

Conference Program

AAC&U Virtual Conference

Global Learning Reimagined

October 7-9, 2021





*Association
of American
Colleges and
Universities*

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Welcome to the 2021 AAC&U Conference on Global Learning!

It has been a year since we last met, and we have continued to persist through the global health pandemic and the global reckoning on racial justice. This year we come with greater confidence in our responses to both challenges, as we have learned a great deal over the past year to ensure more equitable access to these experiences.

As global learning educators have reconsidered and revised past practices to meet this moment, we have created transformative institutional innovations in programs and activities for students, faculty, and staff. So, as we come together to reimagine global learning, let's use this space to share what we have learned to ensure global learning is connected to multiple facets of work, life, and citizenship and is embedded in experiences for all students. This moment has also affirmed the importance of developing deep, ethical engagement with community partners in local and international settings, especially when on-site experiences may not be possible. As the conference program reflects, reimagined global learning is more intentional and inclusive with greater collaboration with colleagues in diversity, equity, and inclusion.

We are pleased that the virtual format offers greater conference participation and includes more voices from across the world. Hearing these diverse voices will inspire, challenge, and push our thinking and practices. The conference structure provides a variety of ways to engage. The opening and closing plenary speakers will offer thought-provoking perspectives with time for Q&A, the concurrent sessions will have a range of types of interaction, the affinity group discussions will provide spaces for free-flowing conversations, and the poster sessions will facilitate small-group interaction. We encourage you to engage with the content and each other to reconnect and reinforce our community that is dedicated to equitable global learning.

We thank you for taking the time to join us for these important conversations.

A handwritten signature in blue ink that reads "Dawn Michele Whitehead". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Dawn Michele Whitehead
Vice President, Office of Global Citizenship for Campus, Community, and Careers
AAC&U

SCHEDULE AT A GLANCE

All times are Eastern Time

WEDNESDAY, OCTOBER 6

2:00–4:00 p.m. Pre-Conference Workshops*

THURSDAY, OCTOBER 7

11:45 a.m.–12:30 p.m. AAC&U Newcomers Session

1:00–2:00 p.m. Conference Welcome and Opening Plenary
*Conference Welcome: Dawn Michele Whitehead, Vice President,
Office of Global Citizenship for Campus, Community and
Careers—AAC&U*

Opening Remarks: Lynn Pasquerella, President—AAC&U

Reimagining Global Learning

Lynn Pasquerella, President—AAC&U

*Joanna Regulska, Vice Provost and Dean, Global Affairs, and
Professor of Gender, Sexuality, and Women's Studies—
University of California–Davis*

*Felix Germain, Associate Professor, Department of Africana
Studies—University of Pittsburgh*

*Paul Joseph López Oro, Assistant Professor of Africana Studies—
Smith College*

2:15–3:15 p.m. Concurrent Sessions

3:30–4:30 p.m. Concurrent Sessions

4:45–5:45 p.m. Poster Sessions

FRIDAY, OCTOBER 8

11:00 a.m.–12:00 p.m.	Concurrent Sessions
12:15–1:15 p.m.	Concurrent Sessions
1:15–2:15 p.m.	Break
2:15–3:30 p.m.	Concurrent Workshop Sessions
3:45–4:45 p.m.	Concurrent Sessions
5:00–5:45 p.m.	Affinity Group Discussions

SATURDAY, OCTOBER 9

11:00 a.m.–12:15 p.m.	Concurrent Workshop Sessions
12:30–1:30 p.m.	Concurrent Sessions
1:45–2:45 p.m.	<u>Closing Plenary</u> Global Perspectives on Reimagined Global Learning <i>Dawn Michele Whitehead, Vice President, Office of Global Citizenship for Campus, Community, and Careers—AAC&U</i> <i>Vanessa Andreotti, Professor, Canada Research Chair—University of British Columbia</i> <i>Candace Moore, Associate Clinical Professor and Faculty Director—University of Maryland, College Park</i>

*Separate Fee and Registration Required

CONFERENCE PLANNING COMMITTEE

AAC&U thanks the following individuals for their time and expertise in helping to develop the conference themes and program.

Bentley University

Annmarie Kent-Willette
Executive Director of Global Teaching and Learning, Chair of Communications

College of the Holy Cross

Rosa Elena Carrasquillo
Professor, History Department, Latin America and Latino Studies

Elon University

Olivia Choplin
Associate Professor of French, Department of World Languages and Cultures

Phillip Motley
Associate Professor of Communication Design

Maureen Vandermaas-Peeler
Director of the Center for Research on Global Engagement and Professor of Psychology

Florida International University

Alok Deoraj
Associate Teaching Professor, Department of Environmental Health Sciences

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Paloma Rodriguez
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Scott Riggs
Director of Global Engagement

University of Minnesota

Dominic Travis
*Associate Professor, College of Veterinary
Medicine*

Xavier University of Louisiana

Richard Peters
Faculty Director of Core Curriculum

**Association of American Colleges and
Universities**

Dawn Michele Whitehead
*Vice President, Office of Global Citizenship for
Campus, Community, and Careers*

UPCOMING AAC&U CONFERENCES

Transforming STEM Higher Education
November 4–6, 2021

Annual Meeting
January 19–21 2022

General Education, Pedagogy, and Assessment
February 10–12, 2022

Diversity, Equity, and Student Success
March 17–19, 2022

ABOUT THE PROGRAM

The program of events below lists all conference sessions. Information about the conference can be found on the [AAC&U website](#).

CONFERENCE THEMES

- [Alignment of Global Learning with Diversity, Equity, and Inclusion Efforts](#)
- [Career Readiness: What's Global Learning Got to Do with It?](#)
- [Civic Engagement in Global Contexts](#)
- [Equitable Digital Global Learning](#)
- [Global Learning for All](#)
- [Global Learning and High-Impact Practices](#)

SESSION FORMATS

Dialogues for Learning (60 minutes) provide time for colleagues to examine topics through the iterative sharing of expertise and experiences. They provide an opportunity to work through issues, ideas, and challenges from multiple perspectives, engage in problem solving, and explore new ideas.

Innovation/Ideation Sessions (15 minutes) feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Pecha Kucha (“chit chat” in Japanese, 60 minutes) is a combination of visual and oral presentation organized to convey a creative endeavor, research finding, or other interesting activity related to a particular conference theme. A Pecha Kucha presentation, which consists of twenty slides each running for twenty seconds, is carefully orchestrated to articulate key elements featured in each slide. Three Pecha Kucha presentations will be combined with thirty minutes of discussion time to create one sixty-minute session.

Poster Sessions (60 minutes) are organized around visual displays of research, models, and materials. A poster session provides an opportunity for presenters to talk with attendees about how to apply findings to their own work.

Pre-Conference Workshops (120 minutes) are designed to guide participants as they develop plans of action for significant work at the level of the course, program, or institution. Presenters should provide resources and templates to help participants structure their planning. There will be opportunities for discussion and feedback.

Workshops (75 minutes) provide an interactive environment for conference attendees to bridge theory and practice and to deeply examine, explore, and/or experience relevant theories and implementation strategies in the context of real-world issues.

PROGRAM OF EVENTS

Wednesday, October 6

2:00–4:00 p.m. ET
Pre-Conference Workshops*

**Separate registration and fee required.*

Workshop 1: Virtual Global Learning: Bringing Collaborative Online International Learning to Your Campus

We strive to ensure that all our students have the opportunity to develop intercultural skills and global perspectives. Realistically, though, it can be hard to reach all students with traditional global engagement programming. Incorporating Collaborative Online International Learning (COIL) into courses across your institution allows students to have meaningful interactions with peers around the world as part of their coursework. The SUNY Office of Global Affairs and its COIL Center have been supporting collaborative, project-based virtual global engagement for more than fifteen years. This interactive workshop will provide an overview of COIL and its benefits to students, professors, and institutions. Participants can then select to discuss strategy for developing and growing COIL or take a deeper look at the process of developing a COIL collaboration as part of a course.

Presenters: **Hope Windle**, *Community Development Lead for SUNY COIL*, and **Sally Crimmins Villela**, *Associate Vice Chancellor for Global Affairs—both of the State University of New York (SUNY)*

Workshop 2: Integrating Global Learning and Diversity, Equity, and Inclusion

As institutions seek to make global learning more equitable and relevant for all students, there has been greater coordination and cooperation between institutional initiatives for global learning and diversity, equity, and inclusion (DEI). This workshop will provide participants with an opportunity to explore the possibilities for collaboration, coalition building, and developing opportunities for students to look at global learning from a lens that includes DEI framing.

Presenter: **Eduardo Contreras**, *Assistant Provost for International Education, Diversity, and Inclusion and Adjunct Assistant Professor—University of Portland*

Workshop 3: Cultural and Racial Equity in Global Learning: JEDI Champions in Reimagined Global Learning

As higher education is being reimagined, global learning educators are reexamining the framing of global learning and international education. This session will provide participants with time and space to explore how the JEDI (Justice, Equity, Diversity, and Inclusion) framework can guide this reimagination. Through discussions and activities, participants will have opportunities to develop deepened approaches to cultural and racial equity in global learning from an institutional, program, and/or course perspective.

Presenter: **Keshia Abraham**, *Founder and President—The Abraham Consulting Agency*

Workshop 4: VALUEing Student Learning Outcomes Connected to Diversity, Equity, and Inclusion in Global Contexts

In order to be prepared for life, work, and citizenship, all students need to have experience engaging with individuals from backgrounds that differ from their own, and these experiences should be linked to learning outcomes. Student learning outcomes related to diversity, equity, and inclusion transcend disciplines and departments, and they should be integrated into global learning experiences. This workshop will help participants identify diversity, equity, and inclusion (DEI)–focused learning outcomes

and integrate them into global curricular and cocurricular activities. Using the Global Learning, Intercultural Knowledge and Competence, and Civic Engagement VALUE Rubrics, this workshop will provide space to explore DEI-focused learning outcomes for experiences in global contexts as well as activities to integrate them into your course, program, or experience on or off campus. Participants will leave with a better understanding of DEI-focused learning outcomes and specific action items to take back to their institutions.

Presenter: **Kate Drezek McConnell**, *Vice President for Curricular and Pedagogical Innovation and Executive Director of VALUE, Office of Curricular and Pedagogical Innovation—AAC&U*

Workshop 5: Counternormative Approaches to Assessing Impact in Global Learning

How do we live our values and build ethical, reciprocal partners in place-based global learning? How can university-community partnership build frameworks for authentic and inclusive assessment? And what does “impact” mean, anyway? By leveraging democratically engaged assessment, scholar-practitioner-educators can critically reflect on their assessment in ways that create more space for community voice and other ways of knowing. In this session, participants will learn about democratically engaged assessment, read and share vignettes of global learning assessment and evaluation, and work hands-on with planning tools to create a roadmap for democratically engaged assessment in their own global partnerships and programs.

Presenter: **Sarah Stanlick**, *Assistant Professor, Department of Integrated and Global Studies, Global School—Worcester Polytechnic Institute*

Workshop 6: Equity and Justice for All? Ethical Community-based Global Learning Begins with Questioning Our Good Intentions

Too often, community-based global learning experiences model practices that reinforce stereotypes, ignore ethical tensions, and leave inequities unexamined—with consequences for learners, educators, and above all, marginalized host communities. The practice of “questioning our good intentions” can challenge us to ask, when is community-based global learning miseducative? This workshop will highlight several promising experimental efforts to build capacity to facilitate and assess global community-based learning experiences that are grounded in an educational ethos that engages equity for students with that of host communities. Participants will have a hands-on opportunity to apply these tools to their own practice as well as to engage in dialogue with peers.

