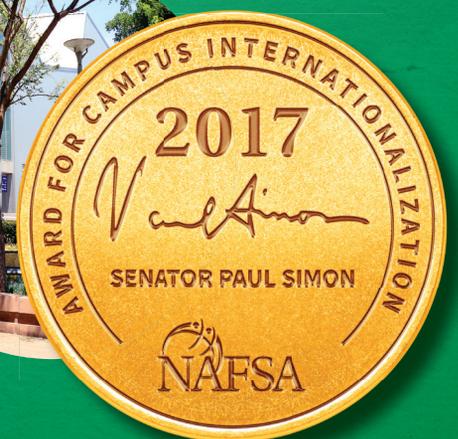
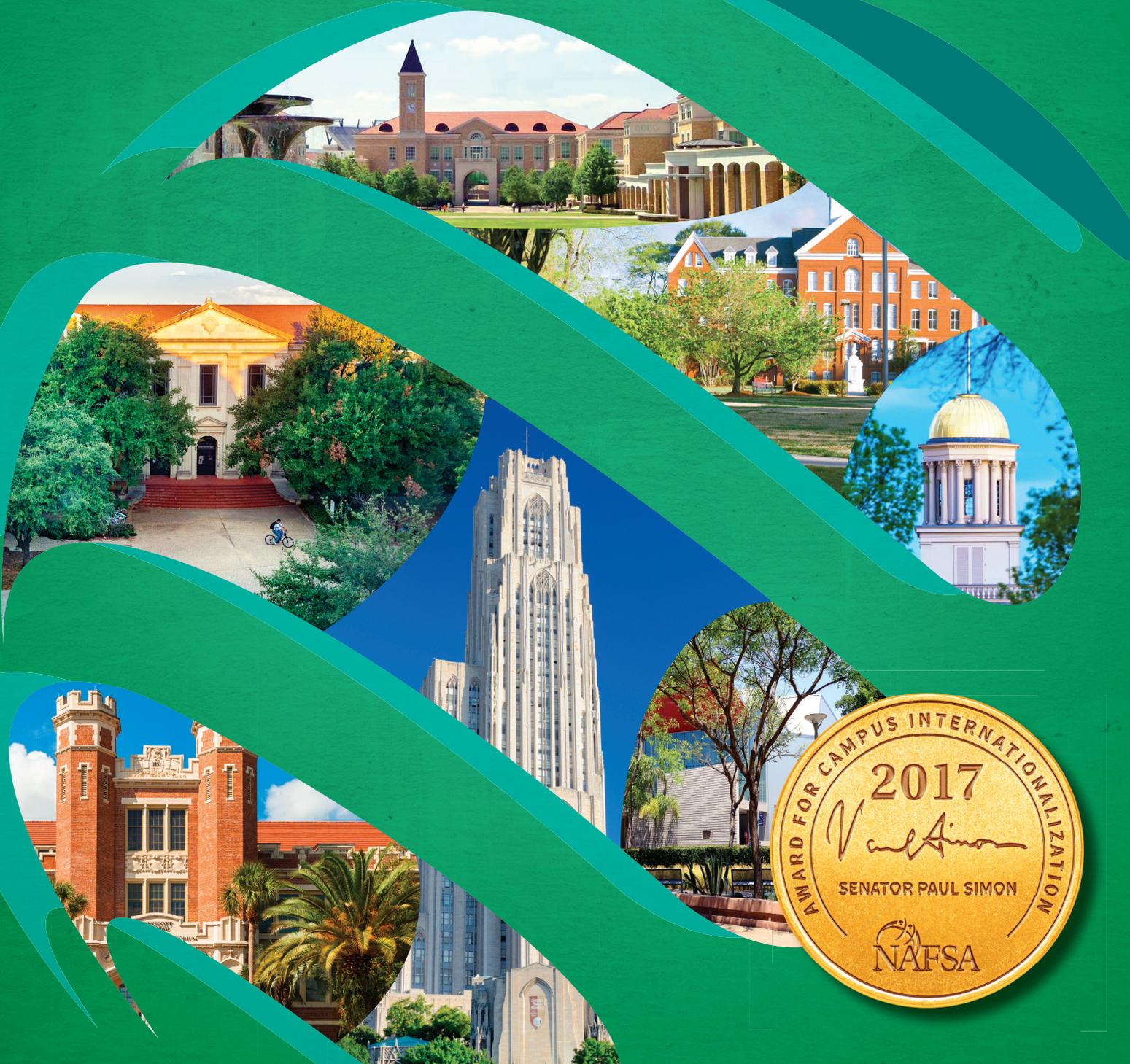


NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS

2017 Internationalizing the Campus

PROFILES OF
SUCCESS AT
COLLEGES AND
UNIVERSITIES





Editor

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Research and Writing

Charlotte West

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NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS has championed the cause of international education and exchange for more than 65 years, supporting the belief that students with international experience and a global perspective are crucial to the survival of the modern world. Committed to building the skills, knowledge, and professional competencies of its members, NAFSA strengthens international education's biggest asset—the professionals who make educational exchange possible. Today, NAFSA has more than 10,000 members from all 50 states and more than 150 countries. Our members share a belief that international education advances learning and scholarship, builds respect among different peoples, and enhances constructive leadership in a global community.



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SUCCESS AT
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UNIVERSITIES

ACKNOWLEDGMENTS

NAFSA acknowledges and is very appreciative of the considerable work of five member-leaders, from prior Senator Paul Simon Award campuses, who constituted the selection committee responsible for choosing the institutions profiled in *Internationalizing the Campus 2017*:

EVA PAUS (chair), Mount Holyoke College
DUDLEY DOANE, University of Virginia
STEVE HANSON, College of William & Mary
SCHUYLER KORBAN, University of Massachusetts Boston
BAILIAN LI, North Carolina State University

Their careful review of the nominations and thorough deliberations were truly invaluable.

This report was researched and written by Charlotte West, a freelance writer.

Many thanks go to the representatives of the colleges and universities who participated in the project, including all who submitted nominations. We especially thank the institutions featured in this report for their assistance in helping us research and report their stories.

We continue to be indebted to the family of Paul Simon for lending the late senator's name to the Senator Paul Simon Award for Comprehensive Internationalization and the Senator Paul Simon Spotlight Award, bestowed upon the four and three institutions, respectively, in the 2017 report.

Internationalizing the Campus reports from previous years and information about the competition can be viewed online at www.nafsa.org/itc.



Members of the 2017 Senator Paul Simon Award Selection Committee: (left to right) Eva Paus (chair), Dudley Doane, Steve Hanson, Schuyler Korban, and Bailian Li.

CONTENTS

ACKNOWLEDGMENTS 2

INTRODUCTION 4

THE 2017 SENATOR PAUL SIMON AWARD FOR CAMPUS INTERNATIONALIZATION



7 FLORIDA STATE UNIVERSITY

The Globe Brings Together Academic and Student Affairs at Florida State University



17 SANTA MONICA COLLEGE

Global Citizenship Infuses Campus Life at Santa Monica College



27 UNIVERSITY OF IOWA

University of Iowa Embraces Internationalization in Iowa City



37 UNIVERSITY OF PITTSBURGH

Bringing the World to Pitt Through Global Engagement

SENATOR PAUL SIMON SPOTLIGHT AWARDS



49 SPELMAN COLLEGE

Going Global at Spelman College



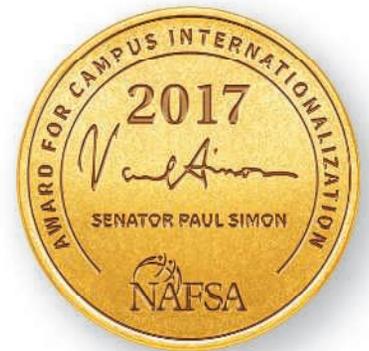
55 TEXAS CHRISTIAN UNIVERSITY

Texas Christian University Promotes Global Stewardship With TCU Rhino Initiative



61 UNIVERSITY OF NORTH TEXAS

University of North Texas Builds Cultural Bridges Through the Heart of Mexico



INTRODUCTION

NAFSA's 15th annual report, *Internationalizing the Campus: Profiles of Success at Colleges and Universities*, reflects the continued growth in support for campus internationalization from campuses across the country since the creation of the Senator Paul Simon Award for Campus Internationalization. The selection committee receives an increasingly competitive number of applications each year from diverse universities across the United States.

Each year the selection committee seeks institutions where internationalization has been broadly infused into all facets of the campus. The 2017 award institutions feature the following characteristics:

- The campus has been widely internationalized across schools, divisions, departments, and disciplines.
- There is evidence of genuine administrative or board-level support for internationalization.
- The campuswide internationalization has had demonstrable impact for students.
- The institution's mission or planning documents contain an explicit or implicit statement regarding internationalization or global learning.
- The institution's commitment to internationalization is reflected in the curriculum.
- The campuswide internationalization efforts have had demonstrable results within the faculty.
- There is an international dimension in off-campus programs, community engagement, and strategic partnerships.
- There is internationalization in research and/or faculty exchange.
- The institution supports education abroad as well as its international faculty, scholars, and students.
- There are programs or initiatives that are innovative and/or creative in their approach to campus internationalization.

NAFSA received many outstanding nominations from a diverse group of distinguished institutions. Four institutions were awarded the Comprehensive Award and are profiled in this report. They are: Florida State University, Santa Monica College, the University of Iowa, and the University of Pittsburgh.

Three additional institutions received the Senator Paul Simon Spotlight Award for their outstanding accomplishments in a specific area of internationalization. They include: Spelman College, for its Spelman Going Global program; Texas Christian University, for its TCU Rhino Initiative; and the University of North Texas, for its Heart of Mexico program.

These seven institutions will be recognized at the Simon Award Presidential Panel and Awards Reception, a special ceremony that will take place on November 14, 2017, in Washington, D.C., as part of International Education Week. The presidents will be featured in a moderated panel discussion about their institutions' success in comprehensive internationalization.

The Simon Award celebrates the legacy of the late Senator Paul Simon of Illinois, a life-long advocate for international education and exchange, recognizing universities and programs that promote international understanding and a more just and peaceful world. NAFSA continues to support the Senator Paul Simon Study Abroad Act, which would create a program to incentivize institutional change to make study abroad an integral part of higher education. The Simon Study Abroad Act would advance the goal of ensuring that 1 million U.S. college students will study abroad annually, for credit; that study abroad participants will be representative of the undergraduate population in terms of gender, ethnicity, income level, and field of study; and that a significantly greater proportion of study abroad will occur in nontraditional destinations.

We hope that international educators will share this report with their institution's top leadership and across all levels of their campus community to celebrate the value of well-planned, well-executed international education efforts, and to broaden the reach of best practices in internationalization, especially those using innovative or creative approaches. *Internationalizing the Campus* is also of great value in communicating with communities beyond the campus. Legislatures and government agencies may find it a helpful tool in discussing and understanding international education and exchange.

NAFSA congratulates each institution recognized in the 2017 *Internationalizing the Campus* report for its outstanding work. These institutions truly recognize the importance of international education in the world today and building a globally competent workforce in the increasingly globalized economy.



Elaine Meyer-Lee, EdD

NAFSA President and Chair of the Board of Directors
Associate Vice President for Global Learning and
Leadership Development, Agnes Scott College



Esther Brimmer, DPhil

Executive Director and CEO
NAFSA: Association of International Educators



WESTCOTT BUILDING
WYN. DIAMOND AFFORIUM



THE
FLORIDA STATE
UNIVERSITY

Florida State University

The Globe Brings Together Academic and Student Affairs at Florida State University

Florida State University's (FSU) Global and Multicultural Building, home of the Center for Global Engagement (CGE), is the on-campus embodiment of FSU's more than 60-year commitment to international education. Bringing together academic and student affairs, the center serves as a hub for international and multicultural programming for all FSU students.

A CAMPUS HOME FOR INTERNATIONAL PROGRAMMING

"I think the students named it the Globe the minute they moved in. They really embraced it as a home for themselves," says Mary Coburn, EdD, vice president for student affairs.

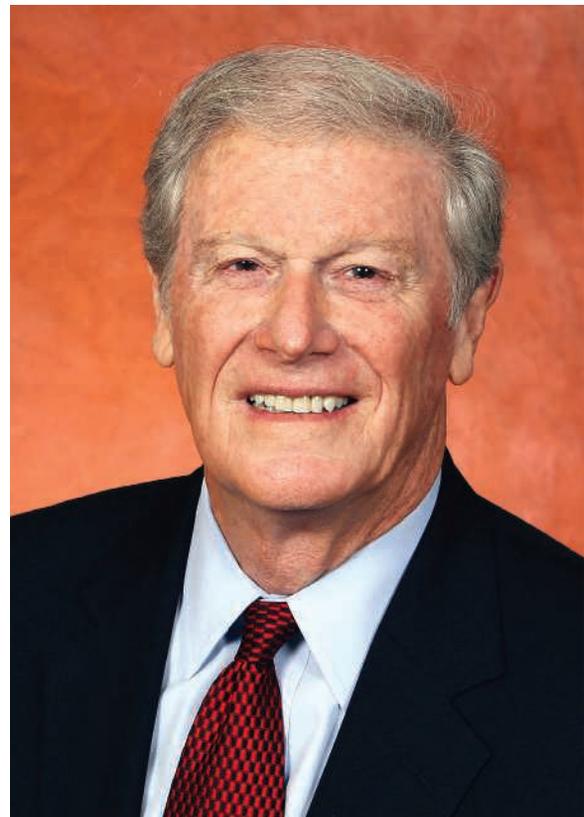
Coburn facilitated the construction of the Globe, which opened in 2010, through state funding earmarked for student services facilities. "I think having a physical home really elevated everything that we were doing. From the Friday coffee hours and the Global Cafés to all of the lectures and student meetings that are hosted there, it just sends a message to our campus that internationalization is important," she says.

