



Internationalizing the Curriculum and Campus Conference

March 29, 2010

McNamara Alumni Center

Twin Cities Campus

Sponsored by the Office of International Programs

OIP | Office of
International
Programs

UNIVERSITY OF MINNESOTA



Welcome to a place in history at the University of Minnesota! Today marks the first system-wide conference on internationalizing our curriculum and our campuses at this university. The overwhelming response for poster topics and sessions proposals was only surpassed by the number of registrants. The idea of gathering to discuss global questions of local significance, both inside and outside of the classroom, resonated with literally hundreds of us, and I encourage you to make the most of this opportunity to connect your work with the work of so many others from different cities, colleges, and campuses. Together, we will find new ways to prepare our students for the challenges that lie ahead, and for the many more historical moments we face on earth. Thank you for your ideas and your energy.

Meredith McQuaid
Associate Vice President and Dean
Office of International Programs



You are here today because you believe in the University's mission "to recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens." You represent the broad spectrum of efforts to internationalize the curriculum and campus as the University seeks to achieve its mission. Thank you for being globally minded and globally engaged. You are the foundation of an internationalized U!

Gayle A. Woodruff
Director, Curriculum and Campus Internationalization
Office of International Programs

Welcome!

Schedule

9:00 – 10:30 am

Poster Fair and Registration

See poster descriptions on pp. 7-14

*Memorial Hall
Maroon Room
Minnesota Room*

10:30 – 11:20 am

Session 1:

- Developing Reciprocal Partnerships with Institutions Abroad
- Beyond Immediate Impact: Study Abroad for Global Engagement
- Using Skype in the Classroom to Internationalize the Curriculum

*Heritage Gallery
Ski-U-Mah Room
Johnson Great Room*

11:30 am – 12:30 pm

Lunch and Welcome

Memorial Hall

12:40 – 1:30 pm

Session 2:

- CARLA's Goal: Foreign Language Across the Curriculum
- Educating Globally Competent Citizens
- Culture Corps' Impact on Internationalization of the Campus

*Heritage Gallery
Ski-U-Mah Room
Johnson Great Room*

1:40 – 2:30 pm

Session 3:

- Developing a Socially-responsible, Multi-disciplinary Int'l Experience
- A Virtual Curricular Innovation Across Three Continents
- Internationalization – Theory to Practice? Practice to Theory?

*Heritage Gallery
Ski-U-Mah Room
Johnson Great Room*

2:30 – 3:00 pm

Poster Fair

See poster descriptions on pp. 7-14

*Memorial Hall
Maroon Room
Minnesota Room*

3:00 – 3:50 pm

Session 4:

- Role of TAs, Overseas Academic Staff in Internationalizing the Curriculum
- Making Critical Connections through International Community Service
- Intercultural Learning in an Internationalized Curriculum