Presenters: **Mary F. Price**, *Director of Faculty Development, Indiana University—Purdue University Indianapolis (IUPUI) Center for Service and Learning*; **Stephanie Leslie**, *Director of Study Abroad, IUPUI Office of International Affairs*; and **Hilary Kahn**, *Associate Vice Chancellor for International Affairs—all of IUPUI*

Thursday, October 7

11:45 a.m.–12:30 p.m. ET
AAC&U Newcomers Session

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. Participants will learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, and integrative and global learning—provides a foundation for institutional and system transformation.

Presenters: **Lynn Pasquerella**, *President*; **Dawn Michele Whitehead**, *Vice President, Office of Global Citizenship for Campus, Community, and Careers*; **J. Lee Peters**, *Senior Director of Membership*; and **Brenda Fogg**, *Director of Membership—all of AAC&U*; and **Stephanie Doscher**, *Director, Office of Collaborative Online International—Florida International University*

1:00–2:00 p.m. ET
Conference Welcome and Opening Plenary

Reimagining Global Learning

The COVID-19 pandemic and the growing movement for racial justice have affirmed the interconnectedness of the local and the global as never before and have revealed the reality of global interdependence. To meet this moment and ensure students are prepared for future changes, this panel will explore the ways in which global learning is being reimagined to reflect the realities exposed during the global health pandemic and the global racial reckoning and to prepare students for work, life, and citizenship in connected world.

Presenters: **Lynn Pasquerella**, *President*, and **Dawn Michele Whitehead**, *Vice President, Office of Global Citizenship for Campus, Community, and Careers—both of AAC&U*; **Joanna Regulska**, *Vice Provost and Dean, Global Affairs, and Professor of Gender, Sexuality, and Women's Studies—University of California–Davis*; **Felix Germain**, *Associate Professor, Department of Africana Studies—University of Pittsburgh*; and **Paul Joseph López Oro**, *Assistant Professor of Africana Studies—Smith College*

2:15–3:15 p.m. ET
Concurrent Sessions

Innovation/Ideation Sessions 1

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Equitable Digital Global Learning

Brief but Spectacular: Short-Term Online International Exchanges with High Impact

This session will offer participants a model for brief, impactful online international exchanges that reduces many of the challenges that come with executing such projects. The model increases access to global learning despite disparate disciplines, time zones, and academic

schedules and can be adapted to myriad academic and international contexts. The use of FlipGrid technology allowed for fun and in-depth exchanges over a ten-day period. Participants in this session will engage in a micro-version of the assignment, have access to the components of the exchange assignment, and be able to explore how the model might fit their curricular needs.

Presenters: **Jann Purdy**, Professor—Pacific University; and **Stephanie Ginensky**, Lecturer—Kibbutzim College of Academic Studies

Global Learning and High-Impact Practices

Reinventing Short-Term Study Abroad Using a High Impact, Online CURE

This interactive presentation will describe the outcomes of a distinctive model that combines study abroad with embedded opportunities for undergraduate research in environmental sustainability. Students carried out an online, binational course-based undergraduate research experience (CURE) on water issues confronting the Danube River basin using real data and mentored by top scientists. The findings revealed that not only did students learn about sustainability per the United Nations Sustainable Development Goals but they also gained essential research skills, strengthened their advocacy abilities, and fostered cross-cultural competencies. The study suggests that blended high-impact practices have the potential to contribute to new, integrative learning outcomes.

Presenters: **Jacqueline S. McLaughlin**, Associate Professor of Biology—Penn State Lehigh Valley; and **Laura Cruz**, Associate Research Professor, Teaching and Learning Scholarship—Penn State

Global Learning and High-Impact Practices

Transitioning High-Impact Global Learning Experiences to Sustainable Remote Modalities

COVID-19 and the migration to online learning have presented unique challenges to many aspects of the undergraduate experience, reducing opportunities to participate in high-impact practices, including in-person study abroad, internships, summer research programs, and service/community-based learning. To mitigate some of these effects, Loyola Marymount University reimaged many of its global learning opportunities in a sustainable remote structure that made programs for students more accessible and inclusive. This session will describe transitioning existing programs online, including the analysis of student satisfaction and self-perceived changes in their intercultural knowledge, skills, and attitudes to thrive in a diverse, global, and multifaith workforce.

Presenters: **Roberta Espinoza**, Vice Provost for Global-Local Initiatives; **Kathleen Weaver**, Associate Provost for Research, Professional Development, and Online Learning; and **John T. Sebastian**, Vice President for Mission and Ministry—all of Loyola Marymount University (LMU)

Dialogues for Learning | Global Learning for All

Educating Students on the Applicability of a Global Learning Requirement

Carroll University has addressed the call for global learning for all by incorporating a focus on culture throughout the general education curriculum, including a required immersive experience in a culture different from the student's own. However, because the university has made this a requirement for all students, some view it as just another requirement to be fulfilled. So how do we reach some of our skeptical students and help them understand the powerful learning opportunity of global education and how it can be applied in their future careers?

Presenters: **Josie de Hartog**, Associate Dean for the College of Arts and Sciences, General Education, and **Megan Couch**, Director of Global Education—both of Carroll University

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

ePortfolios: Aligning Global Learning with Identity Development for Diverse Students

Learn how ePortfolios, a high-impact practice, can infuse and support the alignment of global learning with diversity, equity, and inclusion efforts. Building on insights from the presenters' expertise in career coaching, study abroad advising, and reflective pedagogy, attendees will be able to identify the relevance of ePortfolios in preparing students for the twenty-first-century workforce and also recognize the strength-based elements of ePortfolios that foster identity development for marginalized students. Participants will leave with tools and strategies they can adapt and integrate into their global learning efforts to support diverse students in articulating their strengths, value, and holistic selves.

Presenters: **Maria A. Selezneva**, Study Abroad Advisor; **Carly Vogelsang**, Coordinator, Office of Global Learning; and **Keira Simmonds**, Senior Assistant Director for Campus Initiatives—all of the University of Florida

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Hola! You Belong Here: Cultivating Culture and Engaging Vulnerable Populations

As educators, we passionately serve students. Developing systems that support navigating twenty-first-century pathways, and promoting purpose-driven communities that assure postsecondary success, is core to who we are. Whether we're bridging the digital divide, engaging underrepresented groups, or increasing social mobility, our roles are equally integral to the design and implementation of inclusive, student-centric programming. This live "compare and contrast" will showcase the efforts of two institutions that are advancing diversity, equity, and inclusion commitments through programming that engages America's most vulnerable populations while creating cultures of belonging.

Presenters: **Vanessa Whaley Rowley**, Portfolio Executive Leader, and **Juan M. Garcia**, Vice President, Client Development—both of CampusWorks Inc.; **Janelle Elias**, Interim Vice President, Strategy, Advancement, and National Division—Rio Salado College; and **Joel Berrien, Jr.**, Senior Director of Diversity and Inclusion—Buena Vista University

Dialogues for Learning | Civic Engagement in Global Contexts

Norway Peace Building Project: Global Learning Reimagined

The Nansen Center for Peace and Dialogue in Lillehammer, Norway, serves as a hub for peacebuilding work. This presentation will provide information about their methodology, the application of that process at Concordia College—Moorhead, and a chance for participants to be introduced to the experience of using the methodology. The presenters offer this model as a suggestion for reimagining sustainable global programs with lasting international partnerships that are deeply integrated into the curricular experience at the institution. This model for global learning helps meet the college's strategic goals for global, sustainable engagement and aligns with institutional diversity and inclusion goals.

Presenters: **Stephanie L. Ahlfeldt**, Associate Provost of the College; **Cindy Larson-Casselton**, Professor of Communication; **Tess Varner**, Assistant Professor of Philosophy; and **Chris Mortenson**, Assistant Professor of Art—all of Concordia College—Moorhead

Dialogues for Learning | Equitable Digital Global Learning

Piloting Virtual Global Experiences: Lessons Learned, Strategies for the Future

The expansion of digital global learning (DGL) is one of the positive outcomes of the COVID-19 pandemic, though it is often confronted with issues of inequity among participating students and institutions. In 2020, the University of Maine at Farmington received a grant from the US Department of Education to pilot courses with virtual global experience (VGE) modules, a form of Collaborative Online International Learning (COIL). This session will discuss equity issues associated with DGL, from access to technology to fluency in the contact language, and strategies that can be employed to address them.

Presenters: **Linda J. Beck**, *Associate Dean of Experiential and Global Education*; **Mary Dindorf**, *Instructional Designer*; **Carole K. Lee**, *Associate Professor*; and **Nicole C. Kellett**, *Associate Professor—all of the University of Maine at Farmington*

Dialogues for Learning | Equitable Digital Global Learning

Reimagining Digital Global Engagement in Community College and Beyond

In this session, three former Stanford Education Partnership for Internationalizing Curriculum (EPIC) Fellows will discuss how they successfully leveraged technology to create accessible digital learning resources and foster equitable and inclusive global learning. Faculty in communication, counseling, and history will share their projects and actionable strategies for promoting student engagement through the use of digital social annotation tools, foregrounding equity and developing global competencies through open educational resources (OER), and reimagining the role of digital pedagogies in expanding equitable and inclusive global education.

Presenters: **Danni Redding Lapuz**, *Interim Vice President of Instruction—Skyline College*; **Katherine Kuhns**, *Executive Director, Stanford Global Studies—Stanford University*; **Chris Cruz-Boone**, *Professor of Communication—Bakersfield College*; **Dave Dillon**, *Professor, Counselor, and Distance Education Coordinator—Grossmont College*; and **Edward Hashima**, *Professor of History—American River College*

Dialogues for Learning | Global Learning and High-Impact Practices

Reimagining Mentored Undergraduate Research in Global Contexts

The presenters invite attendees to join members of a think tank on mentored undergraduate research in global contexts (MURGC)—organized by AAC&U, Elon University, and the Forum on Education Abroad—for a dialogue on inclusion, global and intercultural learning outcomes, and gaps in knowledge through collaborative projects in undergraduate research. Guided by an equity-minded framework, the presenters will reimagine opportunities for undergraduate research with your feedback and contributions on a set of conceptual definitions and best practices that are under development.

Presenters: **Maureen Vandermaas-Peeler**, *Director of the Center for Research on Global Engagement and Professor of Psychology—Elon University*; **Dawn Michele Whitehead**, *Vice President, Office of Global Citizenship for Campus, Community, and Careers—AAC&U*; **Kate Patch**, *Senior International Officer—Grinnell College*; and **Susan Buck Sutton**, *Research Associate, Center on International Partnerships, Institute of International Education, and Kris Acheson-Clair*, *Director, CILMAR—Purdue University*

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Widening the Lens: Enhancing Diversity and Equity through Global Learning

This session will introduce participants to a case study of how a comprehensive and interdisciplinary global learning program became the main driver for a campus-wide and sustained equity and inclusion effort at a small liberal arts college. The presenters will detail how this approach integrates faculty, staff, and campus departments with third-party providers and local community-campus partnerships in

support of intentional and inclusive program design that significantly enhances access to global learning for traditionally underrepresented groups.

Presenters: **Gundolf Graml**, Associate Vice President and Dean for Curriculum and Strategic Initiatives; **Regine O. Jackson**, Assistant Vice President for Diversity, Equity, and Inclusion Initiatives and Associate Professor of Sociology and Africana Studies; and **Lucero Rodriguez**, Director of Diversity Education—all of Agnes Scott College

3:30–4:30 p.m. ET
Concurrent Sessions

Innovation/Ideation Sessions 2A

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Civic Engagement in Global Contexts

Atlanta Global Education and Research Collaborative: Universities as Global Citizens

Universities and colleges are anchor institutions. In this role, they should also be modeling global citizenship in their communities. To the extent that universities and colleges practice civic engagement on global issues, they rarely do so in a collective manner. A new model of multi-institutional civic engagement has been emerging in Atlanta: The Atlanta Global Research and Education Collaborative (AGREC), housed in Georgia Tech Atlanta Global Studies Center, provides unique opportunities for cross-institutional and multidisciplinary faculty/student teams from diverse institutions (science, technology, engineering, and math (STEM)–driven; public; private; Historically Black Colleges and Universities) to engage with global communities through education/research projects that emphasize social justice, equity, and diversity as well as the United Nations Sustainable Development Goals.