CGE's predecessor was known as the International Center, which primarily focused on immigration advising for international students. The construction of the Globe marked a campuswide shift in the visibility of intercultural and international programming, according to Cindy Green, EdD, director of the Center of Global Engagement.

Green was able to work with the Globe's architect to customize the building's design, which includes classrooms, a meditation room, an auditorium, and a commercial kitchen.

Four times a semester, student organizations sign up to cook cuisine from a featured country in the kitchen

through the Global Café. The student groups are able to fundraise at \$7 a plate. The Global Café has been an accessible way to increase awareness and appreciation of the cultural diversity at FSU.



John Thrasher, president of Florida State University.

Photo credit: Florida State University.

“Food is often the first way we are exposed to other cultures. Not only can students from other countries keep their traditions while they’re here, they can introduce their friends and the rest of the university to those traditions,” Coburn says.

GROWING SUPPORT FOR INTERNATIONALIZATION

Joining FSU in 2004, Green has witnessed growing support for internationalization across campus over the last decade. While there have always been pockets of international activity, comprehensive internationalization has faced challenges at FSU due to its decentralized structure as a public research university.

CGE’s portfolio currently includes international student and scholar services, a cocurricular certificate, international partnerships and direct exchanges, programs for non-degree-seeking international students, and international programming such as the Global Café.



Sally McRorie, provost and executive vice president for academic affairs.

Other units on campus, such as International Programs (IP) and the Center for Intensive English Studies (CIES), have also contributed to FSU’s internationalization efforts. IP oversees for-credit study abroad, while CIES offers intensive English language classes, a certificate in teaching English as a second language, English training for international teaching assistants, and accelerated language courses for incoming graduate students.

“The FSU campus provides so many opportunities for all of our students to be actively engaged with students from over 130 different countries as well as to take classes with an international focus. We offer a variety of international experiences, from short-term intercultural exchanges to year-long study abroad programs for those students that wish to engage internationally,” says FSU President John Thrasher.

Internationalization was included in FSU’s strategic plan for the first time in 2017 under the larger rubric of academic excellence, with the aim of “expanding [FSU’s] global footprint and fostering a culturally rich learning environment on campus.”

“We really pushed to make sure that internationalization was in the plan moving forward. Making sure that internationalization is part of the experience that all of our students have is an important part of academic excellence,” says Provost Sally E. McRorie, PhD.

Assistant Provost Joe O’Shea sees internationalization as one of the institution’s student success initiatives: “We know international education is a high-impact practice, which helps our students launch successfully from the university into graduate education or a career.”

PROMOTING INTERNATIONAL GRADUATE STUDENT RECRUITMENT

Part of the academic excellence priority also focuses on enhancing the quality of graduate education to become a leader in strategically important areas of research. This includes providing financial support to attract the best graduate students.

Associate Provost Bruce Locke says that the strategic plan has given FSU impetus to develop initiatives

Photo credit: Florida State University.

focused on international graduate student recruitment. FSU's 1,500 international graduate students currently make up more than 75 percent of its international student population.

“One of our goals [as a university] is to become a top-25 public institution. In order to do that we have to really grow our graduate programs, which includes seeking out and recruiting talented international students,” Green says.

Green and Locke collaborated to develop a “3+1+1” program as a graduate recruitment pipeline. Students from 28 partners in China, India, and Thailand can enroll for two semesters at FSU as non-degree-seeking undergraduate students and then transfer their credits back to their home institutions to complete their bachelor's degree.

Some of the upper-division credits they take will then count toward FSU master's programs. Known as the Special Academic Program (SAP), the initiative helps better prepare participants for graduate school at FSU as well as other institutions in the United States. It also allows FSU faculty to identify highly qualified candidates for graduate programs. The majority of participants remain at FSU, with some even continuing into PhD programs.

“It's been really great because the students have a full year to acclimate to the campus, and faculty members can take a really close look at their work and their competence in English and can give [participants] extra assistance if they need it,” says Jocelyn Vaughn, PhD, program director for FSU international initiatives.

SAP participants pay a program fee that covers their tuition, room and board, and support services provided by CGE. The program was piloted in chemical engineering, and has subsequently expanded to other engineering disciplines as well as finance, marketing, communication, and public administration.

Yun Chen is a Chinese student who graduated from her home university in June 2017 with a bachelor's degree in public administration. She spent her senior year at FSU as part of the SAP and will be able to transfer 12 credits into her FSU graduate program in public administration in fall 2017.

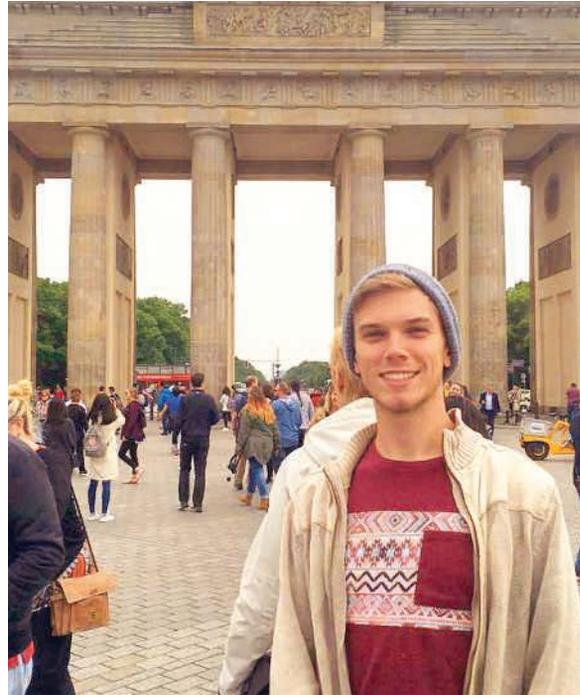


Photo credit: Florida State University.

Casey Johnson, *Beyond Borders* Jamaica and Germany alumnus.

“The program staff gave us a lot of helpful suggestions and guidance about how to apply for our master's program. When I was applying for my MPA program, [the director] not only provided a letter of recommendation but also contacted the admissions office to make sure my application was in process,” she says.

NONDEGREE PROGRAMS INCREASE DIVERSITY AND PROMOTE OPPORTUNITIES ABROAD

Creating opportunities for non-degree-seeking students through SAP, as well as direct exchanges and other short-term programs, has also helped increase the diversity of FSU's international population. CGE currently serves approximately 380 degree-seeking international undergraduates, the majority of whom are student athletes or transfer students from FSU's branch campus in Panama.

FSU's international undergraduates are relatively few due to its role as a state institution. Unlike many of its peer institutions in other states, FSU has not needed to pursue international undergraduate recruitment.



Photo credit: Florida State University.

Marco Cordoba, transfer student from FSU's Panama campus, posing with a statue of FSU Founder Francis Epps.

“FSU’s mission is to serve the people of the state of Florida. We have around 42,000 applications for a freshman class of 6,400 for the 2017–2018 academic year. There are plenty of domestic students to fill the slots,” says Green.

Vaughn has instead focused on expanding the number of bilateral exchange programs, especially those that are open to students from any academic discipline. This allows domestic students to study abroad while paying in-state tuition, and enables FSU to bring in more international undergraduates.

“We’ve been trying to increase the number of university-wide exchanges, rather than department to department. We’re doing these in order to give opportunities to students who haven’t been served before by exchanges, in particular those in STEM,” Vaughn says.

For students who are unable to participate in a full-semester exchange, CGE has also developed a cultural exchange program, Beyond Borders. The program sends 12 students to Jamaica over spring break and 10 students to Germany in the summer. In addition to enrolling in a one-credit applied global experience class, participants also host international students from the two countries.

Casey Johnson, an FSU alumni who graduated in 2016 with a degree in biology, participated in Beyond Borders to Jamaica as a junior transfer student and to Germany as a senior. “I really didn’t have the intention of being this world traveler, but somehow it just fit with the timeline of my life at FSU. I know for a fact I would not be where I am now today had it not been for those experiences,” he says.

Johnson is currently studying for a master’s in radiation biology on a full scholarship to the University of Oxford in the United Kingdom. “During my interview for Oxford, the main talking point was my international experiences and what I took away from them. I could really tell that the interview committee aligned with my desire to immerse myself in diversity and different cultures,” he explains.

Another short-term program serving international undergraduates is a summer program in hospital management and intercultural communication. Students from partner institutions in Korea, Japan, Macau, Mexico, and Canada combine academic classes with an internship (academic training) at Walt Disney World® Resort. After participating in a 10-day intensive academic program on the FSU campus in Tallahassee,

students complete a six-month internship at Disney in Orlando while taking classes with FSU professors, both online and face-to-face.

INTERNATIONAL EXPERIENCES FOR DOMESTIC STUDENTS THROUGH SERVICE ABROAD

Other units on campus, such as the Center for Leadership & Social Change and the Center for Undergraduate Research and Academic Engagement (CRE), also offer nontraditional opportunities for students to go abroad.

One of CRE's flagship programs is Global Scholars, which places approximately 40 students in summer internships at nonprofits in Asia, South America, and Africa. Students participate in predeparture training and must complete a capstone research project on an issue facing the overseas community after completing their internship.

Valeria Rigobon, a junior psychology major, spent the summer of 2016 working at an educational nonprofit in Lima, Peru. "I actually learned a little about this program at my orientation, before my first fall semester even started. I found it interesting because it didn't seem like the standard study abroad experience. I was also looking for ways to continue my volunteer work that I had been very involved in throughout middle and high school...It didn't hurt that I might have the opportunity to go somewhere I could improve my Spanish as well!" she says.

While in Peru, Rigobon worked as a music teacher, tutor, and leadership workshop facilitator. She says the Global Scholars program thoroughly prepared her: "[The program] prepares the students so well for what they will face and accomplish once they're abroad. We are prepared to represent not only FSU, but the United States, when we go abroad."



Photo credit: Florida State University.

Global Citizenship students with Elçin Haskollar, program director for the certificate program, at FSU's 17th Annual Undergraduate Research Symposium. From left: Brianna Weber; Megan Boettcher; Elçin Haskollar, PhD, program director for the Global Citizenship Certificate; Rayne Neunie; Abigail Sanders; Kelsey Lewis.



Photo credit: Florida State University.

Kelsey Lewis, Global Citizenship Certificate graduate, in Arusha, Tanzania.



Photo credit: Florida State University.

Lauren Romanzak studied abroad through FSU's International Programs.

O'Shea says the Global Scholars program has been especially successful at creating opportunities for first-generation and low-income students. "We have made great strides through the Global Scholars program in opening up access, developing a model that is sustainable and accessible, but also works through peer support networks, and in other ways to help students overcome the barriers that they face so that they can successfully undertake a very transformative international education experience," he says.

CRE also runs the FSU Gap Year Fellows program. Admitted freshmen are able to apply for the program and, if accepted, defer their admission for a year. A gap year—which might be spent traveling, volunteering, interning, or working—involves a break in formal education where students focus on cultivating self-awareness and exploring different career options. FSU provides up to \$5,000 of support to GAP Year Fellows, who must have a substantial service element in their proposed gap year.

"We are the second public university in the United States to provide a deferment of matriculation and also to subsidize that. We think of this as a student success intervention. The data that we have in the U.S. and from overseas is that if you have a structured

educational bridge year, you are more likely to succeed in college and have not only higher retention rates, but also to have higher academic performance," O'Shea explains.

DEVELOPING A CERTIFICATE FOR GLOBAL CITIZENSHIP

One of the ways in which FSU attempted to streamline its various opportunities for international experience is through its academic and cocurricular Global Citizenship Certificate, run through the Center for Global Engagement. Opportunities such as Beyond Borders and the Global Scholars program fulfill one of the certificate's main requirements, a sustained international experience. Students can also meet the requirement by completing at least 75 hours of an intercultural experience within the United States.

All students must also attend and submit reflections on at least eight intercultural events and take a pre- and postassessment of intercultural competence. In addition, students must enroll in two required classes, which include a capstone project, and take two approved electives with a cross-cultural theme.

Rayne Neunie, who finished her studies at FSU in family and child science in May 2017, was a Global Scholar who recently completed her Global Citizenship certificate. “The certificate allowed me to gain a better understanding of cross-cultural differences around the world, I learned a plethora about global issues affecting various societies, and I also engaged in a number of intercultural events that I never before knew existed on Florida State’s campus,” she says.

As a Global Scholar, she spent two months working on a maternal health project at a nonprofit in Kenya, which fulfilled her requirement for a sustained international experience. Neunie also received a Boren scholarship to study Swahili in Tanzania in summer and fall 2017.

“This experience deepened my passion for global health, influenced me to participate in FSU’s Global Citizenship certificate, and has made me confident to expand my global capacity by becoming a Boren

scholarship recipient. Florida State University has taught me that my journey of achieving intercultural competence does not end here,” Neunie explains.