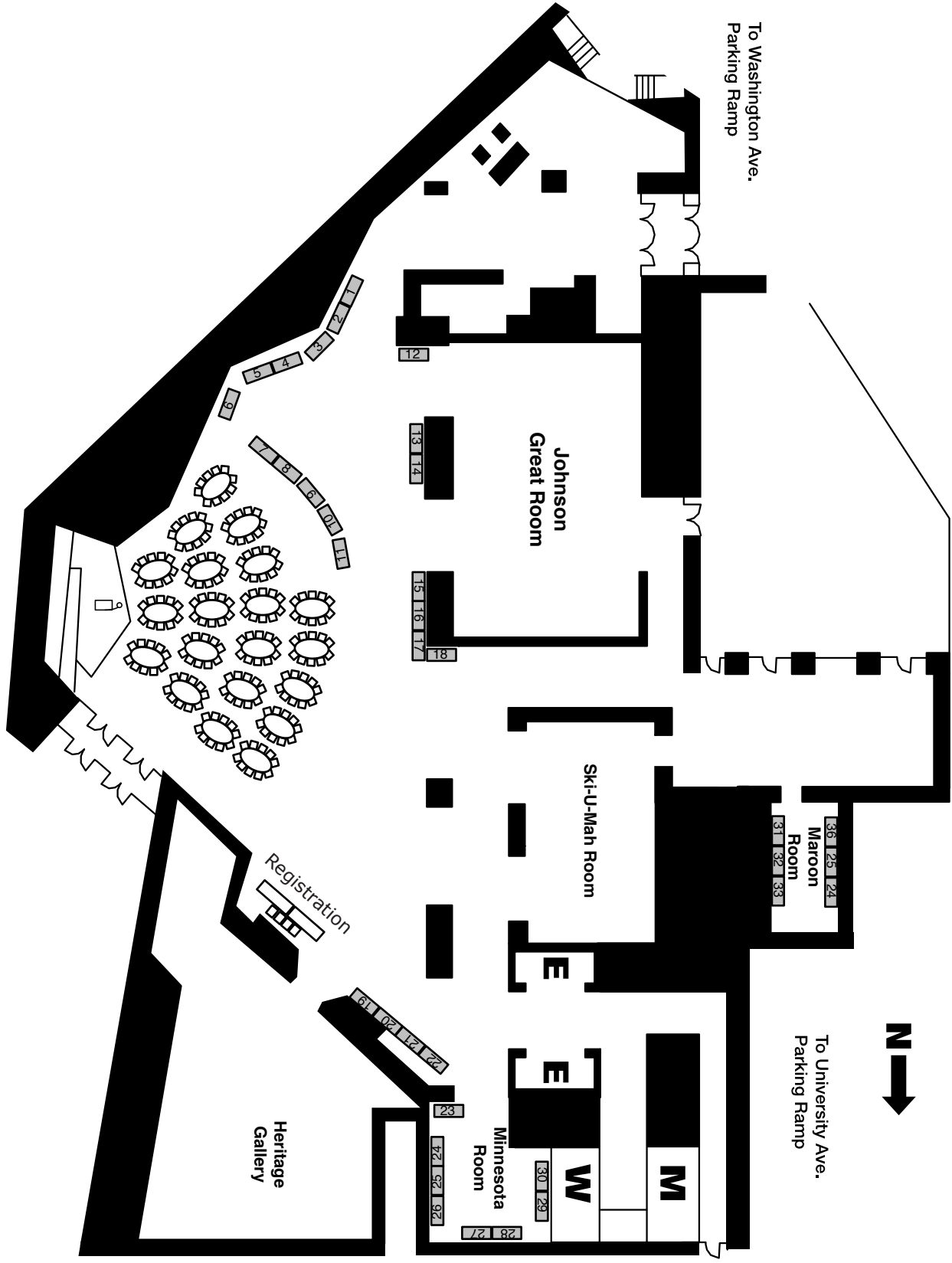
*Heritage Gallery
Ski-U-Mah Room
Johnson Great Room*

4:00 – 4:30 pm

Wrap-up and Evaluation

Memorial Hall

McNamara Alumni Center Map



Sessions

Themes for the conference sessions and posters include: internationalizing the curriculum, international partnerships, intercultural learning, study abroad, foreign language learning, international students, faculty and staff, theory-to-practice in international education.

Session 1: 10:30 – 11:20 am

Developing Reciprocal Partnerships with Institutions Abroad

Heritage Gallery

In a series of conversations around the theme of “Rethinking Internationalization in CLA,” faculty and students have identified as a key goal the development of reciprocal partnerships with institutions and communities in the global south. Reciprocity implies not only that each partner benefits from the interaction provided by the partnership but also that the agendas, objectives, principles, and structures of partnerships evolve through the processes of collaboration. This is especially important when relatively resource-rich institutions (e.g., in the U.S., Canada, U.K., or Japan) enter into partnerships with relatively resource-poor institutions and communities in much of Asia, South America, Middle East, and Africa. The panel will address principles of and challenges to developing reciprocities in ways that complicate the binary of local and global while reflecting on successful experiences with such partnerships.

Presenters: Evelyn Davidheiser, Institute of Global Studies, Twin Cities; Richa Nagar, College of Liberal Arts, Twin Cities; Pareena Lawrence, Division of Social Sciences, Morris; Eric Sheppard, College of Liberal Arts, Twin Cities

Beyond Immediate Impact: Study Abroad for Global Engagement

Ski-U-Mah Room

This is the largest study that has inquired about study abroad alumni and their impact on our global society. This study involved 6,391 former study abroad participants (spanning a 50 year time period) from 22 colleges, universities, and education abroad providers throughout the United States.

Presenters: Jae-Eun Jon, Gerald W. Fry, and Elizabeth Stallman, College of Education and Human Development, Twin Cities

Using Skype in the Classroom to Internationalize the Curriculum

Johnson Great Room

In this workshop, participants will explore the benefits and limitations of using Skype to bring international speakers into the classroom to engage students in cross cultural perspective taking. By participating in a “real” Skype interview with a “real” international cultural contact in “real” time, the workshop presenter will help demystify the Skype process for participants.