Presenters: **Sebnem Ozkan**, Associate Director, Atlanta Global Studies Center—Georgia Institute of Technology; **Anna W. Stenport**, Dean of the College of Liberal Arts—Rochester Institute of Technology; and **Phillip Wainwright**, Vice Provost, Office of Global Strategy and Initiatives—Emory University

Civic Engagement in Global Contexts

Cultural Understanding through Global Translation

Since September, the presenters have connected students from International Christian University Tokyo, Middlebury Institute of International Studies, and Middlebury College to translate primary source material regarding Japanese American internment into Japanese. The aim of this project is to expand the reach of this history to Japanese-speaking audiences and promote reflection on civic responsibility in our divisive times. The presenters will discuss how they have built community virtually and how they have been most effective in producing cross-cultural communication. The presenters hope that their work will offer a model for others who continue to make use of virtual tools in international projects to promote civic engagement.

Presenters: **Kenzo E. Okazaki**, Student, and **Kristen C. Mullins**, Assistant Director of the Center for Community Engagement, Intercultural and Global Programs—both of Middlebury College

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

The Transformative Power of Teaching Racial Equity: Global Learning Activated

Transformative social justice work paves the way to authentic global learning. By creating an engaged learning environment, a process of transformation is activated as learners pursue an expansive change in themselves, linked to contributing to the world. Teaching racial equity relies on developing agency through reflection and dialogue. The presenter will share findings and implications of a case study based on teaching racial equity in an international context, which uncovers pedagogical strategies effective in examining one's identity, beliefs, and ideals. The presenter will also share strategies for centering equity in the classroom and processes for building trust, deep reflection, and community, which emerged from this study

Presenter: **Maria Guajardo**, Professor—Soka University

Innovation/Ideation Sessions 2B

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Global Learning and High-Impact Practices

Student-Designed International Travel Experiences

Using examples from the Graham Innovation Scholars at York College of Pennsylvania, this session will highlight the benefits of having students design and implement their own global travel experiences. This approach integrates several high-impact practices and provides faculty with opportunities to learn from students how to create travel experiences that students desire. This process of having the students directly involved in all aspects of designing a global travel experience has been very successful in creating meaningful global learning opportunities that have led to collaborations and partnerships beyond this program.

Presenter: **David Fyfe**, Director of Global Learning—York College of Pennsylvania

Global Learning and High-Impact Practices

Students' Voices Revitalized as New Signifiers of Emotional Intelligence

Students and their professors will demonstrate an impressive exchange of dynamic, multicultural, diverse, and complex worlds in the global learning virtual classroom in which the importance of equality and inclusion are emphasized. They will show proof of their lively and inspiring collaboration on global issues such as migration, immigration, borders, and their personal challenges during the COVID-19 pandemic. This panel will show that these global learning outcomes enable students to lead and educators to facilitate in a new realm in which they unite and continue innovating and networking.

Presenters: **Olivera Stankovic**, Professor in Communication Studies—LaGuardia Community College; and **Sharmain van Blommestein**, Associate Professor—State University of New York at Potsdam

Equitable Digital Global Learning

Did the Teachers Pass the Test? Insight from Student Evaluations

Institutionally, the results of this project will inform best practices in the undergraduate program as well as improve advising for undergraduate students interested in public health and public health online learning. Pedagogically, this study contributes to a larger discussion on leveraging new technologies (like Zoom and learning management systems) to engage students in the social and academic exchange of new knowledge. The study tested several of these new modalities and can inform the larger discussion on what is the best way forward for student-centered learning, specifically online learning.

Presenter: **Meredith Gartin**, *Assistant Professor of Global Health—University of Alabama at Birmingham*

Dialogues for Learning | Career Readiness: What's Global Learning Got to Do With It?

A Nimble Approach to Career Readiness: Spotlight Virtual Study Abroad

The presenters will introduce the University of South Carolina's and Deakin University's innovative and timely focus on virtual education abroad. These programs explore a new modality for education abroad and import academic outcomes through experiential learning, prioritizing a holistic and rigorous experience for students while heavily relying on international partnerships. This presentation will highlight each university's virtual study abroad program to serve as a model for others. It will also provide time for participants to share their own experiences and will include guidelines for identifying possible global partners.

Presenters: **Lara C. Ducate**, *Faculty Executive Director, Center for Integrative and Experiential Learning*; **Karen Edwards**, *Interim Associate Dean and Senior Instructor*; **Sandy Strick**, *Associate Professor—all of the University of South Carolina—Columbia*; and **Tori Ellenberger**, *Director, North America at Deakin University—Deakin University*

Dialogues for Learning | Civic Engagement in Global Contexts

Creating and Sustaining Mutually Beneficial Global Partnerships through Interdisciplinary Collaborations

In this session, the presenters will both examine the existing scholarship on global partnerships and engage with participants in discussion about leveraging, nurturing, and developing existing international relationships to create mutually beneficial partnerships. Participants will learn about the presenters' ongoing work to develop an interdisciplinary and interprofessional network, and they will also engage in a mapping activity to plan for similar work at their institution.

Presenters: **James M. DeVita**, *Director of High Impact Pathways and Associate Professor of Higher Education*; **Lori Dugan**, *Lecturer*; **Angelena Vandenberg**, *Field Education Coordinator and Lecturer*; **Michael Wilhelm**, *Associate Provost of Global Partnerships and International Education*; **Stephanie Straughn**, *Program Manager for QENO*; and **Davonna Cohen**, *Office and Event Coordinator for QENO—all of the University of North Carolina Wilmington (UNCW)*

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

DACA and DATA: Understandings of Alignment in the Diversity, Equity, and Inclusion Gestalt

It is common to hear about our Deferred Action for Childhood Arrivals (DACA) and undocumented students by means of what we do not know and how that limits our actions toward greater understanding and support of these students. Tired of data (or lack thereof) being used as the prime

excuse for inaction? Does this inaction then lead to inequity for our DACA and undocumented students? Join this session to spend a little time talking about these common excuses, solutions for the “data problem” using constructed dialogue, and holistic solutions to serve and understand our DACA and undocumented students in equitable and intentional ways.

Presenters: **Helen-Margaret Nasser**, Director, Student Union and Intercultural Center, and **Jason M. Leggett**, Assistant Professor—both of Kingsborough Community College; and **James Hart**, Chairperson and Associate Professor—County College of Morris

Dialogues for Learning | Global Learning for All

Designing Plug and Play Modules for Virtual Global Exchange

Virtual Global Exchanges have come to the forefront at many institutions as they work to meet the demand for global learning. While the traditional model has a powerful impact on the students, the time investment makes scalability a challenge. In this session, the presenters will explore the creation of ready-made modules for faculty use in their existing syllabi. They will focus on a general education course that serves first- and second-year students from across multiple disciplines.

Presenters: **Rene Sanchez**, Assistant Director, Education Abroad, and **Wendy E. Baker**, USF World Campus Director, St. Petersburg—both of University of South Florida

Dialogues for Learning | Career Readiness: What’s Global Learning Got to Do With It?

Effective Use of Teamwork and Connecting Students Across the Globe

Even before the start of the COVID-19 pandemic, workers in various industries worldwide were gravitating toward new ways of working that require teamwork regardless of distance. To achieve success, graduates need certain “soft skills,” including effectively organizing and managing teams. This presentation will share an innovative teaching approach that incorporates using teams throughout the curriculum. Video conferencing technology is being used for student teams connectivity across the globe. Student project managers are put in charge and given the opportunity to manage their teams. After offering the new curriculum for several years, the “soft skills” development outcomes show promising results.

Presenters: **Harold R. Griffin**, Division Chair, Business Administration and Computer Technology, and Professor of Health Services Management—Brazosport College; and **Alla Adams**, Director, Masters in Healthcare Administration Program—Park University

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Ethically Restarting Study Abroad Focusing on Inclusion and Accessibility

This session will focus on two university examples of education abroad and diversity, equity, and inclusion initiatives that institutions can adopt to grow access to, and participation in, study abroad programs by underrepresented groups, with a focus on students of color. Successful strategies, such as the expansion to new modalities and core-curricular alignment, will be highlighted.

Presenters: **Carolina Robinson**, Director, Education Abroad—University of Alabama; and **Amanda C. Maurer**, Director, Education Abroad—University of South Florida

Pecha Kucha Sessions 1

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. Three Pecha Kucha sessions make up a one-hour session.

Moderator: **Scott Riggs**, *Director of Global Engagement—University of Michigan–Dearborn*

Global Learning and High-Impact Practices

Global Project-Based Learning in the First Year

As instructors, how can we instill in our students the importance of a global perspective, appreciation for difference, and appreciative inquiry early in their college experience? What strategies and techniques can we use to inspire students to embrace global citizenship ideals and infuse them into their academic careers? This session will provide a global learning framework for project-based learning (PBL) with first-year students. Participants will leave this session with inspiration and operational steps for integrating global PBL into the first-year experience.

Presenters: **Courtney Kurlanska**, *Assistant Teaching Professor*, and **Geoff D. Pfeifer**, *Associate Teaching Professor—both of Worcester Polytechnic Institute*

Presenters: **Sarah Stanlick**, *Assistant Professor and Director*, and **Derren Rosbach**, *Associate Teaching Professor—both of Worcester Polytechnic Institute*

Presenters: **Geoff D. Pfeifer**, *Associate Teaching Professor*, and **Courtney Kurlanska**, *Assistant Teaching Professor—both of Worcester Polytechnic Institute*

4:45–5:45 p.m. ET
Poster Sessions

Global Learning and High-Impact Practices

Academic Identity Building Activities Across STEM Disciplines

Students in diverse science, technology, engineering, and math (STEM) disciplines work together on global issues in STEM, fostering a sense of academic identity not obtainable when they work with students in similar disciplines. Guiding this work fosters enhanced awareness in students regarding their roles in society and within their major program.

Presenters: **Christopher Kvaal**, *Professor*, and **Mark Petzold**, *Professor—both of St. Cloud State University*

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Global Identity: A Cultural Geography of Virtual Space

This presentation will discuss a survey done from the presenter's courses on identity in the virtual-global classroom that will map the cultural geography of students' diverse experiences. The global-virtual space is seen through the architectural metaphor of a threshold. The Latin word *limen* means "a threshold." Arnold van Gennep, in his liminality theory, discusses the ritual of the shaping of identity where participants stand at the threshold between their previous and post constructions of identities. In this virtual threshold, students learned about their differences and constructed their identities by doing personal, group, and future identity charts of themselves.

Presenter: **Sharmain van Blommestein**, *Associate Professor—State University of New York at Potsdam*

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Lessons from Amazonian Shamanism for Socioecological Transformations

Shipibo and Kichwa healers of the Amazon revealed the necessity for the Western world to turn to the

Indigenous people and learn from the teachings for socioecological transformation they have received through their “curandero” practices. However, to date, the potential of “curanderismo” to address socioecological issues and to further research and praxis on environmental education remains largely unexplored. This presentation, based on qualitative interviews of Indigenous shamans and healers in Peru and Ecuador, will explore ways in which the healing spirituality of the Kichwa and Shipibo people can contribute to the re-envisioning of knowledge construction and transmission within learning environments, for socioecological transformations. This study also explores the ways, if any, in which Indigenous teachings and spirituality can be more equitably included within current educational settings.