SENDING STUDENTS ABROAD TO OVERSEAS STUDY CENTERS

FSU is ranked 12th on the Institute of International Education’s (IIE) list of “Top 25 Institutions Awarding Credit for Study Abroad,” with 2,262 students studying abroad in 2014–2015. Approximately 25 percent of FSU’s undergraduates study abroad, according to the director of international programs, Jim Pitts.

Much of FSU’s impressive study abroad figures are due to FSU’s large footprint abroad. Starting with a branch campus in Panama in 1957, FSU now has three additional study centers in the United Kingdom, Italy, and Spain. The Panama campus also hosts FSU faculty-led study abroad programs.



Photo credit: Florida State University.

Internationalization team, front from left: James Pitts, director of international programs; Cynthia Green, director, Center for Global Engagement; Mary Coburn, vice president for student affairs; Jocelyn Vaughn, program director, FSU International Initiatives; Bruce Locke, associate vice president, academic affairs. Back row from left: Stephen McDowell, associate dean, College of Communication and Information; Patrick Kennell, director, Center for Intensive English Studies; Joe O’Shea, assistant vice president, academic affairs.

FSU-Panama offers bachelor's degrees in subjects such as computer science and international affairs, but the majority of its students complete an associate's degree and transfer to the main campus in Tallahassee. Approximately 100 students transfer from Panama every year.

"The Panama campus really serves as a hub for our outreach in Latin America. We have students from many different countries of the Latin American region that start their program with us in Panama," Pitts says.

Students who are citizens of a Latin American or Caribbean country enrolled at FSU-Panama are also eligible for a scholarship program that allows them to pay in-state tuition for the last two years of their studies. FSU-Panama also maintains research affiliations with local universities, including Universidad de Panamá, Universidad Tecnológica de Panamá, and Universidad Católica Santa María La Antigua.

Students can also participate in the First Year Abroad program, which allows freshmen to spend their first

year at one or more of the four sites and complete general education requirements. "At the completion of the 12 months, they can have in-state tuition in Florida for the balance of their undergraduate degree," Pitts says.

Recent graduate Lauren Romanzak, who majored in English literature and international affairs, spent her first academic year in London followed by a summer in Valencia.

"The opportunity to spend a year abroad was enough to sell me on the program, and the in-state tuition waiver to follow was enough to convince my accountant father," she says.

"I'm thankful I got the opportunity to study abroad so early in my college career because it directed the remainder of it. Coming from a small town had not exposed me to much diversity, and studying in as huge of a global city as London, learning another language in Valencia, and traveling independently throughout Europe (and even Africa!) definitely changed that."



Photo credit: Florida State University.

FSU study abroad students visiting Stonehenge.



FSU study abroad students in Venice.

UNDERSTAND LOCAL LABOR LAWS. FSU has created nonprofit foundations in the countries where it operates international centers in order to facilitate employment. “If you’re going to have a permanent presence in another country, it’s extremely important to understand local labor laws and to have an entity in that country that can represent your institution,” says Jim Pitts, director of international programs.

FOSTER CLOSE COLLABORATION BETWEEN STUDENT AND ACADEMIC AFFAIRS. Cindy Green, director of the Center of Global Engagement, says that student affairs at FSU plays a much bigger role than simply providing support and optional services to students as on some campuses. “FSU is unique in that several areas under student affairs all receive funding for various positions designated as either teaching faculty or program directors who then deliver courses and programs for credit open to all FSU students. Student affairs professionals at FSU serve on academic committees, strategic planning committees, internationalization committees, etc. along with faculty and administrators from academic affairs,” she says.

UTILIZE LOCAL PARTNERS TO INCREASE OPPORTUNITIES FOR STEM STUDENTS. Until recently, it has been a challenge for STEM students to take advantage of FSU’s study abroad sites. However, by partnering with local universities, FSU has been able to gain access to the necessary laboratory facilities often required for students to complete required coursework. “In Valencia, we have an agreement with the Polytechnic University of Valencia where our students can take the biology, chemistry, and math that’s necessary for STEM majors to stay on track. In London, we worked out an arrangement with the University of London,” Pitts says.



Santa Monica College

Global Citizenship Infuses Campus Life at Santa Monica College

With more than 30,000 students enrolled at its campus in Southern California, including 3,500 international students from more than 110 countries, Santa Monica College (SMC) is one of the most diverse associate's institutions in the United States. Domestic and international students alike benefit from the college's Global Citizenship Initiative, which provides a variety of international education opportunities across the SMC campus.

Launched by former college president Chui Tsang, PhD, in 2007, the initiative is a four-pronged strategy that promotes campus internationalization through study abroad, staff and faculty professional development, curriculum development, and international student services. Over the last decade, the initiative has led to the development of several faculty-led programs, an undergraduate research symposium, faculty and staff trips abroad, and a global citizenship requirement for all SMC associate's degrees.

GLOBAL CITIZENSHIP BECOMES AN INSTITUTIONAL MANDATE

Dean of International Education Kelley Brayton, who joined SMC in 2008, co-chairs the Global Citizenship Committee with a faculty leader. According to Brayton, "internationalization became a mandate for the institution" under Tsang's leadership.

The college then convened a task force comprised of faculty and administrators to govern the initiative and to figure out how to make it sustainable beyond the initial funding period. In 2008 the SMC board of trustees adopted the initiative as a strategic priority and committed \$200,000 a year for a three-year period. The task force eventually became a permanent standing committee, known as the Global Council, in the faculty senate.

Brayton says the program has been successful due to the support of senior administration, as well as

the large amount of financial and human resources dedicated to the initiative. "I have never been at an institution where [internationalization] has had this level of support," she says.

SMC has continued to provide funding for global citizenship activities, including earmarking \$75,000 a year for study abroad scholarships. The college has



Kathryn E. Jeffery, president of Santa Monica College.

also successfully pursued two Title VIA grants, which provide federal funding for foreign language, area, and international studies infrastructure-building at U.S. higher education institutions.

Kathryn E. Jeffery, PhD, who became president in 2016, remains committed to the initiative, even in the wake of a state budget crisis. “We are being very guarded around making sure that we continue to support the Global Citizenship Initiative to create opportunities for students. We don’t want that to fall off of the list of priorities,” she says.

DEFINING GLOBAL CITIZENSHIP

One of the first steps toward implementing the initiative was defining what “global citizenship” meant for SMC. “Dr. Tsang empowered the campus. He set the direction, but he left it up to us to figure out what exactly global citizenship would look like,” says Gordon Dossett, English professor and one of the original co-chairs of the global citizenship task force.



Kelley Brayton, dean of the International Education Center.

“Dr. Tsang saw the bigger picture and helped us realize that this was something we could work on as a faculty,” adds Janet Harclerode, chair of the English as a Second Language (ESL) department.

In 2008 SMC adopted its formal definition of global citizenship: “To be a global citizen, one is knowledgeable of peoples, customs and cultures in regions of the world beyond one’s own; understands the interdependence that holds both promise and peril for the future of the global community; and is committed to combining one’s learning with a dedication to foster a livable, sustainable world.”

According to Vice President of Academic Affairs Georgia Lorenz, PhD, the process of defining “global citizenship” eventually led to the adoption of global citizenship as an institutional learning outcome, which has had important implications for accreditation. “For something to become an institutional learning outcome is really significant. At the course and program levels, faculty will map their course outcomes to the competencies related to the institutional learning outcome” she explains.

FACULTY-LED PROGRAMS REVITALIZE STUDY ABROAD

When Santa Monica College student Ariana Kirsey traveled to South Africa last year, she couldn’t have imagined that sleeping in a tree house in Kruger National Park would be life changing.

Kirsey is one of 25 students who studied abroad through SMC’s faculty-led program to South Africa in January 2017. In addition to South Africa, SMC also runs annual trips to Belize and Guatemala through its Latin America Education program.

Each year, SMC sends more than 80 students abroad through its various study abroad programs, which range from one-week courses over spring break to six-week courses that are offered during winter or summer sessions.

Although SMC has offered study abroad programs since the 1980s, with the Global Citizenship Initiative the college made a conscious effort to switch



At the Great Wall of China 2014—a professional development trip for faculty and staff.

from third-party providers to developing faculty-led programs that also allow SMC professors an opportunity to travel.

Every year the college puts out a call for proposals to recruit faculty who are interested in leading trips abroad. Two professors travel with the students on each trip, and both part-time and full-time faculty are eligible to participate.

“We try to have a full-time lead faculty and then have a second faculty who may not have led study abroad before. They colead the first year, and then the second year the idea is that they would take on the lead. We wanted to rotate it so it wasn’t just a select few who could do it,” Brayton says.

SMC also offers a one-credit course, Field Studies Abroad, which launched in 2016. The program was developed specifically to target students who might not be able to travel for longer periods of time. Students travel with a faculty member for seven to 10 days over spring break.

The college approved a one-credit class called Global Studies 35 that can be customized depending on the destination. Brayton says that Field Studies courses have created opportunities for students and faculty alike because of their shorter duration.

Art history major Megan Dobbs says the Field Studies model was quite convenient in terms of time and affordability. She traveled to Denmark in March 2017 as part of a course titled Vikings, Socialism, and Sustainability: Copenhagen Past and Present.

“The trip took me out of my personal bubble and reminded me to think of the world on a much grander scale. This trip continues to remind me that I need to make an effort to step out of my comfort zone and have new experiences,” says Dobbs, who transferred to the University of California-Berkeley in fall 2017.

The college also strives to keep its study abroad programs affordable. “We really work hard on creating very low-cost study abroad. We have become an informal travel agent here at SMC and we work with in-country vendors,” Brayton explains.

The college provides \$75,000 in study abroad scholarships every year, and more than half of all students going abroad receive \$500 to \$2,000 based on need. Many students are first-generation college students, and more than half of SMC’s study abroad participants are minorities. In addition, they are seeing an increased number of international students joining faculty-led programs.

“A lot of our students have never left LA before. Study abroad is an experience that can really shift their

perspectives on what it means to be a global citizen,” says Associate Dean of Student Life Nancy Grass, PhD, who led students to South Africa in 2008 and 2012.

COMPREHENSIVE SUPPORT FOR INTERNATIONAL STUDENTS

For the last five years, Santa Monica College has had the second largest international student population of any community college in the United States, according to the Institute of International Education’s Open Doors data. SMC attracts students from around the world largely because of its reputation as a top transfer school.

While some students pursue shorter academic certificates, the majority of its 3,500 international students seek admission to nearby four-year institutions such as the various campuses of the University of California (UC). International students receive academic and immigration advising, among other support services, through the International Education Center and the International Education Counseling Center.



Santa Monica College's main campus quad.



Cooking lesson during professional development trip to Turkey for faculty and staff.

Omar Bishr, an economics major from Egypt, plans to transfer to the University of California. “From the moment I applied, the international office responded to all of my concerns. When I came to SMC, I felt like I was really welcomed to the school and that my presence matters. I really liked that I was given a presentation by counselors explaining to me the system of the college and how to choose my classes in order to transfer,” he says.

One initiative that seeks to promote interaction between international and domestic students is a language and culture exchange program run jointly between the modern languages and ESL departments. International students are paired with domestic students studying their language.

“We create an online forum for them and have an orientation. They can meet on that day, but if they don’t then they can go into the forum and introduce themselves and find people for language exchange online,” says Liz Koenig, an ESL faculty member.

Approximately 130 students participate per semester. Music major Nahalia Samuels says she took part in order to practice her language skills with a native speaker.

“For me, having a language partner for Korean 1 and Korean 2 made all the difference in my reading, writing and speaking skills. I also wished to learn more about the...culture of the language I’m studying and to offer help as a native English speaker towards my ESL partner. I feel the program helps foreign students to connect with the campus community and expose us domestic students to a seemingly hidden population on campus,” she says.

PROFESSIONAL DEVELOPMENT HELPS INTERNATIONALIZE THE CURRICULUM

Early on, SMC recognized that it was necessary to internationalize the faculty in order to reach the long-term goal of campus internationalization, especially in the classroom. The Global Citizenship Initiative thus led to the creation of a number of professional



Professional development in Turkey for faculty and staff.

development opportunities abroad for faculty and staff.

In 2007, the first group of SMC faculty and staff traveled to Austria to attend the Salzburg Global Seminar, where they learned about topics such as intercultural communication and social justice. Other cohorts have subsequently visited the Beijing Center for Chinese Studies in China and Bahcesehir University in Istanbul, Turkey, with the last group traveling in 2015. Over the past 10 years, more than 125 SMC faculty and staff participated in the professional development programs to Austria, China, and Turkey.

Peggy Kravitz, international education counselor, traveled to Austria, China, and Turkey. “It was a fabulous way to learn about those cultures, which of course I deal with in my work with international students,” she says.

Grass, who traveled to China, adds that one of the greatest benefits of the programs is the fact it was open to all full-time employees on campus.

“It wasn’t just faculty or administrators who could go, but technicians and custodians could apply as well. They really took a cross-section of the college that allowed for people to really get to know each other in a whole new way,” she says.

Brayton says the idea was to help staff who are often on the front line of student services gain a greater appreciation for the international student experience at SMC. “Classified staff are the ones who have a lot of casual interactions with students every day. The more they understand some of the challenges of being abroad, the more they that can connect with our international student population,” she says.