Presenter: Brenda S. Butterfield, College of Education and Human Service Professions, Duluth

Session 2: 12:40 – 1:30 pm

CARLA's Goal: Foreign Language Across the Curriculum

Heritage Gallery

CARLA is nationally known for its support of content-based language instruction, including K-12 language immersion programs. Now it seeks to extend that model to internationalize the curriculum and campus by supporting postsecondary students' development and use of advanced levels of language proficiency in many majors across the curriculum.

Presenters: Elaine Tarone, Center for Advanced Research on Language Acquisition, Twin Cities; Carol Klee, College of Liberal Arts, Twin Cities

Educating Globally Competent Citizens: A Tool Kit for Teaching about Global Issues

Ski-U-Mah Room

This interactive presentation examines characteristics of globally competent citizens and presents a tool kit of resources to educate globally competent college students. The tool kit was created by eight faculty members from across the country, in cooperation with the Center for Strategic and International Studies and the New York Times.

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

Culture Corps' Impact on Internationalization of the Campus

Johnson Great Room

Started in 1998 by International Student and Scholar Services, Culture Corps mobilizes international students to offer their unique knowledge to the University community. This presentation will give an overview of the program, followed by a conversation on how faculty and staff can utilize the program for their internationalization efforts.

Presenter: Thorunn Bjarnadottir, International Student and Scholar Services, Twin Cities

Session 3: 1:40 – 2:30 pm

Developing a Socially-responsible, Multi-disciplinary International Experience

Heritage Gallery

What if students could look behind the restaurants and interact with the local villagers? What if students could leave the area a better place? This session will highlight a recent Global Seminar to the Maya Riviera that asked students to look behind the tourist façade to see the real country.

Presenters: Mark Bellcourt and Jessica Curry, College of Food, Agricultural, and Natural Resource Sciences, Twin Cities; Andi Thone, Kylie Pool, and Matt Jacobson, College of Liberal Arts, Twin Cities; via Skype: Paul Sánchez-Navarro and Alma Boada, Centro Ecológico Akumal, Mexico

A Virtual Curricular Innovation Across Three Continents

Ski-U-Mah Room

In the "Virtual Team Project," graduate business students in China, Europe, and the United States learn from each other in an intercultural environment. The presenters will describe this curricular innovation and engage audience members in exploring the dynamic nature of differing cultural perspectives in online communication.

Presenters: Matthew Goode and Theresa Heath, Carlson School of Management, Twin Cities

Internationalization – Theory to Practice? Practice to Theory?

Johnson Great Room

Join us for conversation on concepts, models, and practices related to internationalization of curriculum by reviewing the opportunities and challenges facing the Carlson School of Management within the framework of selected theories of curriculum, systems perspectives, and management of knowledge. The context? Undergraduate and graduate education. The outcome? International education as multiplier of knowledge.

Presenters: Josef Mestenhauser, College of Education and Human Development, Twin Cities; Anne D'Angelo King, Carlson School of Management, Twin Cities

Session 4: 3:00 – 3:50 pm

'Meanwhile, Back at the Salt Mines': The Role of Teaching Assistants & Overseas Academic Staff in Internationalizing the Curriculum.

Heritage Gallery

An often overlooked facet of internationalizing the curriculum is “teacher training,” i.e., how do we train/educate/support instructors of intercultural competence? This session uses recent CEHD graduate student research to problematize the experiences of teaching assistants and overseas academic staff, the intercultural mentors ‘in the trenches’ of international education.

Presenters: Katherine N. Yngve, Tara Harvey, and Naomi Ziegler, College of Education and Human Development, Twin Cities

Paulo Freire Grant: Making Critical Connections through International Community Service

Ski-U-Mah Room

The Paulo Freire Grant provides undergraduate students with funding and training to complete a summer community service project abroad. Upon their return, students connect with local Minnesota communities by enrolling in a service-learning course. Hear from past grant recipients and learn how this grant helps to internationalize the campus and create critical connections both at home and abroad.

Presenters: Sarah Tschida and Brook Blahnik, Learning Abroad Center, Twin Cities; Laura Dammer Hess and David Holliday, Community Service-Learning Center, Twin Cities

The Role & Importance of Intercultural Learning in an Internationalized Curriculum

Johnson Great Room

This session will provide information on the role and importance of intercultural learning in an internationalized curriculum. Along with definitions, the four presenters will each share their own perspectives on what they have tried and the outcomes they have seen from their efforts to promote intercultural learning.