Presenter: **Anne-Catherine Palud**, *Graduate Student in the Masters in Educational Leadership and Societal Change—Soka University of America*

Global Learning and High-Impact Practices

Migration and Detention: Themed Integration of Curricular and Cocurricular Learning

Goucher College is committed to a liberal arts education that foregrounds global learning and integration between curricular and cocurricular high-impact learning. Thematic threads unify courses across disciplines with volunteer experiences, study abroad options, and internship opportunities to encourage deep thinking and holistic learning. A sample thread—migration and detention—will provide an example of an integrated approach to engaging students in local/global questions that exercise critical thinking and encourage self-reflection in terms of positionality and invisible assumption. Threads may also lead to lifelong interests and potential careers.

Presenter: **Jennifer Bess**, *Associate Professor—Goucher College*

Civic Engagement in Global Contexts

Sustainable Aquaculture in Hong Kong

This presentation is about engaging students in global issues through a local case study about oyster farming in Hong Kong during the COVID-19 pandemic. The global issues include pollution, climate change, life underwater, decent work and economic growth, and responsible consumption. All in all, the presentation will address the relationship between humans and nature from a multidisciplinary perspective.

Presenters: **To Kam LAM**, *Lecturer*, and **Wing Sing LUI**, *Lecturer—both of The Chinese University of Hong Kong*

Global Learning and High-Impact Practices

Teaching a Community-Based Global Research Course During COVID-19: Lessons Learned

The COVID-19 pandemic created significant challenges for global learning experiences like short-term study abroad and field research courses, and instructors have had to adapt to travel restrictions, shrinking budgets, and increasing student hesitation. This poster will present an example of how a field research course at the University of Central Oklahoma, the history course Applied Research in London, was redesigned to offer the same global experience and maintain the undergraduate research learning objectives. The poster will present the lessons learned and how changes implemented during the pandemic can be incorporated into the course in the future to ensure greater access for all students.

Presenter: **Michael S. Springer**, *Professor of History and Director, Office of High-Impact Practices—University of Central Oklahoma*

Global Learning for All

Tools and Methods for Group Work in a Global Classroom

Many tools are available for global learning initiatives, and most are well documented. However, the choice of tools for collaboration among students living on different continents is problematic depending on group dynamics. Students are also too willing to use unsanctioned tools once they begin working. In addition, dependable methods for group collaboration exist, but these methods are fraught with difficulties owing to the variety of international students and their different skill sets. Instructors can arrange a global classroom experience in advance, but must adjust tools and methods—as well as their own expectations—in order to achieve a successful outcome.

Presenters: **William P. Helling**, Associate Program Director of Library and Information Science—Indiana University—Purdue University Indianapolis (IUPUI); and **Kasper Valtakari**, Senior Lecturer—Haaga-Helia UAS (University of Applied Sciences)

Career Readiness: What's Global Learning Got to Do With It?

Transformative Undergraduate Clinical Education: A Platform for Global Learning

The purpose of this presentation is to provide an innovative model of clinical education preparation of preprofessional speech-language pathology/audiology students using online teaching methods. The presentation will provide an overview of student engagement in the learning and implementation of skilled interventions using Blackboard, Zoom, Simucase, and Flipgrid Videos in designated clinical education courses. The presentation will also highlight how students translated learning to their clinical internship course that focused on telepractice interventions.

Presenters: **Deana McQuitty**, Associate Professor and Speech Program Director, and **Joy Kennedy**, Assistant Professor—both of North Carolina A&T State University (NCAT)

Global Learning for All

Use of Systems Thinking in Chemistry for Global Sustainability Learning

The presenter will share information regarding the recent implementation of a semester-long team-based project in an introductory chemistry course entitled Human Impact on the Nitrogen Cycle: Should We Be Worried? The project used a holistic systems thinking approach that provided students with the opportunity to develop higher-level thinking skills as they focused attention on the topic of global sustainability. Participants will be provided with details on how the project was organized and the outcomes of the subsequent team presentations. Discussions around implementation and revisions to the project for application in other courses will be encouraged.

Presenter: **Lisa B. Hibbard**, Professor of Chemistry—Spelman College

Friday, October 8

11:00 a.m.–12:00 p.m. ET
Concurrent Sessions

Innovation/Ideation Sessions 3A

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education

practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Global Learning for All

Adopting a Global Learning Approach: Delving into the Real World

In order to achieve the new goal and responsibility of creating global learners who are aware of today's global issues and concerns, educators worldwide can incorporate meaningful, authentic, thought-provoking, and engaging materials into the syllabus. The purpose of this presentation is to showcase ways of incorporating some of the seventeen United Nations Sustainable Development Goals into a pre-existing, semi-freshman curriculum that focuses on developing students' academic reading, writing, speaking, listening, and critical thinking skills.

Presenters: **Sanaa A. Makhoulf**, Senior II Instructor, and **Amani S. Demian**, Senior Instructor—both of The American University in Cairo

Global Learning and High-Impact Practices

Indigenizing the Master of Public Health Curriculum: Transformative Public Health Education for the Developing World

COVID-19 has exposed the systemic challenge for schools of public health globally to produce the skilled health professionals desperately required within our ill-equipped public health systems. Global Master of Public Health (MPH) programs require curriculum indigenization as well as radical health learning innovation to systematically develop the precise workforce capabilities that promote sustainable health outcomes and community well-being. Presenting the learning-design strategy for an Indigenous developing-world MPH as well as a specific Community Health-Management module, this session will demonstrate how socioculturally contextualized, holistic learning ecosystems featuring community-centric learning praxes, equip health professionals with the precise technical and management skills that bring public health impact to the developing world.

Presenter: **Mikhail I. Islam**, Learning Designer—Learning Design Studio

Career Readiness: What's Global Learning Got to Do With It?

How Do We Prepare the LGBT+ Hospitality/Tourism Global Professional?

The hospitality/tourism/event management (HTE) industry is a global powerhouse, providing economic and social benefits to communities and destinations through employment. LGBT+ HTE employees may face challenges entering the workforce that their heterosexual/straight counterparts do not face including discrimination, harassment, firing, and other societal challenges. The aim of this innovation/ideation session is to highlight how higher education programs prepare LGBT+ HTE current and future students to navigate the challenges of obtaining a career in the HTE industry. The session will discuss the challenges, triumphs, examples, and solutions HTE higher education programs can utilize to prepare students for careers in the HTE industry.

Presenter: **Eric Olson**, Department Chair—Metropolitan State University of Denver

Innovation/Ideation Sessions 3B

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education

practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Global Learning for All

Expanding Collaborative Online International Learning and Global Virtual Learning at Shenandoah University

This session will discuss how Shenandoah University (SU) has developed a global virtual learning program and is trying to scale Collaborative Online International Learning (COIL) across campus. SU plans to expand COIL across its campus by soliciting COIL fellows who will be the ambassadors of the program and help make global learning accessible to all. In particular, the session will detail how SU created a COIL workshop specific to its institution, marketed its COIL collaborations, and encouraged faculty to participate in the new initiative. Attention will be paid to how SU has incorporated external grant money within its programs.

Presenters: **Younus Mirza**, Director of Global Virtual Learning **Catherine Shiffman**, Chair of Education and Leadership (M O) u u O — of Shenandoah University

Equitable Digital Global Learning

Transition of an Immersive to Virtual Interdisciplinary Global Health Experience

Global learning environments with collaborations between international universities and nonprofit organizations can be successfully continued virtually. Proper planning and execution of a virtual global experience is key for a successful transition from immersive environments. An interdisciplinary approach is important to solve real-world problems and expose students to healthcare-related issues on a global scale. Virtual environments can expand global student learning, promote cultural sensitivity, and sustain collaborative agreements for future projects.

Presenters: **Gina M. Prescott**, Clinical Associate Professor- of the University at Buffalo

Equitable Digital Global Learning

Virtual Learning in International Study: Expanding Access and Learning

Despite the documented benefits of international learning experiences, many students experience barriers that inhibit participation such as costs, employment, academic requirements, visas, and immigration status. The COVID-19 pandemic rapidly created further barriers and challenged Texas Tech University to adapt its approach to international learning. The Virtual Exchange/Modular Study Abroad (VE/MSA) was designed to address these barriers, particularly in highly proscriptive health sciences programs. Now a partnership between two Texas Tech System Universities, the VE/MSA program's benefits and limitations will be examined in this session. Participants will contribute to the development and application of this model with active critique opportunities.

Presenters: **Sarah M. Schiffecker**, Research Assistant; **Valerie Paton**, Professor; and **Courtney Queen**, Assistant Professor—all of Texas Tech University

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Amplifying Student Voice to Increase Equity in Global Learning

In the last year, higher education educators and administrators have become increasingly aware of the need to better understand the connections and challenges between diversity, equity, and inclusion (DEI) and global learning. This session will start by proposing definitions for global learning, diversity, equity,

and inclusion. After introducing a multipronged approach to raising students' voices in programs that align DEI and global learning, participants will have the opportunity to brainstorm ideas for their own DEI/global learning initiative that puts students at the forefront.

Presenters: **Hilary Landorf**, Executive Director, Office of Global Learning Initiatives, and **Yenisleidy Simon Mengana**, Program Manager, Office of Global Learning Initiatives—both of Florida International University

Dialogues for Learning | Global Learning for All

Creative and Critical Tensions in Global Learning

The American University of Paris is an American-style liberal-arts university based in Paris and globally connected, with a student body made up of more than one hundred nationalities, and no national majority. What has the university learned from its experience in global learning? As the university implements its new Global Liberal Arts Core Curriculum, how does it promote a culture that is critically and creatively conscious of the tensions inherent in global structures and processes?

Presenters: **Geoffrey Gilbert**, Director of the Teaching and Learning Center and Professor of Comparative Literature, and **William Fisher**, Provost—both of The American University of Paris

Dialogues for Learning

Equitable Digital Global Learning

Enhancing Graduate Education through Transatlantic Collaboration: A Math Case Study

The global pandemic clearly disrupted pedagogical norms but also provided an opening for rethinking the use of digital technology. Some funding priorities at the institutional and federal levels were also realigned. These intersecting realities may result in new global learning experiences for graduate students. This session will explore the building blocks and infrastructure for international education collaboration in the United States and Germany by offering a case study on how to make digital global learning more inclusive of graduate students. It also will engage participants in ideation exercises and dialogue for learning to develop effective strategies relevant to their home institutions.

Presenters: **Jennifer Gerz-Escandon**, Associate Vice President for Academic Programs and Research, and **Jingfang Huang**, Professor of Mathematics—both of the University of North Carolina at Chapel Hill; and **Janie Wermter**, Advisor for Internationalization and Support for Doctoral and Early Career Researchers, and **Jan Frömming**, Deputy Section Head, Strategy and Partnerships—both of the Universität Hamburg

Career Readiness: What's Global Learning Got to Do With It?

Global Challenges Integrated into Math Curriculum

Students are increasingly aware of social issues and global challenges related to climate change, democracy, population growth, conservation of natural resources, human rights, poverty, infant mortality, etc. By engaging students using technology and math- and science-related analysis, educators can motivate and encourage students to take an active role in researching and developing real-world solutions to important, urgent global challenges. Educators can also form diverse, global teams among students in different countries that share common issues and are motivated to develop joint solutions.