Upon their return to campus, faculty members must develop modules for their courses, and staff are to participate in international activities on campus, such as International Education Week.

In addition to the trips abroad, faculty can apply for a number of Global Grants ranging from \$3,000 to \$10,000 that fund projects and events, such as

speakers, film screenings, and field trips, throughout the year. Harclerode, for example, received a Global Grant to take her ESL classes to various sites around Los Angeles, including the Watts Towers and the Los Angeles River. “The idea was to take them to the parts of LA they might not get to on their own,” she says.

PROMOTING GLOBAL CITIZENSHIP THROUGH STUDENT RESEARCH

To weave the idea of global citizenship into the fabric of campus life, SMC chooses a theme for each academic year and encourages faculty to develop related course modules. The current theme—“Gender Equity: Is Equity Enough?”—has been running for two years. In 2017–2018, the campus is exploring the topic of “Promise and Peril of a Global Community.” Previous years’ themes have included water, food, poverty and wealth, and peace and security.

The campus also holds an annual research symposium, where students are invited to submit and present academic and creative projects related to the annual academic theme.

Grass, who chaired the first symposium in 2010, says the idea for a campuswide research symposium emerged from the need to better prepare students to transfer to four-year universities: “When students come from the community college, even if they are really well prepared academically, they’re not ready to jump into junior-level research projects. Having the symposium encouraged faculty to have students do original research around this idea of global citizenship.”

“When we put out the call for proposals, it allows students to put forward what global citizenship means to them in the context of their education,” adds Delphine Broccard, communications professor and current symposium chair. “We can really discuss what global citizenship means in the different disciplines.”

Students submit proposals for projects ranging from short films, persuasive speeches, and photography to responses to study abroad experiences and Science, Technology, Engineering, and Math (STEM) research. Students can win cash prizes for the best entries in different categories. In 2016, Kenta Tanaka, an international student from Japan, won the President’s



Student Ammon Mendes and communications professor Delphine Broccard at the 2016 Global Citizenship Research Symposium.



Student Kenta Tanaka, winner of the President’s Award, and President Kathryn Jeffery at Global Citizenship Research Symposium.

Award and \$500 for a design project that explored the theme of gender equity in fashion. “I mixed menswear and womenswear. In fashion, we call it gender blur,” he says.

GLOBAL CITIZENSHIP SPANS THE CURRICULUM

SMC has used funding from one of its two Title VIA grants to develop a global studies major. Global studies at Santa Monica is an interdisciplinary program designed to increase students’ knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world. Coursework includes world geography, international political economy, experiential learning, and foreign language.

The Global Citizenship Initiative has also given impetus to the development of a global citizenship degree requirement for all students receiving an associate’s degree. Students can meet the requirement either by studying abroad or taking an approved global citizenship course.

“The reality is that not a lot of students can participate in study abroad. But where students are going to be the most impacted by global learning is in the classroom. Infusing global perspectives into the general education curriculum is where we can reach a lot of students. Hopefully, that exposure highlights some of the international opportunities for them, not just here at Santa Monica but beyond,” Brayton says.



Professor Shanon Zusman playing guitar in a music shop during professional development trip to Turkey.



At the Blue Mosque, Turkey, 2015—professional development trip for faculty and staff.

DRAW ON LOCAL EXPERTISE WHEN PLANNING ON-CAMPUS EVENTS. “Within our SMC community, we really have amazing faculty and staff who have had a number of different international experiences. If you draw upon your institution’s own intercultural competence and global experience, you don’t have to reach far to really have some excellent speakers,” say Dean of International Education Kelley Brayton.

MAKE COURSES TRANSFERABLE. Because many SMC students finish their education at four-year colleges and universities, the staff work to ensure that both study abroad courses and courses fulfilling the global citizenship AA degree requirement are transferable.

“We require that study abroad and global citizenship courses have to be transferable for the University of California and California State University systems,” Brayton explains.

CREATE NETWORKS ON CAMPUS. Peggy Kravitz, international education counselor, was able to travel abroad through professional development programs to Austria, China, and Turkey. “The biggest plus of the whole thing though was being in these locations with a group of my colleagues that now form a network on campus,” she says.



T. Anne Cleary Walkway

Photo credit Courtesy of The University of Iowa, Office of Strategic Communication.

University of Iowa

University of Iowa Embraces Internationalization in Iowa City

Through its global initiatives and community outreach efforts, the University of Iowa (UI), well-known for its Iowa Writers' Workshop, has excelled in recent years in welcoming the world to its campus in Iowa City. The campus, situated on the former grounds of Iowa's first state capital, is integrated into the heart of downtown. The UI's 33,000 students—4,300 of whom are international—make up nearly half the town's population.

Situated in a central location on campus, the UI International Programs (IP) office serves as the hub for international activity. In addition to study abroad and international student and scholar services, IP also offers grants and funding support to faculty and students and provides a number of intercultural training opportunities.

SENIOR LEADERSHIP PUSHES THE INTERNATIONALIZATION AGENDA

Internationalization at the UI has been more than 20 years in the making, according to Downing Thomas, PhD, associate provost and dean of international programs. "If you look back 20 years, international activities at the university were largely a boutique operation for students in humanities and social sciences. It's taken some time to gain momentum, but I think that now we're seeing that the success and the true value of internationalization occurs when it is riveted to the core missions of the institution," says Thomas, who also serves as the UI's senior international officer.

Thomas's position as dean was created in the late 1990s, when former university president Mary Sue Coleman, PhD, recognized that the institution needed senior leadership to advance its internationalization agenda.

Former provost Barry Butler, PhD, who left the UI in March 2017, adds that Coleman and then-provost John Whitmore, PhD, also provided funding to each college

and asked them to come up with creative ways to internationalize the curriculum.

At the time, Butler, associate dean of engineering, used the seed funding to start the Virtual International Project program, which drew on emerging industry



J. Bruce Harreld, president of the University of Iowa.

Photo credit courtesy of The University of Iowa, Office of Strategic Communication.

practices for working in remote teams. Engineering students were able to collaborate with peers abroad to work on international design projects. Since the initial partnership with Aix-Marseille University in France, the program has expanded to include Hong Kong University of Science and Technology.

Current president Bruce Harreld plans to continue building on the legacy of his predecessors. “Moving forward we hope to be more purposeful in designing an international experience specifically augmenting each student’s on-campus work and career interests,” he says.

COMMUNITY OUTREACH AS A CORNERSTONE OF CAMPUS INTERNATIONALIZATION

A key feature of the UI’s internationalization efforts is its community outreach initiatives. IP currently has seven full-time staff that work exclusively with communications efforts.

“The UI strives to serve not only its students but all citizens of the state. We need to do all we can to share with fellow lowans the groundbreaking research that happens on our campus and in collaboration with international partners,” says Joan Kjaer, director of communications and relations for International Programs.

International Programs’s signature event is the annual Provost’s Global Forum, which brings together experts from a variety of disciplines to discuss international and global issues.

Full-time faculty are invited to submit a proposal for an award of up to \$20,000 to bring speakers to campus. The 2016 Global Forum included an artistic exhibition, a multidisciplinary academic conference, and an undergraduate course on the redefinition of the nation-state in the twenty-first century. The 2017 forum focused on women’s health and the environment.

“It’s an opportunity to focus on a specific issue or topic and have experts from around the country and around the world engaging with our faculty and students,” Thomas says.

Another initiative is WorldCanvass, a monthly radio, television, and Internet program that Kjaer describes as “International Programs’s largest public outreach initiative.” Programs are recorded before a live audience and distributed over television, YouTube, iTunes, radio, and the IP website.

“WorldCanvass conversations are focused on themes that are international in scope. They’re thoughtful, reflective, and inspiring, and we tape the live programs for multiplatform distribution. Interested audience members anywhere in Iowa or the world can enjoy them in the comfort of their home, their office, or their car. We want to reach people where they are and not be limited by time or place,” says Kjaer, who also hosts WorldCanvass.

IP also works with outreach to local K–12 schools. Through the International Classroom Journey program, teachers can enhance students’ understanding of unfamiliar parts of the world by bringing international



Downing Thomas, associate provost and dean of international programs, University of Iowa.



India Winterim student Arielle Soemadi at the Karnataka Spastic Society in Bangalore, India.

guests into the classroom to talk about their home countries. For more than 15 years, International Programs and the College of Education have also partnered to present the Teacher’s Institute on Global Education with the goal of helping K–12 educators from around Iowa integrate global perspectives into their classrooms.

EXPLORING THE WORLD THROUGH WRITING

Another major outreach effort is the International Writing Program. Since 1967, more than 1,400 writers from more than 150 countries have been in residence at the University of Iowa through its International Writing Program (IWP). The IWP hosts 30–35 well-known authors, poets, and novelists every fall for a three-month residency. Notable alumni include Nobel literature laureates Mo Yan from China and Orhan Pamuk from Turkey.

The IWP, which celebrates its 50th anniversary in 2017, was founded during the Cold War with the goal of bringing together writers from around the world. “It was a place where writers from the Soviet Bloc could meet writers from the west and have free and frank exchanges of ideas,” says Christopher Merrill, IWP director.

Merrill says that since 9/11, there has been a shift at IWP toward a focus on the Islamic world. Because the majority of the IWP’s funding has come from the U.S. State Department and various embassies, much of the program is focused on public diplomacy and cultural exchange.

“After 9/11, we’ve been involved in conversations about the ways in which cultural diplomacy can be a part of the larger diplomatic strategy. And so we started to think of cultural diplomacy as a two-way exchange,” Merrill adds.

As a result, IWP has also started taking groups of U.S. students abroad, hosting symposia in countries such as Greece and Morocco.

To reach an even wider international audience, IWP eventually developed a robust distance-learning program. Since 2012, it has offered more than 30 distinct MOOCs, courses, exchanges, and events on different topics related to fiction, nonfiction, poetry, and plays. In addition, IWP runs a two-week summer writing program at the University of Iowa for young writers, ages 16-19, with workshops taught in English, Arabic, and Russian.

The IWP led the charge in gaining Iowa City's designation as a United Nations Educational, Scientific and Cultural Organization (UNESCO) City of Literature in 2008. As a UNESCO City of Literature, Iowa City also has an obligation to mentor aspiring cities. Merrill subsequently worked with the Iraqi deputy minister of culture to help Baghdad become a City of Literature in 2015. The connection to Baghdad came out of the

connections to the Iraqi literary community made possible through the IWP.

"We like to think we're helping to jump-start a conversation about world literature," says Merrill.

UI CREATES A WELCOMING ATMOSPHERE FOR INTERNATIONAL STUDENTS

According to the UI, its international student population has nearly doubled over the last 10 years, from around 2,200 in 2006 to 4,300 in 2016. Most of the growth has occurred at the undergraduate level. The top three countries represented on the UI campus are China, India, and South Korea.

To accommodate the growth, International Student and Scholar Services (ISSS) has implemented several programs to support its international population and to promote their integration into life on the UI campus in addition to its standard immigration advising.



Autumn scene on the Pentacrest, the historic heart of the university and the location of five major campus buildings.

Photo credit: Courtesy of The University of Iowa, Office of Strategic Communication.

One of the initial initiatives in 2008 was the creation of the International Student Committee, which was tasked with auditing existing services and programming for international students to ensure that adequate infrastructure was in place. The committee's goals have subsequently expanded.

"It drives resources from all units across campus, from housing, public safety, counseling, the registrar's office, and the colleges to try and make sure that [international students] have the best student experience they can," says Doug Lee, assistant provost of international programs.

ISSS also runs a number of intercultural programs targeting the wider campus community. The Bridging Domestic and Global Diversity certificate is a leadership program designed to educate students to adapt to cultural differences. Approximately 25 domestic and international students participate in diversity and intercultural training every spring semester. Participants also plan the Bridge Open Forum, an intercultural event to educate the campus about intercultural issues.

The Building Our Global Community certificate is a professional development program that helps UI faculty and staff support international students and scholars. To earn the certificate, participants attend a series of sessions on topics such as helping international students with the cultural adjustment process and the basics of F-1 and J-1 immigration regulations.

The UI also offers individual and group mental health counseling services in English, Spanish, and Mandarin. Students first learn about the University Counseling Service (UCS) at their orientation, when one of the doctors presents about mental health and available counseling services.

"In efforts to meet the needs of students having mental health concerns, the UCS acknowledges that communicating about emotions, insight, and internal conflicts can be highly culturally based and varies greatly due to the construction of how we think about ourselves based on variances within language. As such, the UCS desires to remove as many barriers as possible by providing opportunities for students to

communicate in the language that best represents their experience within UCS resource limits," says UCS director Barry A. Schreier, PhD.

According to Lee Seedorff, ISSS senior associate director, support for using mental health services comes from the students. For example, a group of Chinese students interested in mental health has started a student organization called Heart Workshop, which helps other Chinese students become aware of the support available. Another group is Active Minds, which focuses on mental health awareness and support for both international and domestic students.

In the last few years, the UI has also used technology to reach out to prospective students and parents. According to Lee, it holds welcome sessions in Beijing and Shanghai for incoming Chinese students. To reach students from other countries, they are also creating orientation webinars that students can watch from anywhere in the world. They have also started broadcasting graduations online in Arabic, Korean, Mandarin, Farsi, and Spanish for families who are unable to travel to Iowa City for the ceremony.