Presenters: Paula J. Pedersen, College of Education and Human Service Professions, Duluth; Shelly Fisher, Learning Abroad Center, Twin Cities; Shelley Smith, Instructional Development Services, Duluth

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

Notes

Posters

Posters are displayed in Memorial Hall, Maroon Room, and Minnesota Room. Listed below by poster number; see map on page 2 for locations.

Memorial Hall

1. Re-Imagine the International: National Resource Centers at Institute for Global Studies

The core mission of the three federally funded Title VI National Resource Centers (NRCs) in the Institute for Global Studies is the internationalization of the University: its curriculum and programs, its outreach, and its artistic and scholarly endeavors. We will provide an overview of the activities and programs that the Institute and our sister NRCs, the European Studies Consortium and the Consortium for the Study of the Asias have organized in the areas of less-commonly-taught language instruction, development of international course content, K-14 outreach, and building intellectual strength. Come and find out how to get involved and how our resources can help you.

Presenters: Klaas van der Sanden, Institute for Global Studies, Twin Cities; Laura Seifert, European Studies Consortium, Twin Cities; Anne Preston, Consortium for the Study of the Asias, Twin Cities

2. Toward Internationalizing General Music Teacher Education in a U.S. Context

This is a case study of an undergraduate internationalized general music course, designed to determine how teacher educators can prepare future educators to recognize diverse arts, cultures and communities. Additionally, the case examines how teachers learn about and incorporate these bi- and multi-lateral perspectives into instruction. An analysis of reflective statements, a survey, and students' course projects provides information on how student educators conceptualize internationalization and its practice in elementary general music.

Presenter: Akosua Obuo Addo, College of Liberal Arts, Twin Cities

3. Pre-service Elementary Education Teachers: An International Approach to Music Methods Coursework

The purpose of this study is to discover to what degree prior music education and cross-cultural/intercultural experience, or perceived degree of the difficulty of musical skills affect pre-service elementary classroom teachers' development and/or the extent to which they feel they can confidently integrate internationalized music instruction into their teaching. Participants are pre-service elementary classroom teachers enrolled in their 2-credit music methods class during Spring 2010. Quantitative data was collected through a pre-test questionnaire given to students in the first session. A post-test questionnaire will be used to compare results in the last session. Pretest results are included in this presentation.

Presenter: Sharri VanAlstine, College of Liberal Arts, Twin Cities

4. World Religions in the Twin Cities

The Twin Cities encompasses significant religious diversity. Joining the early-established Native American, Christian, and Jewish groups, Muslims arrived in the mid-twentieth century, and changes in immigration laws in 1965 brought Hindus and Sikhs. Recent immigration has brought Hmong indigenous practices; Laotian, Cambodian and Thai Buddhists; Russian (Orthodox) Jews; East African Muslims, and Orthodox Ethiopians. This poster session will depict a new Religious Studies course under development that employs the region as a research site. Using historical, material culture, sociological, and anthropological methods, this interdisciplinary course examines this religious diversity and includes field trips to religious sites and guest speakers.

Presenters: Jeanne Kilde, Ann Waltner, and Peter Harle, College of Liberal Arts, Twin Cities

5. Studying Religion On Site Across the Globe

Courses in Religious Studies examine all parts of the world, and studying religions “on site” in other cultures facilitates a deeper understanding of practices and diversity. This poster features four Religious Studies undergraduate majors demonstrating how their study abroad experiences in China, El Salvador, India, and Jordan, furthered their educations.

Presenter: Jeanne Kilde, College of Liberal Arts, Twin Cities

6. University of Minnesota Global Leadership Program: Creating Global Citizens

This poster will feature the work of the Global Leadership Program which integrates the frameworks of leadership, intercultural/international/global, domestic diversity, and public engagement. Learn about collaborative efforts to create curricular and co-curricular pathways designed to prepare students to lead in a culturally complex world.

Presenters: June Nobbe, College of Education and Human Development, Twin Cities; Carl Brandt, Career and Community Learning Center, Twin Cities

7. Internationalizing the Curriculum: Second Language Autobiographical Writing

Autobiographies composed in a second language comprise a rich but often-overlooked body of literature that can provide inherently international material for courses in literature, culture, and writing. These works often include descriptions of cross-cultural encounters, conflicts, growth, and identity building. This poster provides an overview to many available works, as well as some key groupings and theoretical works that can provide lenses through which to explore them.