Presenter: **Larry Musolino**, Lecturer—Penn State Lehigh Valley

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts
Reimagining Collaborative Online International Learning for Social Justice: Postcolonial and Ignatian Possibilities

Discussing a Collaborative Online International Learning (COIL) project between two Jesuit institutions—one in the United States and the other in India—this session will consider how a COIL project anchored in postcolonial and comparative teaching methodologies and in Ignatian values delivered a multilayered, high-impact global learning experience during a pandemic. The presenters will provide both theoretical insights and practical knowledge about the design, content, and structure of the project to suggest that COIL is not a “compromise” pedagogy to be used primarily during hard times but a pedagogy that fundamentally aligns ideas of inclusion and career-readiness with social justice.

Presenters: **Surbhi Malik**, Assistant Professor, Department of English, and **Krista Cupich Wingender**, Senior Global Programs Coordinator—both of Creighton University; and **Rashmi Lee George**, Assistant Professor, Department of English, and Director, Council for International Programs, and **Rajat Varma**, Student, Third Year Bachelor’s Degree in English Literature—both St. Xavier’s College, Mumbai

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts
Three-Pronged Approach for Academic Excellence in Global Learning

This panel will argue for a three-pronged approach to global learning that is based on provisionality, epistemic dialogue, and equitable collaboration, and is informed by “a utopian method,” which Ruth Levitas (2013) defines as “the desire for being otherwise, individually and collectively, subjectively and objectively.” The panel will address the initiative of School for International Training’s provisional approach to the achievement of academic excellence through the alignment of global learning with diversity, equity, and inclusion efforts; will elaborate on the epistemic diverse opportunities of an equitable collaboration with Howard University; and will provide a tentative utopian method that aims to center the Black student experience.

Presenters: **Said Graioud**, Dean of Faculty, and **Sophia Howlett**, President and CAO—both of the School for International Training; and **Tonija Hope**, Director—Howard University

Pecha Kucha Session 2A

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. Three Pecha Kucha sessions make up a one-hour session.

Moderator: **Cia Verschelden**, Special Projects Advisor for the Integration of Academic and Student Affairs—AAC&U

Global Learning and High-Impact Practices

Mentoring Undergraduate Research in Global Contexts: Elon University’s Multifaith Scholars

This Pecha Kucha session will present three cases in order to provide concrete examples of mentored undergraduate research in global contexts (MURGC) best practices for greater learning and access. This case showcases Elon University’s Multifaith Scholars program, which allows students to undertake mentored undergraduate research focused on religion and society, participate in community engagement initiatives, and provide campus leadership to address the challenges of living in religiously diverse global communities. Program outcomes and assessments suggest correlations between these mentored experiences advanced both intercultural learning and students’ ability to successfully navigate careers and graduate training

in a diverse, multicultural world.

Presenter: **Amy L. Allocco**, *Associate Professor of Religious Studies and Director of the Multifaith Scholars Program—Elon University*

Presenters: **Caroline J. Ketcham**, *Professor and Chair of Exercise Science*, and **Eric E. Hall**, *Professor of Exercise Science—both of Elon University*

Presenter: **Kris Acheson-Clair**, *Director, CILMAR—Purdue University*

Pecha Kucha Session 2B

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. Three Pecha Kucha sessions make up a one-hour session.

Moderator: **Becca Berkey**, *Director, Community-Engaged Teaching and Research—Northeastern University*

Civic Engagement in Global Contexts

Leveraging Research to Discover the Impacts of Engagement in Global Contexts

In this Pecha Kucha session, three members of the Board of the International Association for Research on Service-Learning and Community Engagement (IARSLCE) will present on how community-engaged research and public scholarship and discovery are utilized in different global contexts both to better understand the impacts of university-community engagement on multiple stakeholder groups (including students, faculty, and community members) as well as to advocate for institutional investment in community engagement work. In the moderated dialogue that follows, they will discuss the goals, methods, and outcomes of research most appropriate in their work, as well as collectively discern the lessons represented as customizable to a variety of contexts.

Presenter: **Nicole Webster**, *Associate Professor of Youth and International Development and African Studies—Penn State*

Presenter: **Agnieszka Nance**, *Executive Director, Center for Public Service—Tulane University*

Presenter: **Stephen Chan**, *Associate Professor of Computing—Hong Kong Polytechnic University*

12:15–1:15 p.m. ET
Concurrent Sessions

Innovation/Ideation Sessions 4

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Career Readiness: What’s Global Learning Got to Do With It?

Addressing Indiana Workforce Needs through Global Education

Nearly one in five jobs in Indiana is supported by international trade, and more than one thousand Hoosier businesses benefit from foreign direct investment. Through a multiyear strategic planning process including education, healthcare, government, community services,

and other sectors across the state, Indiana University developed priorities for strengthening the K–16 education pipeline incorporating global learning and addressing workforce needs. In this session, the presenters will discuss ways that Indiana University has worked with partners on campus, other institutions of higher education, and K–12 schools statewide. These initiatives include cocurricular and curricular offerings as well as active employer engagement and an employer survey.

Presenters: **Teresa Nichols**, Assistant Director, and **Elizabeth Konwest**, Director, Center for the Study of Global Change—both of Indiana University Bloomington (IUB)

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Even before the COVID-19 pandemic, San Diego State University (SDSU) planned expanded access for regional students—locally and globally. Local workforce needs were not being met, and global access was driven by grant-funded initiatives such as the SDSU campus in the Republic of Georgia. SDSU Global Campus extends access to traditional and returning adult learners through mirrored campus degrees and offers new areas of study partnering with SDSU academic departments. These programs have attracted a more diverse population. SDSU has implemented a range of 360-degree support services that are synchronous and asynchronous.

Presenters: **Radhika Seshan**, Dean, SDSU Global Campus; **Noel Bezette-Flores**, Associate Dean and Chief Student Engagement Officer; and **Christy Samarkos**, Associate Vice President for Student Affairs and Campus Diversity—all of San Diego State University

Equitable Digital Global Learning

Collaborating with the World through NGO Projects and Digital Badges

This presentation will share a scalable model for high-impact experiential learning that connects students with mentored projects using digital badges to incentivize, facilitate, and assess engagement. Although students can select from diverse experiences, the presentation will focus on global projects that connect students with nongovernmental organizations (NGOs) toward the completion of Global Collaboration badges. The presenters will emphasize partner engagement with a focus on public health in Nigeria and will explore how partners can leverage student projects to build organizational capacity. The presentation will conclude with a discussion of the United Nations Sustainable Development Goals, breakthrough technologies, and a bold new vision for global collaboration and learning.

Presenters: **Mara B. Huber**, Associate Dean for Undergrad Research and Experiential Learning and Director of Experiential Learning Network—State University of New York at Buffalo; and **Gideon Adeyemi Adeniyi**, Communication Officer and Lecturer—PriHEMAC/ PriHEMAC Training Institute

Dialogues for Learning | Equitable Digital Global Learning

Flattening the World: Diverse, Inclusive, and Equitable Digital Global Learning

The COVID-19 pandemic disrupted both incoming and outgoing student travel. This session will present two high-quality virtual education abroad programs and two ways international students unable to enter the United States engage in learning without losing time to degree. These innovations decreased cost of programming, allowed location-restricted students to participate, and expanded access to those with physical disabilities. Participants will engage in reimagining their own programming to leverage learnings from these innovative programs.

Presenters: **Melody Ryan**, Assistant Provost for Global Health Initiatives; **Huajing Maske**, Executive Director of Office of China Initiatives; **Karen Slaymaker**, Assistant Director, International Student and Scholar Services—all of University of Kentucky

Dialogues for Learning | Global Learning and High-Impact Practices

Linking Lives: Sustaining a High-Impact and Adaptive Global Education Program

Creating and sustaining global learning programs that are inclusive of a variety of high-impact practices and adaptive to the dynamic global context presents an array of challenges but also many opportunities for unparalleled impact on students and the communities in which they engage. This session will highlight how the Linking Lives program at Virginia Tech has been consistently reimagined throughout two decades to ensure that its students experience global learning through a variety of high-impact practices, which allowed it to be exceptionally responsive in its ability to continue to serve the programs' students and community partners during the COVID-19 pandemic.

Presenters: **Tiffany Shoop**, Associate Director for Special Programs, Center for Excellence in Teaching and Learning; **David Brinberg**, Kathleen Grega Diggs Professor of Marketing and Director of the Linking Lives Study Abroad Program; and **Marjie Woods**, Marketing Masters Student—all of Virginia Tech University

Dialogues for Learning | Equitable Digital Global Learning

Mission Impossible?: Implementing Collaborative Online International Learning/Virtual Exchange in Large-Enrollment Online Classroom

The implementation of Collaborative Online International Learning (COIL)/virtual exchange in mid- and large-enrollment online courses remains a challenge for most. This session will offer a forum to hear from three panelists who have successfully incorporated virtual collaborations in their classrooms by leveraging various technologies. The panel will cover lessons learned, such as how to implement technology tools (e.g., Flipgrid, YouTube channels) in online synchronous and asynchronous classrooms. In addition, grading tips and tech “dos” and “don’ts” will be discussed. Finally, quantitative and qualitative assessment data will be provided to demonstrate effectiveness of these strategies in increasing students' intercultural competence.

Presenters: **Marina Klimenko**, Senior Lecturer; **Diba Mani**, Instructional Assistant Professor; and **Erika J. Brooke**, Senior Lecturer—all of the University of Florida

Dialogues for Learning | Global Learning and High-Impact Practices

Professionals and Administrative Staff: Key Players in Internationalization of Higher Education Institutions

Internationalization is a process that not only involves academics and students but also must consider the professional and administrative areas, which, to the extent that they know the institutional processes and strategies, are key actors to promote them. This session will present the results of a project promoted by three Latin American higher education institutions, which worked for five months with twenty-seven professionals from different administrative areas. They were able to demonstrate the active role they play in the development of internationalization, share experiences, learn new concepts, and incorporate skills for the development of internationalization in a comprehensive manner.

Presenters: **Jorge Burgos**, Director of Community Engagement and International Relations—Universidad Católica del Maule; **Patricia Serrano-Esguerra**, Head of International Affairs—Universidad Católica de Colombia; and **Matías A. Marín**, Director of International Relations—Universidad Católica de Manizales

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts
Strategies and Practices of Developing Partnership Between Global Learning and Diversity, Equity, and Inclusion

How can universities and organizations be instrumental in advancing social justice through global learning? How can they design transformative global learning with strategic intentionality, institutional commitment, and unit coordination? How can they establish the partnership between global learning and diversity, equity, and inclusion (DEI)? Presenters from a higher education institution and a global exchange organization share best practices in prioritizing and integrating DEI in designing and implementing various global learning programs to achieve inclusive student success in the United States and Germany.

Presenters: **JY Zhou**, Director of Global Engagement and Senior International Officer, and **Valerie Hayes**, Chief Officer for Diversity and Inclusion—both of Stockton University; and **Hanni Geist**, Senior Manager, University Relations—German Academic Exchange Service

Dialogues for Learning

Student Global Movements for Sustainability, Democracy, and Social Justice

This global forum will shine a spotlight on the activism of college students around the world organizing to create a more just, democratic, and flourishing world. From racial justice to gender equity, climate crises to pro-democracy actions, economic parity to political voice, students today continue a long legacy of collective action to create positive social change. Hear from students themselves about how they are reimagining fairer social, political, and economic societies and building global student movements to make a difference in the world. What visions and values spur their commitments? How can colleges and universities be better partners in these global student movements? Listen to students discuss what they want from their college experience that will hone their organizing capacities, deepen their knowledge about other movements for social justice, and provide them ever-widening academic arenas for integrating theory with practice in collective partnerships with people on and off campuses. The presenters encourage all participants at this conference to be sure students from their campuses can also participate in this forum.