The Tippie College of Business, one of the most internationalized schools on campus, has been at the forefront of efforts to integrate international students into life at UI. Around 15 percent of its undergraduates are international, compared with 10 percent on the campus as a whole. To support its large international population, Tippie has created opportunities outside of the classroom such as an international buddy program, which pairs domestic and international students and is open to students from across the campus.

COMPREHENSIVE SUPPORT FOR EDUCATION AND RESEARCH OPPORTUNITIES ABROAD

According to the 2016 *Open Doors* report, the UI ranks in the top 50 U.S. institutions for study abroad, with 21 percent of all undergraduates going abroad. The UI also has several initiatives that create education abroad opportunities for underrepresented students. The total minority undergraduate population is 14 percent, and 16 percent of all undergraduate study abroad participants were students of color in the 2015–2016 academic year.

There are a number of awards available, including a \$500 scholarship for traditionally underrepresented populations, such as first-generation students, students of color, LGBT students, and students with disabilities, to help finance study and research opportunities abroad.

IP also recently collaborated with the UI Center for Diversity Enrichment to host the Council on International Educational Exchange (CIEE) Passport Caravan. IP and CIEE sponsored passports for 116 first-generation students and students of color who were first-time passport holders.

International Programs also receives support from the Stanley-University of Iowa Foundation Support Organization (SUIFSO) to fund research projects abroad. Both undergraduate and graduate students, including students who are not U.S. citizens, can apply for international research grants.

In the past five years, 100 graduate students received a total of \$250,000, and 26 undergraduates received a total of \$59,000 to conduct international research.

“Every year we have a pool of money for students to do preliminary research, or a creative project. They must be abroad for a month and these are a wonderful starting point to apply for a Fulbright,” says Karen Wachsmuth, PhD, associate director for international fellowships and Fulbright adviser.

The UI has been recognized as a top producer of Fulbright awardees for the last two years. In the 2016–2017 academic year, 15 UI students were awarded grants to conduct research or serve as English teaching assistants abroad.

Wachsmuth sees her outreach and recruitment for Fulbright as a springboard to start more general conversations about opportunities abroad, especially early in a student’s academic career. “There are a lot of different programs going on to start conversations, and fellowships are a part of that because they also encourage students to put together their language training or just things that they’ve learned in their coursework and to apply it to an arena that eventually helps them develop their professional goals,” she says.



International Programs staff members.



India Winterim students Anne Klusak, Haley Buetell, and Arielle Soemadi shopping in Bangalore.

“The biggest compliment that I get from students is ‘Even if I don’t get this grant, I’ve learned so much about myself and about where I want to go from doing this,’” Wachsmuth says.

Douglas Baker, who graduated in 2015 with degrees in music and Japanese, spent a year in Japan as a Fulbright fellow. He was able to combine his two majors to investigate the work of a nineteenth-century Japanese composer.

He says that the UI’s position as a research institution gave him the resources he needed to prepare his proposal. “The university has many qualified people, from professors to librarians, who know the ins and outs of creating projects or grant writing or conducting research. Karen [Wachsmuth] and International Programs also provide so much assistance in the application process in terms of information sessions, writing workshops, [and] draft writing get-togethers,” he says.

UI RUNS LARGEST U.S. STUDY ABROAD PROGRAM TO INDIA

The UI’s single largest study abroad program is the India Winterim, an intensive, three-week field-based program held every January. Due to the program’s overwhelming popularity, no other U.S. college or university in the United States sends more students to India. In 2016–2017, 85 students participated in five different courses.

The program is the brainchild of founder Rangaswamy “Raj” Rajagopal, PhD, also a professor of geographical and sustainability sciences. Rajagopal started the program in 2006 and has subsequently sent more than 1,100 students and 60 faculty members to India.

Students are placed at nonprofits and academic institutions through a variety of faculty-led courses in various disciplines, ranging from engineering to art history. Courses have addressed issues such as water

poverty, craft traditions, sustainable development, education, and nonprofit management. Students work with Indian partner organizations to learn about their approaches to addressing social issues.

Janice Cousins is a premed and psychology major who traveled to Kerala in South India this past winter break. She took a course titled Pain, Palliative Medicine, and Hospice Care: Learning from Each Other led by a faculty member from the school of medicine. She learned about end-of-life care in India by working with a physician who founded a community-based palliative care program.

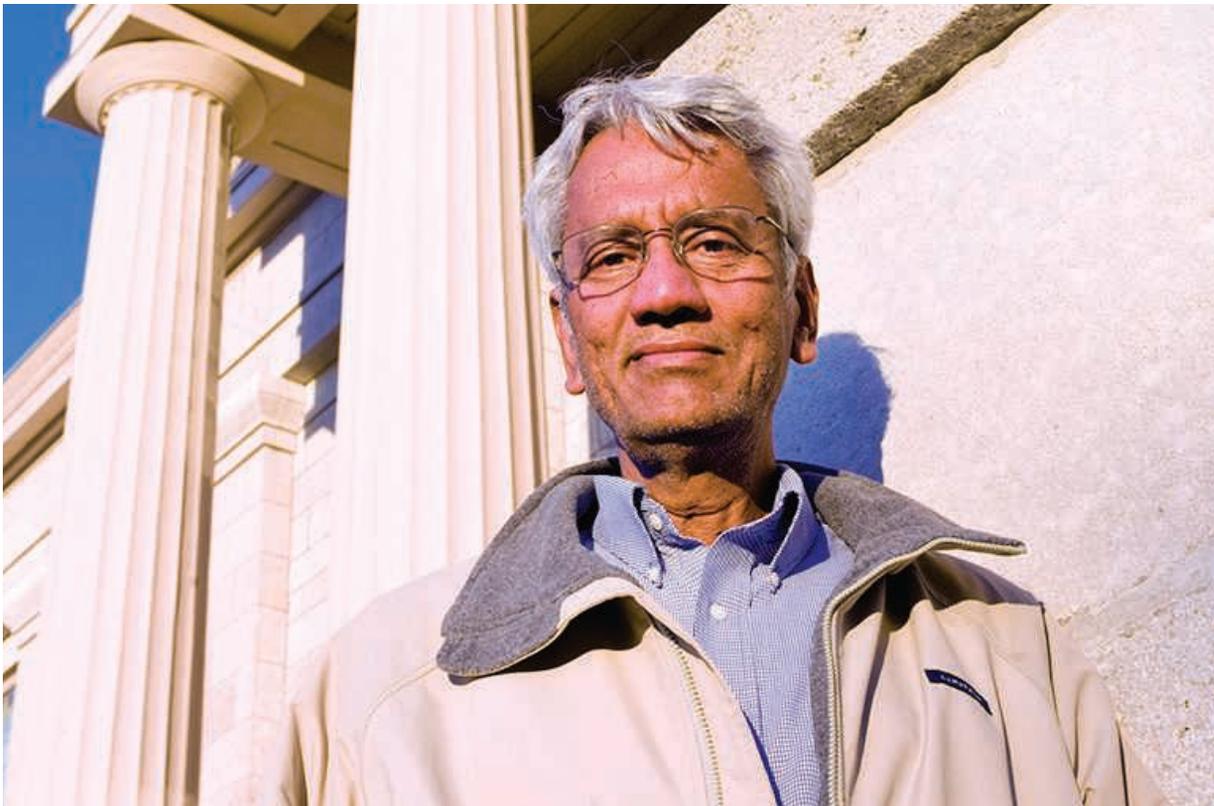
“He started this program for people who cannot afford medicine and aren’t getting the correct care. He was really passionate in teaching us about palliative medicine, which considers everything about the disease, including the mental and spiritual aspects. This completely expanded my perspective on medicine. The things I learned in India, I’m not going to learn in medical school here,” Cousins says.

Rajagopal spent six months working with the Indian physician to develop the palliative care course. He says that cultural comparison is one of the key aspects of the program. In the United States, hospice care in an institutional setting is most common, whereas in India, end-of-life care is provided in the patient’s home.

“The lesson learned is that there is no single right model of living life. What we are trying to teach is that America doesn’t necessarily know best. There are different models of evolution, culture, and history,” he says.

Rajagopal says that many students, like Cousins, have come back from India with a desire to go to medical school after participating in courses related to health care.

“All of these kids come back, and they’re renewed. They’re totally fearless. You see people living in extraordinary conditions and doing all these kind of things, and it changes you forever,” he adds.



Raj Rajagopal, India Winterim program founder and professor of geographical and sustainability sciences.



Sarah Gardial, dean of the Tippie College of Business, talking with students.

SMALL EFFORTS TO MAKE INTERNATIONAL STUDENTS FEEL AT HOME REAP MAJOR REWARDS. UI has recently implemented an online application that allows students to record their names using their phones and then upload the recording to the student information system. Professors can then listen to it in order to correctly pronounce their students' names. The initiative started in the business school, which has also hired Chinese students to give pronunciation lessons to faculty.

UTILIZE EXPERTISE TO BENEFIT INTERNATIONAL PARTNERS. A number of the UI's 11 colleges have drawn on their areas of academic strength to benefit international partners. Education professor Youjia Hou, PhD, developed a distance-learning program in China focusing on applied behavior analysis for special education teachers and parents of children with disabilities—likely the only program of its kind in China. The College of Education has also developed a master's program in counseling psychology that is delivered in Hong Kong. "Those are both examples of programs that we have designed to take the assets of our university and make a contribution to other markets," says Dan Clay, dean of education.

The College of Pharmacy is also part of the US-Thai Consortium for the Development of Pharmacy Education in Thailand. The initial goal was to train Thai PhD students, and then more recently to introduce them to patient-oriented pharmacy practice, an area in which the UI specializes. "The success has been tremendous in the sense that they are now needing us less and less as they've developed the infrastructure to educate their own faculty," says Bernard Sorofman, PhD, executive associate dean.

LINK INTERNATIONAL EXPERIENCES TO GRADUATION REQUIREMENTS. The Tippie College of Business was the first college on campus to institute RISE—which stands for research, internship, study abroad, or experiential learning—as a graduation requirement. All business students must complete an experience in one of those areas before they can complete their degree. Other schools on campus will soon be implementing a similar requirement.

"We want more of our students doing all of those things. Study abroad now is tied to actually meeting a graduation requirement, which has never been the case before," says Sarah Gardial, PhD, dean of the college of business.



Pitt's Cathedral of Learning

Photo credit: Shutterstock.

University of Pittsburgh

Bringing the World to Pitt Through Global Engagement

Founded in 1787, the University of Pittsburgh (Pitt) is one of the oldest higher education institutions in the United States. As such, the university has an impressively long tradition of international engagement. From its creation of its first Nationality Rooms nearly 80 years ago, to its consistent efforts to make global engagement a part of every student's university experience, Pitt has long been a leader in promoting international engagement in new and innovative ways.

NATIONALITY ROOMS CONNECT LOCAL AND GLOBAL COMMUNITIES

Perhaps the most visible evidence of Pitt's commitment to engaging the world are its 30 Nationality Rooms. Housed in a 42-story Gothic skyscraper known as the "Cathedral of Learning," each Nationality Room celebrates the heritage of an ethnic or cultural group from the Pittsburgh area. The first four rooms—Scottish, Russian, German, and Swedish—were built in 1938, while the newest—the Korean room—was dedicated in 2015. Local organizations that represent the group are responsible for designing and financing the construction of the rooms. After construction, the rooms are governed by committees made up of members of the local community.

Though the Nationality Rooms certainly attract a lot of interest from outside the university, they are primarily used as classrooms, meeting spaces for student organizations, and for other academic purposes. As Associate Director for International Programs Belkys Torres, PhD, explains: "The heritage rooms are a really interesting connection between the university and local and global communities."

The committees don't just fund and construct the rooms—they also finance study abroad and research scholarships to their respective country. For example, communications major Noah Coco received the African Heritage Nationality Room Scholarship for a summer program in Cape Town, South Africa, in addition to

studying abroad in China. He says, "There are so many sources of funding and opportunities to study abroad at Pitt that I can go to two countries that could not be much further away from where I am right now."



Chancellor Patrick Gallagher

CREATING A CAMPUS CLEARINGHOUSE FOR GLOBAL ENGAGEMENT

The Nationality Rooms represent just one of the many initiatives overseen by the University Center for International Studies (UCIS), founded in 1968. Due to Pitt's decentralized structure as a comprehensive research university, UCIS plays an important role as the university's keystone for global engagement. The center supports university-wide international programming, activities, services, and research across Pitt's 16 schools and four regional campuses throughout western Pennsylvania. Torres says: "We function independently, and that allows us to make connections and collaborate across schools and disciplines with faculty, undergraduate students, graduate students, visiting scholars, and administrators across all levels."

UCIS's portfolio includes education abroad and international student and scholar services. In addition, UCIS currently hosts six area studies and thematic centers, which award a number of undergraduate and graduate certificates highlighting a world region or transnational theme.



Patricia E. Beeson, provost and senior vice chancellor.

Leading the charge for internationalization at Pitt is Ariel C. Armony, PhD, director of UCIS and senior director of international programs. Armony became the university's senior international officer in 2015, serving as a senior adviser to both Provost Patricia E. Beeson, PhD, and Chancellor Patrick Gallagher, PhD. Armony jokes, "The chancellor likes to refer to me as his 'secretary of state.'"