Presenter: Antonia Krueger, Second Language Studies, Twin Cities

8. The Office of International Programs Global Spotlight Program: Internationalization with a Focus

Global Spotlight is the Office of International Programs’ biennial focus on a region of the world and a pressing global issue. The first biennial in 2009-2010 focuses on the continent of Africa and the issue of Water in the World. The rationale for the program will be described, as will its grant programs, and some of the events that the Office of International Programs has planned and cosponsored to educate and inform the University and local community about the University’s work in the areas of Africa and Water in the World.

Presenters: Carol A. Klee, Kaoru Nunn and Rachel Peterson, Office of International Programs, Twin Cities

9. What is My Professor Doing in Mexico?: Using New Media to Bring the World Home

How might we bring the world into our campus-based courses? How might we more effectively integrate research and teaching? As climate change makes travel increasingly problematic, how might we develop more sustainable methods of global education? One answer is technology. For this experiment, a University of Minnesota professor used an iPhone, Twitter, Webvista, and iChat to teach students about Mexico, while in Mexico. The professor traveled for 12 days on a pedagogical mission, using social networking to teach 180 students who remained on campus. The results of the experiment will be presented, as well as suggestions for instructors who would like to try it out for themselves.

Presenter: Mark Pedelty, College of Liberal Arts, Twin Cities

10. Master of Development Practice Program at University of Minnesota

The Master of Development program is jointly administered by the Humphrey Institute and Interdisciplinary Center for the Study of Global Change and includes the College of Food, Agricultural, and Natural Resource Sciences, College of Education and Human Development, School of Public Health, College of Liberal Arts, and College of Biological Sciences at the University of Minnesota, Twin Cities. The degree provides training in policy analysis and management; health and education; natural sciences; social sciences, and interdisciplinary research methods. An international field experience and a capstone workshop in development practice are required components of the program.

Presenters: Abdul Omari and Karen Brown, Interdisciplinary Center for the Study of Global Change; Christopher Johnstone, College of Education and Human Development; and Sherry Gray, Humphrey Institute

11. International Travel Grants: A Tool for Internationalizing the Curriculum and Campus

The International Travel Grant program, administered by the Office of International Programs, supports the internationalization of the University (system-wide) through research, teaching, and outreach activities of University faculty, researchers, and professionals. In addition to funding the international experience, OIP seeks to raise awareness about other internationalization opportunities and leverage them for long-term impact on the campus, department, or unit.

Presenter: Molly Portz, Office of International Programs, Twin Cities

12. Internationalizing by Design: An Online Tutorial

This poster will guide users in integrating global perspectives into either a new undergraduate class or one that has already been taught. The poster will outline the structure of an existing online instructional tool, present samples of internationalized syllabi from various disciplines, and provide resources for additional exploration of the theme.

Presenters: Jane O'Brien and Elena Stetsenko, Center for Teaching and Learning, Twin Cities

13. Small World Coffee Hour

SWCH is a program started by International Student and Scholar Services 15 years ago as a response to a racist incidence against international students on campus. A team of six international students organizes the biweekly event to create a safe place for students to gather and meet people from all over the world. Each event teaches the participants about a country and a culture, through food, art, and a short presentation. This is a very simple but effective means for students to come in contact with the world.

Presenters: Thorunn Bjarnadottir and Yukiko Shimmi, International Student and Scholar Services, Twin Cities

14. Cross-cultural Discussion Group

For more than 20 years International Student and Scholar Services has facilitated cross-cultural discussion groups with participants from dozens of countries throughout the world. Through these experiences, participants can make friends from all over the world, expand cross-cultural understanding, find support for difficulties they may have in the U.S., help each other to make their study abroad experience successful, and develop self-awareness of their own cultural background. In 2008-2009 academic year, ten groups of 8 – 14 members met weekly to discuss topics such as culture shock, cultural customs, friendship/relationships, communication styles, family, and aspirations for the future.

Presenter: Grace Machoki, Office of International Programs, Twin Cities

15. Professional Development for International Education Students

International Student and Scholar Services offers an internship program for graduate students in the Comparative and International Development Education (CIDE) program during the summer and academic year. This program has offered students a practical experience within their field of studies. We have several different internship areas, such as Visa Advising, International Orientation, Document Check (for new students upon their arrival), Research Project, Intercultural Training, etc. The interns have a choice to receive classroom credit hours for the internship. In 2009, there were six interns from the CIDE program, and two more from other departments.