Presenters: **Caryn McTighe Musil**, Distinguished Fellow—AAC&U; **Josefina Ewins**, Student—Rutgers University Camden; **Rosario Diaz Garavito**, Founder—The Millennials Movement, Peru; **Ijjae Hill**, Student—Widener College; **Sahil Inaganti**, Student—Tulane University; **Shania Khoo**, Student—Duke University; **Bianca Borges dos Santos**, Global Student Forum Steering Committee – University of Sao Paulo; **Amilcar Sanatan**, Global Student Forum Steering Committee and The University of the West Indies, Trinidad and Tobago—Global Student Forum; and **Sebastian Berger**, Executive Director—Global Student Forum, Belgium

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Traversing the Racial Landscape of the United States with International Students

International students may not be familiar with the sociohistorical realities of race in the United States but will likely encounter its complex implications after arriving. Higher education professionals, then, have a responsibility to ensure that international students are prepared to traverse these unknown and uncomfortable waters. The purpose of this session is to share a program that addressed how international students negotiate the particular challenges that racial identities can bring to their daily lives at a university in the southeastern United States. Future directions for dialogue, reflection, and action will also be considered.

Presenters: **Jacob Kelley**, Graduate Assistant, and **Paa Kwesi Asare**, Graduate Assistant—both of Auburn University

Pecha Kucha Session 3

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. Four Pecha Kucha sessions make up this one-hour session.

Moderator: **Maureen Vandermaas-Peeler**, Director of the Center for Research on Global Engagement and Professor of Psychology—Elon University

Career Readiness: What’s Global Learning Got to Do With It?

Bridging the Gap: Exchanging Talent and Experiences through Virtual Internships

The development of a virtual internship program in Costa Rica simultaneously provided students with international work experiences that prepared them for new workplace realities while supporting small businesses and nongovernmental organizations in Costa Rica with valuable intercultural experiences and innovative work solutions. The presentation will support participants with reimagining strategies and models in their own institutions related to student career preparation and connecting with international partners in a more collaborative way.

Presenter: **Alexis N. Wren**, President and Director of Programming—Costa Rica Global Learning Programs

Career Readiness: What’s Global Learning Got to Do With It?

Internationalization at Home and Career Readiness: An Intersection Worth Exploring

Whether graduates work outside of the United States, collaborate on international teams, or support multicultural clients in their local communities, it is clear that they will need intercultural skills and a global mindset. As a way for institutions to support students’ preparation for global careers, higher education practitioners should seek the intersections of “internationalization-at-home” activities and the development of career readiness competencies. In this session, attendees will consider the incorporation of evaluating career readiness competencies of students participating in internationalization-at-home experiences, practices, and/or assignments through a literature review and real-world case examples.

Presenter: **Jane E. Sitter**, International Career Consultant—University of Minnesota Twin Cities

Career Readiness: What’s Global Learning Got to Do With It?

Preparing Future Educators through International Student Teaching: Reflections from Ecuador

The imperative to train culturally responsive, globally minded educators to meet the demands of a sustainable, twenty-first-century education has never been stronger. Much has been reported on the potential of international student teaching programs to facilitate high-impact global learning to meet this demand. This Pecha Kucha session will share student reflections from an international student teaching program in Ecuador and reveal how student teaching in a global context has the potential to develop crucial intercultural competencies indicative to culturally responsive teaching practices, emphasizing the importance of critical reflection and student voice in reimagining global learning.

Presenter: **Holly Hutton**—Florida International University

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Undergraduate Ethnic Minority Student Participation in Global Learning Programs

This session aims to be dynamic and informative. The Office of Global Learning at Lipscomb University conducted a study during the spring 2021 semester to better understand the barriers for undergraduate minority students to study abroad. This session will discuss the emerging themes gleaned from this study while providing practical suggestions and resources for better supporting ethnic minority student mobility in global learning programs.

Presenter: **Rebecca H. Zanolini**, *Director of Global Learning—Lipscomb University*

1:15–2:15 p.m. ET
Break

2:15–3:30 p.m. ET
Concurrent Workshop Sessions

Workshops | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Enhancing Inclusion in Off-Campus Study

This workshop will share a three-year grant-funded research and curriculum development effort to enhance inclusion in faculty-led off-campus study programs. Participants will learn key concepts related to diversity, equity, and inclusion drawn from literature and focus groups and will discuss the opportunities and challenges to inclusion in off-campus study. The presenters will share a template of a mini-curriculum (modules, readings, videos, discussion questions, and activities) designed by a faculty/staff team to foster student and leader participants' abilities to enhance inclusion in off-campus study. Participants will engage in an activity to identify elements of the research and curriculum for use in their own institutions.

Presenters: **Jodi L. Malmgren**, *Director, International and Off-Campus Studies*, and **Ryan Sheppard**, *Associate Professor of Sociology—both of St. Olaf College*

Workshops | Career Readiness: What's Global Learning Got to Do With It?

Enhancing Interfaith Competencies for Success in a Global Work Environment

Interfaith competencies are increasingly important in today's globalized workforce. Recent research suggests that most Americans encounter worldview diversity at work more frequently than in other facets of their lives. Employers need employees who can work effectively with religiously and ideologically diverse colleagues, yet not all college students are being adequately prepared to meet this challenge. This session will use longitudinal, nationally representative data to explore how students' interfaith learning and development varies by field of study. It focuses particularly on opportunities for growth in three fields that are critically important in the global environment—business, health professions, and science, technology, engineering, and math.

Presenters: **Shauna Morin**, *Strategic Initiatives Consultant*, and **Janett Cordovés**, *Director of Higher Education Partnerships—both of Interfaith Youth Core*

Workshops | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Global Equity, Justice, and Public Responsibility through Departmental Majors

Global learning—driven by equity, justice, and public responsibility goals—belongs in every student’s major if higher education is to educate the next generation of leaders prepared to reshape current global priorities. Three departments will offer insights into how embedding global learning within a major can transform how and what students learn and their career choices after graduation. Participants will be introduced to different strategic designs, pedagogies, and hands-on projects for global learning, from the United Nations Sustainable Development Goals, to comparative perspectives on racial and economic justice, to deep immersion in justice issues within local communities that are in fact global cities.

Presenters: **Caryn McTighe Musil**, *Distinguished Fellow—AAC&U*; **Eric C. Martin**, *Professor of Management and Organizations—Bucknell University*; **Kathleen A. Loysen**, *Deputy Chair and Associate Professor, World Languages and Cultures—Montclair State University*; and **Rashmita S. Mistry**, *Professor and Vice Chair, Department of Education and Social Transformation—University of California—Los Angeles*

Workshops | Global Learning and High-Impact Practices

High-Impact Design Challenge: Internationalization at Home at Its Best

The COVID-19 pandemic forced educators to rethink their global learning practices abruptly. For example, how do you create a high-impact global learning experience for four hundred students whose mandatory student exchange was canceled during the lockdown? In this fast-paced, pressure-cooker workshop, the presenters will challenge you to design your own innovative, high-impact interventions for inclusive global learning—and will hand you the tools to do so during this workshop and in your own educational context. At the end of the workshop, the presenters will share how they stood up to this challenge at The Hague University of Applied Sciences

Presenters: **Marloes V. Ambagts**, *Senior Lecturer, Internationalization and Innovation*, and **Eveke de Louw**, *Senior International Officer—both of The Hague University of Applied Sciences*

Workshops | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

How to Address Disability in Diversity, Equity, and Inclusion Initiatives

Are disability-related issues addressed in your campus diversity, equity, and inclusion initiatives? In this session, you will engage with the presenter and participants around barriers to the full participation of students with disabilities and other marginalized groups in campus offerings; the promise of a universal design framework for addressing issues and solutions related to all of these groups; and promoters and inhibitors to the full access and engagement by students with disabilities in all that your institution has to offer. The facilitator and participants will also share useful resources that relate to the topics covered.

Presenter: **Sheryl E. Burgstahler**, *Director, Accessible Technology Services, Affiliate Professor College of Education—University of Washington—Seattle*

Workshops | Global Learning and High-Impact Practices

Institutionalizing Global Learning as a High-Impact Practice

At Queensborough Community College (City University of New York), student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. Global and Diversity Learning (GDL) has been institutionalized as a high-impact practice that provides a framework for exploring multiple perspectives on viewing the interdependent world. The presenters will share a replicable model for fostering the knowledge, skills, and dispositions necessary for addressing diverse issues within our local and global communities.

Participants will learn some strategies for designing interdisciplinary projects that address the many dimensions of communication and identity in order to empower our students.

Presenters: **Meg Tarafdar**, Faculty and Coordinator of Global Diversity Learning Program, and **Carolina Chaves-O'Flynn**, Assistant Professor—both of City University of New York Queensborough Community College

Workshops | Equitable Digital Global Learning

Understanding Environmental Worldviews through Global Learning

This workshop will provide participants with real-world applications for addressing environmental issues through engaging tools in a global virtual exchange. Techniques of intercultural preparation through self-assessments and scaffolding supporting learners will be demonstrated. Innovative tools such as game simulations, virtual reality field trips, debates, and case studies will be explored in a global learning exchange. Global learning is reframed using these virtual exchange tools to provide accessibility for all students particularly those who have barriers to geospatial limited participation such as mobility-challenged learners (and faculty) who now can participate fully.

Presenters: **Kelly A. Tzoumis**, Professor—DePaul University; **Cynthia Boyer**, Assistant Professor—Institut National Universitaire Champolion/FRAMESPA—Université Toulouse II, France; **Elena Douvlou**, Head of School of Architecture—Metropolitan College; and **Henry Fowler**, Mathematics/Diné Studies, Faculty, Navajo Technical Studies—Navajo Technical University

3:45–4:45 p.m. ET
Concurrent Sessions

Innovation/Ideation Sessions 5A

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Global Learning and High-Impact Practices

A Year of Innovation: Virtual Cross-Cultural Immersion and Intercultural Development

This session will discuss how the cross-cultural learning goals embedded in Susquehanna University's central curriculum gave a solid foundation upon which to build high-impact international virtual programming options that offered intercultural development and cross-cultural interactions. A Q&A-style session will allow participants to come away with a better understanding of the possibilities, challenges, and successes of various program types and how these high-impact experiences bring value that can be integrated into universities' curricula post-pandemic.

Presenters: **Shane G. Sanders**, Short-Term Programs Coordinator, and **Scott Manning**, Dean of Global Programs—both of Susquehanna University

Global Learning for All

Recommitment to Global Education for Everyone within Goshen College's Core

Goshen College is in the midst of a three-year process to reaffirm and reconfigure its fifty-two-year commitment to providing "global learning for all" as part of general education. Changes in

student demographics, the college, and the world demand a new approach to ensure equity and access for underrepresented students. The emerging program makes immersive global education more accessible by adding short-term formats and US-based options with the same student learning outcomes that a semester abroad provides. Institutional change of this magnitude takes time, commitment, and collaboration. It also requires the flexibility to turn challenges such as the COVID-19 pandemic into opportunities.

*Presenters: **Jan B. Shetler**, Director of Global Engagement, and **Kendra L. Yoder**, Professor of Sociology—both of Goshen College*

Global Learning and High-Impact Practices

Restructuring Global Education: Leveraging the Virtual Platform during a Pandemic

The COVID-19 pandemic restricted international travel, limiting students' ability to engage in culturally explorative, life-transformative learning. This presentation will highlight the experience of an institution in working with partners across campus and leveraging virtual platforms to provide students a space to engage with multinational corporations and build their work experience and professional networks while building their cultural competence.