Recognizing the connection between the city of Pittsburgh and the rest of the world is central to Armony's approach to internationalization at Pitt. "We want the world to enrich what we have here at Pitt, and we want to help enrich the world outside of our region. The interaction between the local and the global is very much at the core of the ways in which we conceptualize our role as a global university," he says.

Provost Beeson concurs: "We say 'Bring the world to Pitt.' That means making connections throughout the city and really developing a strong partnership around global issues with our major partners, such as UPMC (University of Pittsburgh Medical Center)."

A STRATEGIC FOCUS ON EMBRACING THE WORLD

Following the adoption of a new strategic plan that included global engagement as an institutional priority for the first time in the university's history, Gallagher gave Armony the mandate to develop *Embracing the World: A Global Plan for Pitt*, a strategy to achieve the university's internationalization goals for 2016–2020.

"Our university is committed to growing a global community. These plans underpin our efforts to grow international partnerships and experiences that will widen our reach—and connect our students and faculty members to opportunities across the world," says Gallagher.

Jeff Whitehead, a Pitt alumni who worked in the study abroad office for several years before becoming its director in 2009, explains that the global plan offered an opportunity to take stock of the various international activities the university was already pursuing.



Belkys Torres, associate director of UCIS.

For more than a semester, the UCIS team surveyed staff, students, faculty, and administrators, seeking feedback on where the university should focus its international initiatives. “We made a big point in developing the global plan as a result of a very extensive process of engagement with our campus community,” Armony explains.

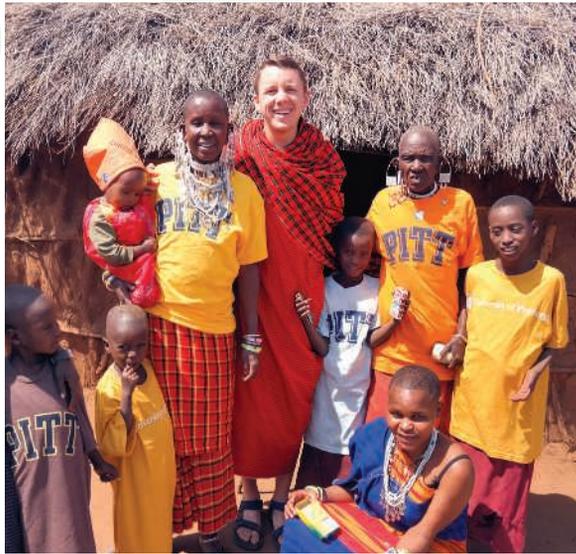
Torres adds, “Engagement sessions with faculty, senior leaders, and administrators on all five campuses underscored a need for more robust global operations support, streamlined mechanisms and criteria for developing and tracking strategic international partnerships, and a communication strategy that would connect and inform faculty and administrators across Pitt about their global engagement.”

Students also expressed a need to understand all of the existing opportunities for global engagement on the Pitt campus. The Pitt Global Hub, launching in 2018, will offer students a one-stop-shop for peer mentoring and expert advising about Pitt’s local-global connections.



Study Abroad Office Director Jeff Whitehead

The ultimate results of the feedback are, according to Torres, “really emblematic of the collective voices and interests of people across our five campuses.” The final global plan has four areas of focus: connecting Pitt’s domestic and international pursuits to create synergies that strengthen its communities, producing globally capable and engaged graduates, creating a global research community that solves global challenges, and developing infrastructure to expand its engagement with the world through global operations support.



Pitt in Tanzania

In the next year, academic units across Pitt will be asked to align with the global plan as part of their strategic planning process. As part of their annual planning and reporting process, the provost’s office will ask each dean for information on how their school is contributing to the implementation of the global plan.

Many are optimistic that global engagement is now explicitly recognized as part of the institutional mission. “This is the first time in the school’s history where [internationalization] has been a point of focus—for fundraising, programming, recruitment of academics—so it’s a good time for us to be putting a large amount of emphasis on global studies as well as future study abroad and experiential learning pursuits,” adds Whitehead.

SENDING STUDENTS ABROAD WITH PANTHER PROGRAMS

The Study Abroad Office has also been central to the institution’s internationalization efforts. Pitt currently sends approximately 1,900 undergraduates and graduate students abroad each year. In fact, around 10 percent of the undergraduate class goes abroad at some point in their academic career.



Participants in Pitt’s study abroad in Jaipur program.

Over the last decade, Pitt has transitioned from sending the majority of its students abroad with third-party study abroad providers to doing so largely through its own faculty-led programs. “In 2007, about 80 percent of our study abroad participants went through external providers,” Whitehead says. “Now we’ve completely flipped that number on its head.”

Today, only 15 percent of Pitt students studying abroad go through third-party providers, with another 5 percent enrolling in direct exchanges with other universities. The rest participate in Pitt’s own faculty-led programs.

Pitt offers around 350 study abroad options, 100 of which are the faculty-led “Panther Programs,” developed in collaboration with Pitt faculty and the Study Abroad Office. “We credit our faculty—their energy, their enthusiasm, and their creativity—with developing our own offerings,” Whitehead says.

Pitt also has dedicated study abroad managers housed in the Swanson School of Engineering and the College of Business Administration. Both schools have significantly increased the number of students studying abroad over the last few years. Currently, around 45 percent of all engineering students and 50 percent of all business undergraduates will have an international experience before they graduate.

Pitt also administers the Vira I. Heinz (VIH) Program for Women in Global Leadership, which targets young women from Pitt’s four regional campuses and 10 other colleges and universities across Pennsylvania. The program provides \$5,000 travel scholarships for female undergraduate students who have never traveled internationally. Around 75 percent of participants are Pell-grant eligible. The program has several components: a predeparture retreat, the international experience, a reentry retreat, and a final community engagement project.

Bethany Hallam, who recently finished her master’s in public health at Pitt, studied in France as a participant in the VIH program during her undergraduate days at Pitt-Greensburg. She says the model provided her with much-needed support: “Before the VIH Program, I never believed that I would be able to accomplish my



Pitt alum Kakenya Ntaiya, founder of the only private girls’ school in Kenya.

goal of studying abroad, let alone have the confidence to manage three layovers and live on my own in a studio apartment in the heart of Paris. The VIH mentoring program and predeparture retreat gave me the tools to understand myself and the environment that I would soon be entering.”

Hallam adds that, as the first person in her family to have a passport, the reentry retreat gave her the opportunity to process her time abroad.

SUPPORTING INTERNATIONAL STUDENTS AND SCHOLARS

In addition to the robust number of students it sends abroad, Pitt also hosts more than 3,100 international students from 100 countries. The Office of International Services (OIS) provides support to all international undergraduate and graduate students, as well as to around 1,800 employees from abroad. The number



Ariel C. Armony, senior director of international programs and director of UCIS.

of international students on campus today is nearly double what it was 10 years ago.

Two-thirds of Pitt's international student population are graduate students attracted to Pitt's high-ranking programs in fields such as nursing, law, engineering, and computer and information sciences. At the undergraduate level, they recruit top high school graduates from around the world. "Currently, the university is working toward diversifying the undergraduate international population to amplify the multiplicity of perspectives and experiences in the classroom and on campus," says Torres.

OIS's staff and immigration specialists offer immigration advising, as well as run the university's international student and scholar orientations. In addition to providing direct support to students, OIS also does a lot of campus outreach. Over time there has been a concerted effort to increase services for international students and scholars across the entire institution,

especially as the international population has grown, says Genevieve Cook, OIS director.

For international scholars and their families, OIS runs the Experience America program, which is a series of events and activities designed to help them understand U.S. culture. OIS also hosts a workshop series where participants learn about topics such as U.S. politics, the healthcare system, and recommendations for surviving the winter in Pittsburgh.

INTERNATIONAL PROGRAMMING AND CROSS-CULTURAL LEADERSHIP THROUGH GLOBAL TIES

OIS also works closely with student affairs for much of its programming, in particular the Office of Cross Cultural and Leadership Development (CCLD). Students can, for example, volunteer through CCLD to assist with international orientation. According to Summer Rothrock, the director of CCLD, the office works with

fraternity and sorority life, leadership development, cross-cultural and diversity programming, and student organizations. CCLD also collaborates with the Study Abroad Office and UCIS on social and educational programs for students.

Global Ties, for example, is a program for incoming international freshmen and transfer students that pairs new students with a mentor who helps them adjust to life at Pitt. “We want the Global Ties program to provide a global experience right here on campus for any student who may want it as well as to help integrate our international and domestic students together,” Rothrock says.

Both domestic and international students serve as mentors. Jiahui Wei, a senior science major from China, notes, “I actually got a mentor from Global Ties when I first came here. We became really close friends and then I joined Global Ties as a way to give back.”

CCLD also brings together 50 international and domestic student leaders for the annual Hesselbein Global Academy for Student Leadership and Civic Engagement. Students participate in a four-day retreat in Pittsburgh that includes mentoring from professionals in the business, government, and nonprofit sectors.

In addition, CCLD works closely with the Office of Residence Life, which oversees Pitt’s 25 Living Learning Communities (LLCs). Several of these communities focus on themes such as diversity or social inclusion, and the Casa Cultural and Global Village LLCs both have an international focus. Students living in Casa Cultural must enroll in Spanish or Portuguese, and Global Village residents participate in programming that explores global issues.

Assistant Director of Residence Life Philip Badaszewski is also in charge of the Pitt to You initiative, which sent 11 student ambassadors to China during the summer of 2017 to run an orientation for incoming Chinese students. “When everybody is back on campus in the fall, the ambassadors will meet with their mentees,” he says.

PROMOTING INTERNATIONAL SCHOLARSHIP THROUGH INTERDISCIPLINARY CENTERS

One of the hallmarks of Pitt’s internationalization is its commitment to multidisciplinary international scholarship. More than 550 faculty members from across the university are affiliated with its various centers, which include four U.S. Department of Education Title VI National Resource Centers: the Center for Latin American Studies (CLAS), the European Studies Center (ESC), the Global Studies Center (GSC), and the Center for Russian and Eastern European Studies (REES). As a Jean Monnet European Union Centre of Excellence, the ESC holds the additional distinction of being one of only eight such centers in the United States funded by the European Union (EU). UCIS also hosts the Asian Studies Center (ASC) and African Studies Program (ASP). While the other centers are focused on area or regional studies, the GSC focuses more on cross-cultural themes related to global health, global security, global economy, and global society.

The various centers also do outreach to the local community. Drawing on resources and expertise from all of UCIS’s centers, the Global Studies Center coordinates the Pennsylvania Governor’s School for Global and International Studies, a four-week summer residential program for high-achieving high school students from around the commonwealth. Another initiative run through the African Studies Program is the Model African Union, which provides opportunities for both Pitt students and local high school students to participate in a four-day conference and take part in simulations.

UCIS has a number of other affiliated programs, including the Center for International Legal Education. Every year, the center’s director, Ronald Brand, JD, takes law students to Vienna, Austria, for the International Commercial Arbitration Moot competition. Pitt law students compete against other teams from around the world. Brand uses the competition to recruit talented lawyers from abroad and build relationships with law schools in other countries. “It has become a platform for legal education. We have used it to build legal curriculum in transition countries,” he says.

RECOGNIZING ACADEMIC EXCELLENCE WITH INTERNATIONAL CERTIFICATE PROGRAMS

Through UCIS, Pitt also awards 250 undergraduate and graduate certificates each year in area studies or global studies. Students from any major are able to enhance their degree program by taking courses with an international focus. The 11 undergraduate and eight graduate credentials have been designed to complement students' existing degree requirements. They also offer an interdisciplinary bachelor's of philosophy degree in international and area studies, in partnership with the University Honors College.

International advisers help students customize their course plan and study abroad opportunities to

maximize their impact. Because Pitt's general education requirements include nine credits with a global focus, students are able to complete their certificates with an additional two or three classes. Khadija Diop, a film studies major who is completing a certificate in African studies, says, "the certificates help you look at your major through a global perspective and integrate the global aspect into every single thing that you're doing."

Environmental studies major Rachel Bukowitz adds that her certificate in global studies has also given her a talking point during job interviews: "As an environmental studies major, being able to say that I learned about sustainable development in the Middle East or water rights in the Gaza Strip has really made me stand out."



Consul General of India, Riva Ganguly Das, with Pitt Nrityamala dancers.



Chancellor Gallagher and international students at the 2016 International Student Welcome Reception.

HELP STUDENTS TRANSLATE SKILLS THEY GAIN FROM INTERNATIONAL EXPERIENCES. UCIS cooperates with the Office of Career Development and Placement Assistance to promote career integration and hosts an annual conference on its relationship with study abroad for all higher education institutions in a 100-mile radius. Study Abroad Office Director Jeff Whitehead explains: “We have a responsibility to translate what students are gaining, whether in the classroom in their pursuit of a certificate or through study abroad.”

DEVELOP STUDY AWAY OPPORTUNITIES FOR INTERNATIONAL STUDENTS. Because some international students face difficulties traveling outside of the United States due to visa restrictions, Pitt has developed an internship program in San Francisco among other study away locations. “We find that the programming we offer in the United States is particularly attractive to international students. It’s an opportunity for students to stay on their current visa and see a different part of the United States,” Whitehead says.