Presenter: Chiho Watanabe, International Student and Scholar Services, Twin Cities

16. Cross-Cultural Leadership Retreat

Cross-Cultural Leadership Retreat provides international and U.S. students an opportunity to develop their cultural competencies needed to succeed in their personal and professional life at the University of Minnesota. This retreat encourages students to develop their leadership skill-set further by becoming engaged in extracurricular activities on campus, by viewing themselves as a valuable member of this community and someone who can be a valuable in making the campus more international.

Presenters: Thorunn Bjarnadottir and Yuki Tokuji, International Student and Scholar Services, Twin Cities

17. “...And it’s great on your resume!”: Employers Understanding International Experience

Find out what employers really think of international education, and what to do about it. Results will be highlighted from a survey of 1,200 employers in collaboration with campus career offices. The need to reframe the conversation with students on how international experiences are seen by employers will also be addressed.

Presenters: Jerry Rinehart and Becky Hall, Office of Student Affairs, Twin Cities; Brook Blahnik, Learning Abroad Center, Twin Cities

18. The Whole Village Project - Tanzania

The Whole Village Project is an interdisciplinary research and evaluation project based in Tanzania, conducted in partnership with Savannas Forever Tanzania, a local NGO, that collects baseline quantitative and qualitative data in more than 50 villages. Data are used to assess the effectiveness of development projects (e.g., agriculture, food security, public health, etc.), identify best practices, and to inform local communities for their own actions and advocacy. We will share some of the project results and suggest how students and faculty can participate in the project for research, classroom and service-learning opportunities.

Presenters: Kari Hartwig and Jennifer Simmelink, Whole Village Project, Twin Cities

19. Relationship Between Internationalization and Quality of Higher Education

The universal phenomenon of internationalization as a mainstream element of higher education is often based on the assumption that there is value added to the quality of higher education systems when enhancing the international dimension of teaching, research and service (Knight, 1997). Questioning the validity of the assumption, while using pre-existing data, the study conducted a simple correlation analysis and the multiple regression analysis between internationalization variables and quality of education variables. Based on the results, the study suggests that various internationalization strategies be conducted and measured properly as part of the institutional quality improvement process.

Presenter: Ji-Yeung Jang, International Student and Scholar Services, Twin Cities

20. China Center's Griffin Lecture: A Window to China

The China Center has been building bridges between the University and China for more than 30 years. The China Center draws on the strengths of the University to promote relations with Greater China by: facilitating educational exchange and collaborative research; fostering an understanding of history, cultures, and values; and increasing mutual interest and understanding. One example of this work is an annual lecture—aimed at students and faculty—presented by a leading expert who explores current issues related to U.S.-China relations.

Presenters: Lili Dong and Kate Sophia, China Center, Twin Cities

21. Confucius Institute at the University of Minnesota

The Confucius Institute at the University of Minnesota works across the University and the State of Minnesota to provide Chinese language and cultural programs. It collaborates with CARLA on teacher education. It offers scholarships to students studying to become Chinese teachers and for undergraduates to study in China. It provides outreach to high school students through China Day, College of Liberal Art's World Language Day, and the Hanban Summer Bridge trip to China. It provides Chinese camps for the University's Summer Youth Programs. Its Resource Center includes 3,500 volumes and has donated additional volumes to the University's East Asian Library.

Presenters: Yu Wang and Emily Hanson, Confucius Institute, Twin Cities

22. Walter H. Judd International Graduate & Professional Fellowships

The Walter H. Judd International Graduate & Professional Fellowships are designed to support the continued internationalization of the University of Minnesota by providing critical assistance to students enrolled in master's and professional degree programs, and to increase opportunities for students to study, undertake internships, and conduct research projects abroad. A primary goal of the fellowships is to increase exposure to other cultures. The program especially encourages applications from students who have never traveled abroad.

Presenter: Meaka Henningsen, Office of International Programs, Twin Cities

Minnesota Room

23. Assessing the Effects of Short-term Study Abroad Programs: Two Case Studies of Global Seminars in Asia (Thailand and Laos) and in Europe (Netherlands)

This comparative case study investigates the effectiveness and impact of two short-term study abroad programs in two different locations. The research design is mixed-methods, including pre- and post- survey questionnaires, pre- and post-sojourn assessments using the Intercultural Development Inventory, and interview data. Findings suggest that three-week, short-term programs have a positive impact on participants' professional and personal development, including career goals, educational aspirations, self-awareness, worldview, global engagement, and motivation related to international affairs. Factors such as individual readiness, activities in the host country, and the degree of difference between home and host country cultures have an impact on intercultural development.