*Presenters: **Valerie E. Jenkelunas**, Experiential Global Learning Coordinator, and **Ngozi Taffe**, Assistant Vice President for Global Affairs—both of the University of Connecticut*

Innovation/Ideation Sessions 5B

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Global Learning for All

Collaborative Online International Learning: Coasts Compared, Aruba and Oregon

During the spring of 2021, fifteen students came together using Zoom technology to engage in an international collaborative examination of the Aruban and Oregon coasts. The lower division course was based on the principles of Collaborative Online International Learning (COIL). COIL collaborations are developed by partnering professors from different institutions who want to enrich their courses with student interaction and collaborative learning. Professors from Oregon State University and the University of Aruba from different disciplines worked together to design and implement the COIL Collaboration. The teaching team included expertise from biology, geography, and the social sciences.

*Presenters: **Dwaine Plaza**, Professor of Sociology; **Itchung Cheung**, Senior Instructor; and **Laurence Becker**, Professor of Geography—all of Oregon State University; and **Eric Mijts**, Associate Professor—The University of Aruba*

Global Learning for All

Expanding Global and Interdisciplinary Learning through Collaborative Online International Learning

This presentation will spotlight how the University of Arizona's Honors College is incorporating Collaborative Online International Learning (COIL) as a pedagogical strategy to expand global learning and advance students' interdisciplinary competencies. Drawing primarily on an ongoing partnership with faculty in Chile, the presenters will highlight the value of COIL for facilitating

perspective taking in the virtual classroom, promoting interdisciplinary examination of complex topics, and ensuring that global learning experiences are more accessible to all our students.

Presenters: **Megan Baker**, *PhD Candidate and Graduate Research Associate*, and **John Pollard**, *Associate Dean of Academic Affairs and Curricular Innovation, Honors College—both of the University of Arizona*

Global Learning for All

Multidimensional Collaborative Online International Learning Models: Gaining Global Reach with Project Based Learning

Collaborative Online International Learning (COIL) is not a new concept; however, the COVID-19 pandemic has ushered in a new reality for student learning, where virtual project-based group work in a truly global environment has proved itself to be a highlight of many students' academic careers. This session will present new ideas and successful working models for global learning, all through the lens of COIL projects involving dozens or even thousands of students. Through interactive and engaging dialogue, panelists and audience attendees will present their institutions' future-looking COIL models and explore critical components, such as student learning and multinational teamwork.

Presenters: **Bradley A. Feuling**, *CEO—Kong and Allan Group LLC DBA The Asia Institute*; **Andre Santos Siffert**, *Director of Partners Relations—Global Learning Collective*; and **Vasyl Taras**, *Associate Professor, Department of Management- University North Carolina- Greensboro*

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

From Community College to Global Community: Diversity, Equity, and Inclusion in Global Learning

In this session, three former Stanford Education Partnership for Internationalizing Curriculum (EPIC) Fellows will discuss how they successfully designed and implemented projects in service of diverse, equitable, and inclusive global engagement in and out of the community college classroom. Faculty in African American Studies, Art History, and Psychology will discuss transferrable strategies for redesigning curricula to promote inclusive and equitable global learning opportunities; preparing students as global citizens by aligning student learning outcomes with global competencies; and fostering cross-cultural understanding and equity in global learning through dynamic opportunities for community engagement.

Presenters: **Danni Redding Lapuz**, *Interim Vice President of Instruction—Skyline College*; **Kristyn N. Hara**, *Outreach and Academic Coordinator, Stanford Global Studies—Stanford University*; **Dana Grisby**, *African American Studies Instructor—Laney College*; **Soraya Renteria**, *Art History Instructor—Las Positas College*; and **Irene Young**, *Assistant Professor of Psychology—St. Philip's College*

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Future of Global Higher Education: Disruption, Innovation, and Transformation

This panel will bring together global thought leaders who will share their vision for the future of higher education and their experiences in embedding diversity, equity, and inclusion (DEI) within global learning. Panel discussion will center on key topic areas including leveraging opportunities for innovation; the importance of cross-sector, cross-institutional, and international partnerships; effective leadership for global learning in uncertain times; and the role of technology, innovation, and transformation for advancing change. Panelists will share their reflections on new opportunities and trends within global learning and what leaders should be doing now to prepare for these shifts.

Presenters: **Monroe France**, Associate Vice President for Global Engagement and Inclusive Leadership; **Lisa Coleman**, Senior Vice President for Global Inclusion and Strategic Innovation; and **Teboho Moja**, Clinical Professor of Higher Education—all of New York University; and **Jamshed Bharucha**, Vice Chancellor—Sai University

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Inclusion of International Students through the Power of Data Visualization

This session will cover the collaborative efforts across campus to utilize data and dashboards to support international student success. Going beyond the general trend of international student decline in recent years, this collaboration highlights the importance of unpacking diverse student groups' experiences within the international population and showcases the power of data visualization to bring together different units on campus to tackle a common problem. Participants will discuss opportunities for partnerships to support international students and learn about tools to facilitate the broader diversity, equity, and inclusion conversations on campus.

Presenters: **Robert Dawson**, Data Analyst and **Chris Swarat**, Associate Dean, External Relations— of California State University, Fullerton

Dialogues for Learning | Global Learning for All

Large-Scale and Longitudinal Assessment of Learning Outcomes: Approaches and Challenges

Experts from several institutions with different student bodies, disciplinary foci, and locations will come together in this panel discussion to share their experiences and sample findings from large, long-term assessment projects. Participants will dialogue with the panel and with each other about insights gleaned from the examples shared, including the importance of context, criteria for choosing instruments, tips for data collection and analysis, gaining buy-in from stakeholders in accountability for learning and evidence-based curricular innovations, adaptations made for a pandemic era, and more. Join this session to identify and apply best practices for institutional assessment that support global learning for all.

Presenters: **Kris Acheson-Clair**, Director, CILMAR—Purdue University; **Gundolf Graml**, Associate Vice President and Dean for Curriculum and Strategic Initiatives—Agnes Scott College; and **Hilary Landorf**, Executive Director, Office of Global Learning Initiatives—Florida International University

Dialogues for Learning | Global Learning and High-Impact Practices

Overseas Learning Communities and Online Global Internships During the COVID-19 Pandemic

The COVID-19 pandemic disrupted global education yet offered new opportunities for offering high-impact practices in innovative ways. RU Global is the global office that serves several campuses of Rutgers University, a large, decentralized research institution. While traditional study abroad programming was halted mid-spring 2020, RU Global has been able to offer multiple overseas learning communities for international students and online global internships for domestic students with institutional support and collaboration. Since then, Rutgers has witnessed the success of these innovative, global high-impact practices in terms of participation, student retention rate, student surveys, and student testimonials.

Presenters: **Kelly Andrade**, Registration and Financial Coordinator, and **Fang Du**, Assistant Dean of Curriculum Integration—both of Rutgers the State University of New Jersey, New Brunswick Campus

Dialogues for Learning | Equitable Digital Global Learning

Reimagining International Education: Digital Pedagogy for Acquisition of Global Competence

This session will explain the implementation of digital technology as part of a comprehensive internationalization strategy within a community college district. The presenters will discuss internationalization at home efforts to capture student experiential learning opportunities and how digital badges are part of a larger internationalization strategy. Collaborative Online International Learning (COIL) will also be discussed as a component of the broader strategy and how COIL as a digital pedagogy reimagines learning for students and faculty.

Presenters: **Alejandra Bueno**, *Executive Director of International Programs*, and **LaTanya Kurney**, *Program Coordinator—both of Alamo Colleges District*

Pecha Kucha Session 4

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. Three Pecha Kucha sessions make up a one-hour session.

Moderator: **Opal Leeman Bartzis**, *Executive Director of Education Abroad—Michigan State University*

Equitable Digital Global Learning

Expanding Online Instruction: Tackling Resistance and Reluctance in Antigua

Are you stressed about teaching adult learners who are new to digital pedagogies in the online environment? Are you challenged with digital engagement when the internet is unstable? Discover how a US faculty member designed teaching and learning experiences for students at an international university who had never experienced online instruction and were resistant to the experience, especially in light of limited internet access. A seasoned faculty member will share her strategies for helping students in Antigua and Barbuda who were reluctant to learn online to meet the demands of rigorous global learning outcomes and synchronous and asynchronous instruction.

Presenter: **Kelly Jackson Charles**, *Lecturer—The University of the West Indies—Five Islands Campus*

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Futurist Pedagogies to Align Antiracism Education with Global Learning

The presenter will share a futurist pedagogical framework that builds on the premise of “responsibility” that is crucial to both global learning and antiracism. Specifically, the presenter will explore how professors and students can experiment with material, digital, and social technologies to cultivate social responsibility for understanding global systems of inequity and oppression, engaging in problem solving, and building meaningful cross-cultural relationships. The presenter will discuss how international relations students are inspired by Afrofuturist work to collaboratively design futurist dreamworlds in which interdependent Afro-descendant, Dalit, Latinx, Palestinian, Indigenous, and Asian communities solve human rights challenges. Any educator working with diverse students can use these pedagogical tools.

Presenter: **Meghana V. Nayak**, *Professor and Chair—Pace University*

Global Learning for All

Global Learning for All: Post-Traditional Students and General Education

Designed to allow “post-traditional” or “working adult” students in Mercer University’s College of Professional Advancement to access a “global” general education curriculum, this model integrates courses from each of four general education categories around an immersive experience in another country or culture. Session participants will learn to create a global learning, across-the-curriculum emphasis or certificate in general education—an experience-based, high-impact program, designed to be not just “accessible to” post-traditional or working adult students but focused on them. Participants will learn how to develop models of assessment to address outcomes of globalization across the curriculum, high-impact practices, and general education as they intersect in multiple and changing ways.

Presenters: **Timothy Craker**, *Associate Professor Comparative Literature and Philosophy*; **Fred Bongiovanni**, *Professor of Sociology and Religious Studies*; and **Jason Holloway**, *Instructor of Liberal and Historical Studies—all of Mercer University*

5:00–5:45 p.m. ET
Affinity Group Discussions

Alignment of Global Learning with Diversity, Equity and Inclusion

Possible Topics: The possible intersections between institutional global learning and diversity, equity, and inclusion initiatives, efforts, programming, and education; effective models of integrative equitable global learning; developing collaboration across campus to embed equity, diversity, and inclusion in global learning efforts; strategies and practices to engage all students in global learning efforts; decolonizing global learning; and framing for global learning with a diversity, equity, and inclusion foundation.

Facilitator: **Dawn Michele Whitehead**, *Vice President, Office of Global Citizenship for Campus, Community, and Careers—AAC&U*

Engagement of International and Local Partners in Institutional Global Learning

Possible Topics: How to engage both international and local partners in broad institutional global learning planning; how to engage faculty, staff, and students on your campus in existing institutional partnerships; and how to develop partnerships.

Facilitator: **Scott Riggs**, *Director of Global Engagement—University of Michigan–Dearborn*

Ethical Engagement in Local and Global Experiences

Possible Topics: How to engage ethically with community partners in local, international, and global contexts; how to build sustainable, ethical relationships with community partners; how to develop partnerships for cofacilitation of education with community partners; and how to prepare students for ethical engagement in these contexts.

Facilitator: **Suzanne Selig**, *Associate Professor of English, Director of the English for Academic Purposes Program, Director of the MA and Certificate Program in TESOL—University of Michigan–Flint*

Lasting Impact of the Global Pandemic on Global Learning

Possible Topics: How the global health pandemic has impacted global learning at your institution; what strategies, programs, and/or activities you developed during the pandemic that you will continue when

the pandemic ends; how your partnerships evolved over the course of the pandemic and how these changes will impact your future engagement with partners; and what changes in learning will impact the way students engage with the globe.