GLOBAL OPERATIONS STREAMLINE ENGAGEMENT ABROAD. As one of the pillars of Pitt’s new global strategic plan, Global Operations covers anything related to inbound or outbound international travel. Denise McCloskey, UCIS executive associate director, and Mark Weixel, director of informatics, have been spearheading these efforts for many years. Ian McLaughlin was recently hired as Pitt’s global operations manager. Faculty and staff can, for instance, go to the global operations website to find out everything they need to know about travel insurance and risk management. “All of these platforms are in direct response to faculty and staff who have been telling us that they wanted to increase their international global engagements. There were way too many barriers or hurdles that they had to overcome in order to do that, and so UCIS developed this global operations support concept,” Torres says.



AWARDS

SENATOR PAUL SIMON

SPOTLIGHT

The selection committee for *Internationalizing the Campus 2017* recognized three institutions for their outstanding accomplishments in specific areas of internationalization: Spelman College, Texas Christian University, and the University of North Texas.



Spelman College Arch

Photo credit: Spelman College.

Spelman College

Going Global at Spelman College

In 1888, Nora Antonio Gordon, a graduate of Spelman Seminary in Atlanta, traveled to the Congo as a teacher and missionary at a time when few African American women had access to educational opportunities. She was the first in a long line of Spelman women to go abroad, followed by other alumnae such as Flora Zeto.

Zeto, who was a Congolese orphan brought to the United States when she was 5 years of age by another Spelman alumna, returned to the continent of her birth after graduating in 1915 from Spelman Seminary, which became Spelman College nearly a decade later.

The legacy of these first Spelman students to go abroad was commemorated in the naming of the Gordon-Zeto Center, which was established in 2011 with a philanthropic investment of \$17 million to oversee all international initiatives on campus. One of the center's primary aims is to send Spelman women abroad with the mission to "engage the many cultures of the world."

"The combined name Gordon-Zeto is meant to reflect the spirit of sending Spelman students abroad and receiving students from around the world," says Associate Provost for Global Education Dimeji Togunde, PhD, who oversees Spelman internationalization.

LEVERAGING ACCREDITATION TO PROMOTE GLOBAL LEARNING

The Gordon-Zeto Center was established as part of the implementation of "Spelman Going Global: Developing Intercultural Competence," a quality enhancement plan (QEP) adopted in 2009 during a reaccreditation process for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

SACSCOC requires all institutions to develop a QEP that addresses a specific topic related to enhancing student learning. After working with departments

across campus, the accreditation committee decided to focus on global issues. The main aim of the QEP was to increase the number of Spelman students who have access to global learning experiences.

As one of the 100 Historically Black Colleges and Universities (HBCUs) in the United States, Spelman plays a unique role in creating study abroad opportunities for students of color. "We wanted to make sure that we are breaking down the barriers that tend to prevent



Mary Schmidt Campbell, president, Spelman College.

Photo credit: Spelman College.



Photo credit: Spelman College.

Spelman College students on the Oval.

African American students from having a global experience. The QEP became a deliberate strategy to include underrepresented groups, especially those who are on Pell grants, first-generation college students, as well as those who are in the STEM disciplines,” Togunde says.

According to the 2016 *Open Doors* report published by IIE, African Americans made up only 5.6 percent of U.S. college students who participated in education abroad programs in 2014–2015. At the same time, the National Center for Education Statistics’s (NCES) Digest of Education Statistics, 2015, reports African Americans make up 14 percent of the overall college population.

During that same period, 20 percent of Spelman’s 2,100 students went abroad. Since the QEP was launched, the number of Spelman students going abroad has grown from 218 in 2011–2012 to 402 in 2015–2016, an overall increase of more than 80 percent.

Spelman has been able to boost its study abroad participation by increasing scholarship support, developing more exchange partnerships, and increasing the number of faculty-led programs abroad.



Photo credit: Spelman College.

LEFT TO RIGHT

Andrea Lewis, Spelman Cuba Study Abroad, assistant professor, and chair, Department of Education, Spelman College.

Kai McCormack, director, G-STEM, and associate professor of psychology.

CREATING A CULTURE OF STUDY ABROAD

The college has also attempted to foster a culture of study abroad that extends to students' families. When Margery Ganz, PhD, director of study abroad and international exchange, arrived on campus in 1981, Spelman only sent two students abroad per year.

Part of her job has been reaching out to families about the benefits of global experiences. "Sometimes you have to work really hard to convince parents to give up their daughter for a semester. We have found that the majority of our parents don't have passports, and they're nervous about sending their daughters off," Ganz explains.

Spelman has been actively promoting the message that study abroad is an integral part of the Spelman experience through first-year orientations that involve study abroad returnees who can speak to the benefits of their own global experience.

Spelman has also partnered with the Council on International Educational Exchange (CIEE) to develop CIEE-Spelman Intercultural Engagement Programs, which allow 180 students to participate annually in two-week programs in six international cities. Participants also receive partial scholarships that help offset their travel costs.

Lizette Terry is a recent graduate who participated in a two-week CIEE program in Santo Domingo, Dominican Republic, as a first-year student.

"While in Santo Domingo, we studied everything from the culture, language, and history of the city, to the arts! Although the program was relatively shorter than

many of the other study abroad programs, its short, but intense, nature kept us constantly engaged and immersed. We visited historic sugar mills in the north, and ports that once served as sites for major international trade," says Terry.

She says that studying abroad early in her college career encouraged self-exploration, leading her to eventually switch her major to women's studies with a concentration in visual studies: "It was because of my experience in the Dominican Republic that I was able to find my true passion for storytelling...International exposure at the onset of my Spelman journey also allowed me to understand and explore the true meanings of becoming a global citizen."

RESEARCH OPPORTUNITIES ABROAD FOR STEM MAJORS

As one of the top minority-serving institutions awarding degrees in science, engineering, technology, and math (STEM), Spelman has also focused on creating opportunities for STEM majors. Students in these fields often face the additional challenge of curricular rigidity when deciding whether or not to study abroad.

The Enhancing Global Research and Education in STEM (G-STEM) program, which is supported by grants from the National Science Foundation (NSF) and the U.S. Department of Education Title III program, provides funding for STEM students to do research abroad.

According to G-STEM director Kai McCormack, PhD, 105 students participated in the program between 2011 and 2017. Students are paired with faculty mentors who work with them in preparation for their time abroad. While students are abroad, they are in weekly



Photo credit: Spelman College.

LEFT TO RIGHT

Dimeji Togunde, associate provost for global education and professor of international studies.

Margery Ganz, director, Office of Study Abroad and International Exchange, and professor of history.

Kathleen Phillips, director of cultural orientation and associate professor of history.



Photo credit: Spelman College.

Student and Cubans in native dress during faculty-led study trip to Havana, Cuba, in December 2015.

contact with their faculty mentors. Spelman also funds travel for faculty who want to visit their mentees at their research sites.

McCormack says nearly half of the students who participate in G-STEM have continued to work or pursue graduate studies in the STEM fields, which is an important factor for receiving NSF funding. “It’s been exciting to not only develop international opportunities for them, but also help them really blend their passion for science and research into that same experience,” she says.

MEASURING STUDENTS’ INTERCULTURAL COMPETENCE THROUGH LEARNING OUTCOMES

An important aspect of the QEP has been measuring the growth of students’ intercultural competence. To do this, Spelman faculty identified two learning outcomes for study abroad participants: 1) identify differences and commonalities of two world societies; and 2)

develop a personal definition of cultural engagement that reflects openness to cultural difference.

All students going abroad must register for Study-Travel Seminar (STS 100), a one-credit orientation class. The two learning objectives are embedded into the coursework and aim to connect the curriculum with students’ international experiences. In addition to learning about their destinations, students become much more aware of their own culture and identity through pre- and postsurveys and reflection activities.

“We talk about how they enter another culture, given their own identities and our institutional identity as a historically black women’s college,” says Kathleen Phillip Lewis, PhD, history professor and director of cultural orientation.

Morgan Robinson, who recently graduated with a history degree, first studied abroad in the Netherlands. “During that course, we researched our destination

in order to learn basic things about Amsterdam’s history, government, economy, and cultural norms. We also had the space to discuss our feelings and possible concerns about traveling abroad as black women and discuss ways to navigate any encounters and questions we may get while abroad,” says Robinson.

Students like Terry and Robinson are an example of the Gordon-Zeto Center’s success at achieving its mission to encourage Spelman women to engage the many cultures of the world. Terry, who will spend next year in Thailand teaching English, says her international experience has taught her to be a global leader.

“Those unique experiences in and outside of the classroom taught me how to be open-minded, a critical thinker, and how to see life through a new hue—which are all essential to establishing race relations in our global community. With a new perspective I was able to examine differences and similarities between [the] cultures of the African diaspora. Looking back as a graduating senior, all of these learned values and skills are what made me the fervent Spelman activist and leader I am today.”



Lizette Terry and her peers during a study abroad trip to Santo Domingo, Dominican Republic.



Twenty-two Spelman College students in the Health Careers Program spent two weeks studying health issues in Trinidad and Tobago from May 2017 to June 2017.



View looking west from Frog Fountain toward the Brown Lupton Student Center and the Commons.

Photo credit: Texas Christian University.

Texas Christian University

Texas Christian University Promotes Global Stewardship With TCU Rhino Initiative

In 2015 a South African white rhino named Hope made headlines around the world after surviving a brutal attack by poachers who hacked off her horn. Rhino conservationist Will Fowlds was one of the team of wildlife veterinarians charged with the animal's care.

Through Fowlds's connection with Texas Christian University (TCU), several TCU students had the opportunity to watch a procedure that attempted to restore Hope's facial plate during a study abroad program to South Africa. Environmental studies master's student Jimmy Greene, who participated in the program as an undergraduate, was present during Hope's facial reconstruction surgery.

"Students were able to closely watch the procedure and be educated on efforts that wildlife veterinarians are taking to save poached rhinos. While viewing the surgery, I was asked by one of the veterinarians to assist with her IV bag. For the remainder of the surgery I was close to Hope and able to see the devastating impact of human greed on wildlife," he says.

Global demand for rhino horn has led to increased poaching of these gentle giants in recent years. Although there has been a ban on the international rhino horn trade since 1977, a belief in the rhino horn's curative power has fueled a lucrative black market in countries such as Vietnam and China. Seventy-five percent of the world's rhinos currently live in South Africa, after being wiped out in many other parts of Africa.

"Rhino are one of many species threatened by extinction due to the global illegal wildlife trade...While the purchasing of these products is often naive and innocent, the implications are brutal, painful, and tragic for both animals and humans in places like Africa," Fowlds says.

PROMOTING GLOBAL INNOVATION

Fowlds's relationship with TCU came about when professor Mike Slattery, PhD, director of the Institute for Environmental Studies, applied for a \$25,000 grant through the TCU Global Innovators program. The grant brought Fowlds to the TCU campus in Fort Worth, Texas, and provided seed funding for longer-term



Mike Slattery, leader of the TCU rhino initiative.

Photo credit: Texas Christian University.



Photo credit: Texas Christian University.

Basketball star Brandon Parrish (left) and Nguyen Le prepare a white rhino for the dehorning procedure. Parrish and Tu Huynh administer vitamin and antibiotic shots while wildlife vet Will Fowlds looks on.

collaboration, which eventually became the TCU Rhino Initiative. The initiative focuses on four key areas: 1) rhino rescue; 2) rhino education/awareness; 3) demand reduction; and 4) community development.

The Global Innovators grant is part of TCU’s quality enhancement plan (QEP), “Discovering Global Citizenship,” for reaccreditation through the Southern Association of Colleges and Schools (SACS). “The idea is to increase our university’s engagement with developing countries,” says James English, grant co-chair and international student adviser.

TCU awards one grant every semester to a faculty member who collaborates with an innovator abroad on projects that advance the innovator’s work on a critical global issue.

“It’s been amazing partnering these groundbreaking individuals with our faculty. We’re doing everything from combating human trafficking in India and

conserving rhinos in South Africa to advancing disability rights in Haiti and working with indigenous artists in Panama,” English says.

In addition to the innovators grant, Slattery has also been working to create study abroad scholarships to South Africa, as well as raise funds for the construction of the African Rhino Conservation Collaboration (ARCC), a facility at the Amakhala Game Reserve that will provide a physical space for future research collaboration.

CREATING A PLATFORM FOR AWARENESS

Fowlds first visited the TCU campus in 2014, where he gave a series of public lectures both on campus and in the Fort Worth community, and had the opportunity to interact with TCU students. Slattery then had the opportunity to visit Fowlds in South Africa, where they developed a field-based course, “Biodiversity and Human Development in South Africa.”

The next step was taking a group of students to South Africa to see the rhino crisis first hand. “We realized early on that, while we could provide logistical and financial support to the effort in South Africa from afar, the only way to make this initiative truly impactful was to get students into the field and then embed this into the curriculum,” says Slattery, who is himself a South African native.

In May 2015 the first group of 15 TCU students flew to South Africa. They first traveled to Johannesburg and Cape Town, where they learned about the social,



Photo credit: Texas Christian University.

Students on the TCU campus.

political, and historical contexts of South Africa. Then the group spent 10 days at the Amakhala Game Reserve in the Eastern Cape, where they were immersed in the reserve’s wildlife conservation efforts targeting rhinos and other endangered species. The itinerary included a wildebeest darting, a collaring of a white rhino mother and calf, several game drives, and Hope’s facial reconstruction surgery.