Presenter: Kyoung-Ah Nam, College of Education and Human Development, Twin Cities

24. Critical Discourse Analysis of Student Journals: What We Can Learn from what They are Learning

A tool I have been using for the past four years during my short-term study abroad programs is a double entry, collectively constructed journal. At the beginning of the course I provide 25 journals to the class numbered 1–25. Each day, every student writes an original entry and a response to a peer's entry. The next day the journals are exchanged anonymously among students. This poster will provide an introduction to the technique, an overview of the course it was used in, and an evaluation of the journals and the technique from my recent program to China.

Presenters: Seth Werner and Li Yang, College of Education and Human Development, Twin Cities

25. Study Abroad is Like Directing a Good Play: Parents' Backstage Role

Parents have become key actors in the study abroad experience. This case study examines parental interactions during the study abroad process at the University. Using multiple methods, the researcher gathered perspectives from both the institution and parents of study abroad students. Findings show that maintaining a relationship with the Parent Program Office, keeping communication open and establishing a parent role has been critical to the Learning Abroad Center's success with parent relations. Parents recognize the importance of study abroad and students' independence, but still appear uncertain as to what their role should be and where to access resources.

Presenter: Christine Parcels, College of Education and Human Development, Twin Cities

26. The Study of Leadership Abroad: Promoting Global Citizenship

A function of colleges and universities is to prepare students to become active citizens in a diverse, intercultural, and democratic society. This poster session will illustrate how studying leadership abroad can help contribute to this outcome. Two examples of May-term programs that integrate leadership development and education abroad will be featured. Leadership and Social Change in Ireland is a study abroad exposure experience and an introduction to personal leadership. Exploring Cross-Cultural Leadership Contexts of the AIDS Pandemic is a customized, deep immersion study abroad experience in program in South Africa designed for students that have completed two leadership minor courses.

Presenters: Aaron Asmundson and June Nobbe, Office of Student Affairs, Twin Cities; Cathy Huber, Learning Abroad Center, Twin Cities

27. Global Issues Honors Consortium

The Global Issues Honors Consortium seeks to increase the number of highly qualified and well prepared students of color and others who have demonstrated a commitment to increasing diversity in global scholarship in graduate and professional programs in fields related to global studies. The Consortium is made up of students from the University of Minnesota Morris, the University of Minnesota Twin Cities and two Historically Black Colleges and Universities, Tougaloo College and Dillard University. Honors students from each of the partner schools participate in a carefully coordinated set of activities over two years to prepare them for graduate study with an international focus.

Presenters: Amy Porter, Interdisciplinary Center for the Study of Global Change, Twin Cities; Rose Brewer, College of Liberal Arts, Twin Cities

28. Designing & Leading a Study Abroad Program

Leading a group of students abroad can be academically, professionally and personally rewarding. Program leaders internationalize their curriculum, develop contacts abroad, and encourage broader international engagement at the University of Minnesota. This poster highlights designing and developing a short-term study abroad program, best practices, onsite logistics, promotion, health and safety and more.

Presenter: Sarah Tschida and Cathy Huber, Learning Abroad Center, Twin Cities

29. Global Student Teaching: It Takes a University to Raise an International Program

Global Student Teaching, like other international programs, is the responsibility of multiple people and is held intact through multiple support systems. These support systems include knowledgeable personnel whose institutional memory of quality programs is complemented and strengthened by a vision for change to meet ever-evolving needs of our students and our times, clear documentation of procedures and protocol, and data-driven decision making. As international programs, including Global Student Teaching, move through periods of transition, integrity is ensured through standards that guide the work of everyone involved, not in one University office, but in many.

Presenter: Pamela A. Solvie, University of Minnesota, Morris

30. Interaction Between Domestic and International Students: A Case Study on the Perspective of Students in the Comparative and International Development Education Program

This case study explores the current level of interaction and attitudes between domestic U.S. and international students within the Comparative and International Development Education (CIDE) graduate program at the University of Minnesota Twin Cities. Based on two surveys administered to a population of 122 students, this study considers students' perception on their interactions with students from diverse nationalities. The analysis and discussion is organized around previous studies from the perspectives of international students, as research focusing on the perspectives of domestic students is limited. This study finds that the presence of international students is insufficient to promote interactions. Structured interventions are desired and needed to foster these interactions.

