Affairs through Professional & Student Development

In order to educate global citizens, international perspectives must be reflected across the student experience, both inside and outside the classroom. Much of student affairs theory suggests that the majority of students’ living and learning takes place outside the classroom, where student affairs/student services staff connect with students every day. This raises the questions: Are student affairs staff prepared for this role? If we lack intercultural experiences and competencies ourselves, how can we develop a worldview among our students? The Office for Student Affairs’ Going Global initiative provides evidence of a campus-wide partnership that is inspiring innovative student services, experiences, and perspectives that promote intercultural understanding among students, student affairs staff, and the community.

Presenters: Amelious Whyte and Marjorie Savage, Office for Student Affairs, Twin Cities; Keith Miller and Maira Rosas-Lee, College of Education and Human Development, Twin Cities

22. Educational Impact of International Students in Campus Internationalization

This poster highlights a research study that addresses the ways in which U.S. students and faculty engage with international students at the University of Minnesota. How does interacting with international students, both in and out of classroom, impact domestic students’ skills, knowledge, and attitudes related to global competency, as defined at the University of Minnesota? How does interacting with international students impact current teaching practices and assumptions about learning among faculty members at the University of Minnesota? In its first year, the study seeks to address faculty and staff capacity to internationalize the curricula and develop pedagogy that promotes interaction between students from diverse cultural and linguistic backgrounds and contributes to an internationalized student experience in formal and informal educational contexts. The poster provides initial study data and findings.

Presenters: Diana Yefanova, Global Programs and Strategy Alliance, Twin Cities

23. Teaching Housing in a Global Perspective

We live in an increasingly complex and interconnected world; therefore, it is important for us to recognize and understand the complexities and the interconnection of global issues and concerns that exist between different cities and countries. Teaching a global perspective has thus become more apparent and significant in the classroom. A global perspective helps students to not only have knowledge of different perspectives, but also to understand global responsibilities and issues such as conflict, poverty, and discrimination. A global perspective in Housing Studies is important because housing is the interaction of places, people, and processes. This poster presents challenges and rewards from teaching a global perspective in Housing Studies, and highlights the presenters’ position that housing educators should encourage students to engage with a global perspective and take an increased role in cross-cultural research.

Presenters: Ann Ziebarth and Youngeun Choi, College of Design, Twin Cities
Other Conference Activities

Conference Workshops

*Thursday, April 10; 4:30-7:00 p.m.; Mississippi Room*

**Creating High-Impact Instructor-Led Study Abroad Experiences**

This workshop, facilitated by short-term instructors and administrators, is a holistic discussion on the process of leading and designing a successful program abroad. Topics include: course development, financing, intercultural and experiential learning, and the student experience. Participants will have the opportunity to explore these topics in small groups in the latter half of the workshop.

**Presenters:** Christine Anderson and Sarah Tschida, Learning Abroad Center, Twin Cities; Arianna Austin, International Education Office, Duluth

*Friday, April 11; 8:00-10:20 a.m.; Mississippi Room*

**Engaging International Students in Collaborative Learning Experiences**

This workshop will focus on the integration of international students in course-based group projects. The interactive session will focus on considerations for creating inclusive classroom environments, for better engaging international students in in-class and out-of-class group interactions, and for assessing group-based performance for all students. Workshop participants are encouraged to bring a project that they are currently developing for or using in a course for hands-on revisions.

**Presenters:** Kate Martin, Center for Teaching and Learning, Twin Cities; Mary Katherine O’Brien, Global Programs and Strategy Alliance, Twin Cities

*Small World Coffee Hour*

*Friday, April 11; 4:00-5:00 p.m.; Mississippi Room*

Please join us to learn about and experience Small World Coffee Hour at the University of Minnesota. You will have the opportunity to meet current international student leaders who coordinate popular student programs and learn about their experiences. You will also be able to network with colleagues and students with a fun activity while enjoying some special afternoon treats!

*China 100 History Display*

*Friday, April 11; 8:00 a.m.-4:30 p.m.; 3rd Floor Hallway*

The first Chinese students enrolled at the University in 1914. Learn about the University’s 100-year history of engagement with China through a series of posters featuring historical stories and photos.

China 100 is a yearlong celebration honoring the first students from China and the wealth of connections that have come since. This celebration honors the past and takes a look forward at the engagement between the University of Minnesota and China. Register soon for the China 100 Symposium on April 22, featuring sessions on agriculture, business, sustainability, education, and health: china100.umn.edu/events/
Thank you for attending the 2014 ICC Conference! Don’t let your learning with internationalizing the curriculum and campus end when you leave the conference.

• The ICC Team maintains a **Schedule of Events** with opportunities for you to stay involved with internationalization at the University of Minnesota. Be sure to check for continued updates: [global.umn.edu/icc/events/](http://global.umn.edu/icc/events/)

• Check out our **Bibliography on Internationalizing Higher Education** for resources and information on Internationalizing the Curriculum and Campus: [global.umn.edu/icc/research.html](http://global.umn.edu/icc/research.html)

• Applications are now being accepted for the **UMN Internationalizing Teaching and Learning Faculty Cohort Program**. Applications are due by 4 p.m. on Friday, April 18, 2014. More info: [global.umn.edu/icc/itl_cohort](http://global.umn.edu/icc/itl_cohort)

We look forward to seeing you at future events!

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**Thank You!**

Thank you to the conference planning committee: Akhokem Amin (Twin Cities), Arianna Austin (Duluth), Kim Gillette (Crookston), Kim Hindbjorgen (Twin Cities), Beth Isensee (Twin Cities), Kate Martin (Twin Cities), Mary Katherine O’Brien (Twin Cities), Jennifer Schulz (Twin Cities), Elizabeth Schwartz (Twin Cities), and Gayle Woodruff (Twin Cities).

Thank you to all of the conference volunteers and co-sponsors.
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.