Environmental studies major Katie Smith, who graduated in May 2017, was part of the first group to travel to South Africa. Being able to see animals in the wild was one of the highlights of her trip. “We went on multiple game drives where we got to see wild animals interact in their natural habitats and there is honestly nothing like it. To be able to see these animals how they are supposed to be seen just constantly filled me with awe and wonder,” she says.

RAISING AWARENESS IN VIETNAM

Slattery took a second group of students to South Africa the next year. Because Vietnam is the major market for rhino horn, Slattery provided scholarships for two international students from the TCU Vietnamese Student Association to join the trip.

“I was already aware of the rhino crisis in Vietnam. However, I was not involved in any organizations or



Photo credit: Texas Christian University.

An overhead view of TCU’s campus looking northeast toward downtown Fort Worth.

activities that called for a stop to rhino horn trade and consumption. Dr. Slattery said coming on this ‘rhino trip’ would give me a whole lot more credibility to influence people, so I went,” says senior biology major Tu Huynh.

She says she has always been passionate about the environment, but the trip taught her how she can help raise awareness. “Watching people in South Africa putting so many efforts in wildlife conservation and seeing how Dr. Slattery strives every day to serve both his countries of citizenship, South Africa in wildlife conservation and the United States in education, I was inspired and realized what my dream is. I want to do something like what Dr. Slattery did. I want to come back and change the situation on environmental conservation in Vietnam,” Huynh says.

Another Vietnamese student who traveled to South Africa, Nguyen Le, says she was unaware about the crisis until she took a class with Slattery. “My family used to own a rhino horn, and I had never known that

there was a misconception with the medical use of the horn,” she says.

The two students, along with their classmates, were able to watch a dehorning procedure of five rhinos. During the dehorning process, veterinarians remove the horn while the animal is sedated with the goal of making them less desirable targets for poaching. The horns are made of keratin, the same substance as human fingernails, and will eventually grow back.

ReillyJo Cavanaugh was another TCU student who witnessed the dehorning procedure. “This creature is so magnificent but vulnerable all at the same time. This species is experiencing unnecessary suffering because of human greed. The flinching of the rhino, the sound of the chainsaw, and the confusion once the rhino woke were all uncomfortable [experiences for me] and inside all I felt was anger,” she says.

GLOBAL EFFORTS ARE NEEDED

Huynh, Le, and Cavanaugh have all been involved in awareness- and fund-raising activities since they returned home. The Vietnamese Student Association organized Born with Horn, an exhibit on the rhino crisis, and all three students helped plan the Rhino Run, a charity race that raised nearly \$5,000 for rhino conservation.

Slattery also offers a one-credit class the semester following the trip to give students an opportunity to design a project that requires “sustained engagement” with the issue. Several students have produced awareness-raising videos, and a graphic design student created an art exhibition with photos and illustrations from her trip.

“It’s the greatest joy I’ve ever experienced in 25 years of teaching, watching these young people in the field, when they get their hands on, not just a rhino but any of these animals. I know that I never have to worry about turning any of them into an advocate, because they already are by the time they come back from the trip,” Slattery says.



Photo credit: Texas Christian University.

Mike Slattery with a black rhino in the Eastern Cape of South Africa. This rhino was darted to take DNA samples for the national database.



Photo credit: Texas Christian University.

Mike Slattery (left) and Will Fowlds (right) with a white rhino darted for DNA sampling and to replace a telemetry collar.

Fowlds says his ongoing relationship with TCU has been important to his own work because it will take a global effort to solve the rhino crisis:

“The value of forming strong relationships with institutions that can help broaden our global reach and explore improved educational and awareness mechanisms...is something of enormous value. Not only has it been inspiring for us to know that there are people on the other side of the planet that care, but the ongoing commitment to find effective ways to help is...growing into something very meaningful and exciting.”

English and Slattery are equally enthusiastic about Fowlds’s collaboration with TCU through the Global Innovation Grant. “Dr. Fowlds has been a phenomenal partner in the Global Innovators Initiative,” English says.

Slattery adds that from the beginning the Rhino Initiative needed to go beyond the TCU campus, and even beyond South Africa. They hope to be able to eventually extend the program to Vietnam. “The TCU Rhino Initiative needed to have several components that addressed the various components of the Rhino crisis. It’s a very complex international issue related to global supply and demand,” he says.

“We’re raising awareness about what the Rhino crisis is, and how people here in Fort Worth can help. Rhino rescue and rehabilitation is one component of that, and so is demand reduction in Vietnam, as is uplifting the local community in South Africa.”



Sycamore Hall, University of North Texas

Photo credit: University of North Texas.

University of North Texas

University of North Texas Builds Cultural Bridges Through the Heart of Mexico

Hearth of Mexico tells the stories of Raúl Borges, a young father in Tunkás, Mexico, struggling with the decision of whether to immigrate to the United States for work, and José Madero Pech, another father in the same village who returned home to meet his 9-year-old daughter for the first time. The authors of these two men’s stories are not professional writers, however. They are students in the Mayborn School of Journalism at the University of North Texas (UNT), located in Denton.

Since 2013 UNT has run an annual study abroad program in narrative journalism in collaboration with Universidad Autónoma del Estado de México (UAEM). “The program represents UNT’s commitment to campus internationalization and study abroad. Heart of Mexico is a wonderful example of the importance of internationalizing teaching and curriculum and providing students with study abroad programs that promote global learning and professional training,” says Amy Shenberger, interim vice provost for international affairs and director of study abroad.

Approximately 30 students, half from UNT and half from UAEM, spend a month in a rural community in Mexico working in interdisciplinary teams to capture the stories of local residents. The program is set up as a field school, where students are expected to report, edit, and produce their own full-length feature stories, essays, videos, and photos that are published online at heartofmexicostories.com.

Many program alumni have gone on to have successful careers in journalism. “The experience of being dropped in the field and asked to find the story is so invaluable when you are trying to get a job as a reporter,” says Sam Guzman, who participated in the program as a UNT graduate student and later came back as a professional mentor.

Guzman is currently an associate producer at KERA, the Dallas affiliate of National Public Radio (NPR).

EXPLORING CULTURAL CONNECTIONS BETWEEN TEXAS AND MEXICO

Program director and journalism professor Thorne Anderson says the program was born out of a desire



Photo credit Thorne Anderson.

Program director and journalism professor Thorne Anderson.



Photo credit: James Coreas.

Karina Roldan, a student from the Autonomous University of the State of Mexico (UAEM), chats with her story subjects during the course of her reporting for the Heart of Mexico project.

to explore the close cultural connections between Texas and Mexico. “Our university has a diverse student body that’s drawn largely from North Texas, which is upwards of 40 percent Hispanic. Our students have family on both sides of the border,” he says.

In 2012 Anderson and his colleague George Getschow received seed funding to travel to Mexico to explore collaborative projects with long-time partner UAEM. In Mexico, Anderson was able to reconnect with UAEM communications professor Lenin Martell, whom he had previously met at a conference at UNT. The next year, they took the first group of students to Tenancingo and Malinalco, in the state of Mexico.

Anderson says that the key to the program’s success has been having committed people on both sides: “You need to have an equal partner in developing the program, and for me, that partner is Lenin. I really need his local expertise, because working in a place like Mexico, there are a lot of logistical and other kinds of problems that can come up.”

“Lenin and I also share a deep commitment to each other’s students and to collaborative storytelling as a means of exploration and understanding.”

After receiving initial seed funding from the UNT grant, the program has sustained itself primarily through tuition. The program has also received support from partners such as the *Dallas Morning News*, who allowed its journalists time off to teach in the program. Many of its professional mentors also volunteer and cover their own travel expenses. In addition, the HoM website has attracted donors who contributed scholarships for individual students from both UNT and UAEM.

AN INTERDISCIPLINARY, INTERCULTURAL APPROACH TO STORYTELLING

In 2016 the program ran for the fourth time. During the first week, students participate in an intensive training period that includes lectures from Martell on the historical, social, and political contexts of Mexico.

In addition to UNT and UAEM faculty, the program draws on the expertise of professional journalists working at the *Dallas Morning News* who serve as instructors during the four-week program. Students are also exposed to social science research on the topics that they are covering, such as migration.

Anderson also introduces students to narrative storytelling techniques and gives them opportunities to hone their reporting skills by doing short interviews and immersive observations, which might later form the basis of the longer pieces they eventually produce.

In the last three weeks, students work in interdisciplinary teams to produce narrative articles, photography, and videos, all of which are published on a bilingual web platform.

Anderson and Martell intentionally built the program to be interdisciplinary. “We set it up as the journalistic version of an archeological dig, where you embrace people with various expertise who all come together to work on a common project. That’s kind of how we structured this, but our outcome is narrative storytelling. We bring together videographers, photographers, writers, translators, and ethnographers,” Anderson explains.

Guzman says that all students, regardless of discipline, receive the same training. “We need to get an understanding of how the others would approach the story. For example, translations for video might be much different than translations for a written story,” she says.

She adds that the intercultural nature of the teams also “creates much more dynamic storytelling” as the Mexican and U.S. students often approach a story from different perspectives.

Greta Díaz, a UAEM student who participated in 2014, learned about her own country as a program participant. “Sometimes we are not aware of our cultures or surroundings, but explaining things to [the] UNT students also makes you wonder about why things are that way, or makes you realize new things about your own...country,” she says.

The program also challenges many U.S. students’ preconceptions about Mexico. “I think stories about Mexico tend to be the same stories told over and over again. What’s so great about the Heart of Mexico is that it takes you to places you don’t usually get to. Our stories are not just about drugs or violence, they are about culture and people.... Ultimately, that’s why I got into journalism,” says Guzman.



Photo credit: Manifer Herrera Urbina.

Mayborn School of Journalism sends UNT students to Mexico every year.

In addition, the program has touched the lives of the people whose stories the students are telling. At the end of each trip to Mexico, the faculty and students make a public presentation in the communities where the work was produced. Subjects of the stories are invited to attend and are often excited to see the final results of the project.

One particular story about the efforts of Paloma Méndez, a resident of Malinalco, Mexico, to save stray street dogs also caught the attention of a woman in the United States. That U.S. donor has subsequently made five separate contributions to support Mendez' dog rescue efforts.

In another case, Karla Serrano, a shopkeeper in Tenancingo, was interviewed for a students' reporting assignment in 2013. After the interview she began asking questions about the program, and the team learned she was planning to enroll in communication studies at UAEM. Two years later, Karla participated in Heart of Mexico as a writer and then became an assistant to Martell.

EXPLORING SYNERGIES BETWEEN NARRATIVE JOURNALISM AND SOCIAL SCIENCES

Since its beginning, the program has gradually expanded its interdisciplinary reach by exploring the synergies between narrative journalism and social sciences. In 2015, Pedro Lewin Fischer, PhD, an anthropologist at Mexico's National Institute for Anthropology and History in Yucatán, joined Heart of Mexico as a faculty member. The next year, the initiative expanded the student teams to include anthropology students Fischer recruited from the Universidad Autónoma de Yucatán (UADY).

"I wanted a program where ethnography and social science research could better inform journalism, while journalistic storytelling techniques could enliven social science and ethnography," says Anderson.

Martell adds that incorporating social science research into journalism "gives more precision and context to the stories. We can give a more compelling story to the public and contribute to creating new conversations in the public sphere."



Photo credit: James Coreas.

In 2015, Heart of Mexico visited Tunkás, a town on the Yucatán Peninsula of Mexico.

Fischer has spent more than 15 years studying the emotional and psychological impact of migration on the indigenous Mayan population in Yucatán. “Migration is an invisible issue in the public policy arena in Mexico and in Yucatán,” he explains.

He says that ethnography and narrative journalism are similar in the way that they put people at the center of their research and intend to “make visible social phenomena that are usually hidden.”

He says his collaboration with Heart of Mexico has helped make his ethnographic research on migration available to a wider public. “Anthropologists normally write books or read papers at conferences, so it’s always a very narrow audience—usually other anthropologists who already know the issues,” he says.

“By [working with journalists], we are also shortening the distance between what we do and the potential reader or viewer. This whole thing has to do with creating new forms of knowledge and communication, because through a video, through photography, through an essay, you have different ways of accessing an issue,” Fischer says.

CREATING A CROSS-BORDER COMMUNITY

Martell and Anderson both say their own professional work has benefited from the program. “When you are a journalist but then you go into teaching, you kind of miss the everyday adrenaline. But now I’m teaching this program in narrative journalism and it’s given a new dimension to my work,” Martell says.

“We really wanted this to be something that was challenging for faculty members and made us learn and grow as well. I think it has been valuable for the students to see us putting ourselves on the line as well,” Anderson adds.

A strong sense of community—both personal and professional—has also developed among faculty and students. “The students have developed lasting relationships with each other. They travel back and forth and visit each other during holidays, and have attended each other’s weddings,” Anderson says.



Heart of Mexico program logo.

The program’s name captures much of the spirit that Anderson and Martell have tried to foster. “We didn’t have a name for the program the first year. We called it the Literary Multimedia Storytelling Program or something like that. It was very cumbersome. We had brainstorming sessions with the students. The word ‘heart’ kept coming up, meaning that we wanted to get to the heart of people’s stories and we wanted these stories to touch people’s hearts,” he says.

“And ultimately, what we want to provide students with is an experience that changes them, that gives them bigger minds and bigger hearts.”



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