Presenter: Peck-Gee Chua, College of Education and Human Development, Twin Cities

Maroon Room

31. International Students and Community Engagement

This poster session will focus on the various initiatives underway at the University of Minnesota which foster international student participation in community engagement opportunities. These activities can provide insightful cultural exchanges, help students feel connected, and allow them to contribute to the life of the community.

Presenter: Theresa GanglGhassemlouei, International Student and Scholar Services, Twin Cities

32. Capitals, Cathedrals, and Canoes: A Model for Integrating Experiential Learning in Intercultural Education

When is a trip to the baseball game not just about peanuts and crackerjacks? When is a trip to the lake not just to work on your tan? When is a trip to the art museum not just to admire Van Gogh's Olive Trees? The answer to these questions is when these trips are part of a Custom and Short Term Program model for international students in which academic and cultural content has been integrated with the field trip or sight visit, linking intercultural competence and skill building, intercultural communication, English language learning, and cultural experiences through thematic learning.

Presenters: Jon DeVries, Leah Brink and Sonja Paulson, International Student and Scholar Services, Twin Cities

33. The International Buddy Program: A Globally Minded Community

The International Buddy Program (IBP) supports the transition of new international undergraduate students through the peer support of current U.S. and international undergraduate students. Through pre-arrival communications, post-arrival meetings and large group events, it strives to create a globally minded community at the University of Minnesota. The IBP student group activities and trainings promote the student development outcomes self-awareness and appreciation of difference for all participants. In 2009, 161 current students were buddies for a 178 new international undergraduate students.

Presenters: Beth Isensee, International Student and Scholar Services, Twin Cities;
Jermaine Elliott, Twin Cities

34. Students Crossing Borders: A Residential Cross-cultural Community

Housing & Residential Life is opening a new residential community in fall 2010 designed around using U.S. and international student roommate pairings to create intentional opportunities for cross-cultural interactions. This poster will review the ongoing pilot, provide an overview of next year's community, and outline plans for community development efforts.

Presenters: Kevin Dostal Dauer, TR Corey, Coco Du & Jennifer Tigges, Housing and Residential Life, Twin Cities

35. Sponsored Students and the University of Minnesota: A Collaboration in Transforming Communities

The University has a long tradition of hosting international students sponsored on U.S. government scholarships. For a period of a semester to several years, these students increase diversity in our classrooms and provide an international perspective. Many engage in community service projects and internships designed to help them learn about U.S. culture, volunteerism and community improvement. Upon completing their stay at the University, the students return home and work toward changing their community. The poster will highlight several different sponsored programs and student contributions to campus and community.

Presenter: Gabriele Schmiegel, International Student and Scholar Services, Twin Cities

36. International GLBTA Programs and Resources

In 2006, International Student and Scholar Services partnered with the GLBTA Programs Office to plan for the provision of programming and services to the GLBTA International community. In addition to a website, a campus-wide International GLBTA planning committee was formed. In 2009, in conjunction with the GLBTA Leadership Year course, a message board and International GLBT film festival was launched. ISSS has continued to provide counseling, support and content for the orientation program for GLBTA International Students and Scholars. The GLBTA initiative was featured in the International Educator magazine in 2009 as one of the leading programs of its kind.

Presenter: Duane Rohovit, International Student and Scholar Services, Twin Cities

The Office of International Programs will publish portions of the proceedings from this conference. Session and poster presenters will have the opportunity to showcase their work, experiences, and knowledge with internationalization at the University of Minnesota. These proceedings will be available in fall 2010.

There will be more details to come in the near future! Submission proposals are due April 15, 2010. For more information, please contact Gayle Woodruff (gwoodruf@umn.edu) or Mandi Miller (mill3214@umn.edu).

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OIP The Office of International Programs (OIP) is the central coordinating international office for the University of Minnesota system. With a goal of preparing global citizens, OIP promotes the internationalization of the teaching, research, and outreach missions of the University. The OIP associate vice president and dean's office focuses on systemwide international policies and initiatives, international services to faculty on all campuses, funding information for study and research abroad, and a major program to increase the international scholarly initiatives of faculty, colleges, and graduate students.

In addition to the associate vice president's office, OIP includes the Center for Advanced Research on Language Acquisition (CARLA), China Center, Confucius Institute, Learning Abroad Center, and International Student and Scholar Services (ISSS).

Thank you!

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