Facilitator: **Alok Deoraj**, *Associate Teaching Professor, Department of Environmental Health Sciences—Florida International University*

The Future of Global Learning

Possible Topics: What global learning should look like; what global learning could look like if we think boldly; what types of global learning opportunities students need for work, life, and citizenship; and continuing to make the case for global learning for this moment.

Facilitator: **Susan Buck Sutton**, *Research Associate, Center on International Partnerships—Institute of International Education*

Pandemic Burnout: What Does Global Learning Have to Do with It?

Possible Topics: How students, faculty, and staff are addressing burnout, with adolescents, adults, and even elders dealing with stress; how institutions and/or individuals are providing support; the future of stress management in global contexts; and exploring concepts from One Health.

Facilitator: **Cia Verschelden**, *Special Projects Advisor for the Integration of Academic and Student Affairs—AAC&U*

Saturday, October 9

11:00 a.m.–12:15 p.m. ET
Concurrent Workshop Sessions

Workshops | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Demystifying Intercultural Competence: Bridging Global Learning and Inclusion Efforts

These days, many schools have a mission statement or strategic plan that refers to developing students' intercultural competence or something similar. Done well, focusing on intercultural development can contribute to an institution's internationalization goals, while also supporting diversity, equity, and inclusion efforts. However, misconceptions about what intercultural development is (and isn't) and what it entails abound. Furthermore, most institutions and educators lack clarity about how to effectively foster intercultural learning. In this workshop, participants will explore common misconceptions about intercultural learning, clarify what it is (and isn't), and learn a framework to help them more effectively develop intercultural competence on their campuses.

Presenter: **Tara Harvey**, *Chief Intercultural Educator—True North Intercultural*

Workshops | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Engaging with Difference through Global Experiences: Unlearning, Noticing, and Connecting

It is often assumed that the way to align global learning with diversity, equity, and inclusion is to recruit more students from underrepresented groups to study abroad. While this is a laudable goal, equally valuable goals are to encourage all students to become more aware of difference in their own societies and host societies and to reflect upon how these differences shape experiences of inclusivity/exclusivity. Built around the goals of "unlearning," "noticing," and "connecting," the workshop leaders will guide

participants through reflective exercises that make study abroad and global-focused on-campus courses more attuned to difference and inequity in the world.

Presenters: **Lori L. Hartmann**, *Director of the Center for Global Citizenship*; **Laura Chinchilla**, *Associate Professor of Spanish*; **Satty Flaherty-Echeverria**, *Assistant Professor of Spanish*; and **Ellen Prusinski**, *Assistant Professor of Education—all of Centre College*

Workshops | Equitable Digital Global Learning

Fostering Diversity, Equity, and Inclusion through Global Learning in Digital Spaces

In this workshop, the presenters will offer approaches to increasing equity in digital spaces through integrating global perspectives and fundamental principles of diversity, equity, and inclusion into online courses, paying particular attention to cocreating courses with culturally diverse colleagues and drafting cohesive learning outcomes and teaching practices that speak to a heterogeneous student body. The presenters will guide participants through discussions and practice activities based on principles such as Collaborative Online International Learning (COIL), combined with research-based teaching practices that support equity, inclusion, and global learning (such as project-based groupwork, student-centered learning, reflection, and humanizing pedagogy).

Presenters: **Casey J. Dinger**, *Executive and Academic Director for Internationalization*; **Arianna Nowakowski**, *Academic Director of Global Community Engagement MA and Teaching Assistant Professor*; and **Chelsie Ruge**, *Assistant Director of Instructional Design—all of University of Denver*; and **Christina H. Paguyo**, *Assistant Dean for Student Success and Creative Sciences—University of Colorado Denver*

Workshops | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Planning an Inclusive Faculty-Led Study Abroad Program

Participants will learn how to plan, implement, and assess a short-term, faculty-led virtual and study abroad program that is accessible to all students and focused on providing graduate students with international experiences at an affordable price. Drawing on a proven approach for independently administering such a program, thus keeping costs low, participants will actively engage in developing their plans, documenting challenges and unknowns that need to be addressed, and articulating the value they want their students to gain from an international experience. Participants will leave the session with a draft plan and a quick guide to finalize their international experiential program.

Presenter: **Sharon Glazer**, *Professor and Chair—University of Baltimore*

Workshops | Global Learning and High-Impact Practices

Yes, Virginia, Short-Term Programs Abroad CAN Be High Impact

Data from a 2009–19 impact study of the primarily short-term student trips to the Soltis Center for Research and Education in Costa Rica, a rainforest field station operated by Texas A&M University, will serve as the catalyst for a dialogue about how seven- to fourteen-day (or longer) study abroad trips can become high-impact learning opportunities. Participants will be able to network and share ideas they have found successful regarding how to infuse student trips abroad with high-impact practices. Participants will leave with an array of proven techniques for successfully implementing high-impact practices in education abroad activities.

Presenters: **Suzanne Droleskey**, *Executive Director, Public Partnership and Outreach, and Lecturer*, and **Eugenio Gonzalez**, *Director, Soltis Center for Research and Education and Adjunct Professor—both of Texas A&M University*

Innovation/Ideation Sessions 6A

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Global Internships as Equity in Action

While study abroad has been a prominent method of global engagement for universities, data shows that white students are participating at much higher rates than their counterparts of color. Global internships have come to be a way for underrepresented students to engage in global learning. Rutgers Study Abroad and Douglass Residential College have combined to make global internships available for students through curriculum, international partnerships, and diversity, equity, and inclusion–focused funding. This global internship project allows for both in-person and virtual opportunities for students to connect with professionals in their field and seek to compound learning, intercultural competence, and real-world experience.

Presenters: **Kelly Andrade**, *Registration and Financial Coordinator*, and **Madinah Elamin**, *Director, Global Village—both of Rutgers the State University of New Jersey, New Brunswick Campus*

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Innovating for Equity and Inclusion in General Education Language Courses

This session will illustrate the practical application of institutional diversity, equity, and inclusion goals at the programmatic and course levels. The presentation will describe the creation, implementation, and outcomes of a series of workshops designed for the St. Olaf College Spanish faculty as they sought to reflect on and revise their curriculum and approaches to assessment in the general education language sequence during spring and early summer 2021. Areas addressed include alternative approaches to grading, content revision, and design of pedagogical materials.

Presenter: **Jonathan O’Conner**, *Associate Professor of Spanish—St. Olaf College*

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Stack the DEC (Diversity-Enriched Curriculum) for Student Development!

Essential to the commitment of the University of Minnesota’s College of Food, Agricultural and Natural Sciences (CFANS) to diversity, equity, and inclusion is student development of intercultural and global competencies. The current CFANS initiative to incorporate diversity-enriched curriculum (DECs) is designed to increase intercultural competencies in preparation to address world challenges and work effectively across differences, including cultures, races, life experiences, and knowledge systems. This session will describe important elements to consider in the development and delivery of DECs across disciplines and classroom settings.

Presenters: **Anna M. Capeder**, *Administrative Manager—University of Minnesota College of Food, Agricultural and Natural Resource Sciences*; and **Deb Wingert**, *Education Program Specialist— University of Minnesota Center for Educational Innovation*

Innovation/Ideation Sessions 6B

Presentations feature innovative practices that have emerged as global learning has been reframed in response to the disruption of the global pandemic and/or institutional efforts to make higher education practices more equitable. Each session consists of multiple presentations of equal length, with time for questions and feedback. The presentations run back-to-back.

Global Learning and High-Impact Practices

Developing Professional Development Projects in Global Competency

This session will share the results of a successful two-state faculty development program designed to lay the groundwork for department-level and program-level change regarding the internationalization of teacher education. The presenter collected qualitative and quantitative data during this program and the results show that several elements of this program are innovative and effective. In this session, the presenter will share evidence from the data so that session participants can use it to inform practice in their future faculty development initiatives and/or program/curricular modifications.

Presenter: **Nilufer Guler**, *Associate Professor and Director of EdD program—Rockhurst University*

Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

Student Perspectives on the Intersections of Global Learning and Diversity, Equity and Inclusion

While faculty and staff are working to align global learning and diversity, equity, and inclusion initiatives, what do students think? Are students able to make connections between these powerful practices? This session will share preliminary results of a qualitative research project on student perspectives on the intersections of global learning, diversity, equity, and inclusion. In the study, the presenter and Hilary Landorf of Florida International University explored student understanding of the concepts, institutional practices associated with the two concepts, and how students made connections between the experiences.

Presenter: **Dawn Michele Whitehead**, *Vice President, Office of Global Citizenship for Campus, Community, and Careers—AAC&U*

Dialogues for Learning | Global Learning for All

Access, Austerity, and Alignment in a First-Year Global Certificate Program

This session will ask attendees to consider the challenges to global learning across disciplines and to think about solutions that would work for their university. After the three presenters share their own inventive programmatic solution and how it addressed both their university's challenges with low interest in language courses and low retention of first-generation students while working with few resources, the presenters will lead attendees to brainstorm their own solutions to their universities' challenges.

Presenters: **Melissa Gjellstad**, *Professor and Director of Norwegian*, and **Thyra E. Knapp**, *Associate Professor and Chair—both of University of North Dakota*; and **Rebecca Weaver-Hightower**, *Professor and Chair—Virginia Tech*

Dialogues for Learning | Alignment of Global Learning with Diversity, Equity and Inclusion Efforts

A Globally Diverse University Aligns Learning, Impact, Equity, and Inclusion

In this panel, Webster University will highlight how it leverages its international network of campuses in Europe, Africa, Asia, and Central Asia, as well as in the United States, to enrich student learning as in the test case of applying concepts of place-based education to the Accra Slave Castles. Long-standing

involvements with the university's own Diversity, Equity, and Inclusion Conference and the African Renaissance and Diaspora Network and its focus on the United Nations Sustainable Development Goals further deepen the alignment of learning, impact, equity, and inclusion.

Presenters: **Kim Kleinman**, Director, Undergraduate Advising; **Elizabeth J. (Beth) Stroble**, Chancellor; **Vincent Flewellen**, Chief Diversity Officer; and **Philip Irving**, Student—all of Webster University

Dialogues for Learning | Global Learning for All

Embedding Global Learning in Teacher Education Programs

This session will share a campus-wide Curriculum Alignment Process (CAP) in an effort to show how a teacher educator program trimmed and adjusted a curriculum to fit current student needs while also aligning with assessment and learning outcomes addressing global learning. Specifically, the session will highlight processes used to create program outcomes, explaining how to align, assess, and monitor course assessments throughout a program to serve as formative and summative measures of meeting global learning program outcomes, and describing examples of “signature pedagogies” to use with global learning content.

Presenters: **Natalie Bolton**, Director Quality Assurance, and **Shea Kerkhoff**, Assistant Professor—both of the University of Missouri–St. Louis

Dialogues for Learning | Global Learning and High-Impact Practices

Field-Based Approaches to Faculty-Mentored Global Learning Programs

Supporting high-impact field-based learning for students can take a variety of forms. This panel will discuss three practices at Beloit College that allow for faculty to mentor students in applied learning in the field. Topics focusing on environmental justice, modernity and sustainability, cultural and geological mapping, and freedom of expression are accessed through a variety of formats and locations. Discussion will focus on sharing innovations and both the practice and learning of equity principles through program design.

Presenters: **Rachel Ellett**, Professor of Political Science; **Susan Furukawa**, Associate Professor of Japanese; **Joshua E. Moore**, Senior Director of Global and Immersive Learning; **Daniel M. Youd**, Professor of Chinese; and **Pablo Toral**, Professor of Environmental Studies and Political Science—all of Beloit College

Dialogues for Learning | Equitable Digital Global Learning

Fostering Student Engagement through Virtual Exchange: Egypt-US Case Study

During a pandemic in real time, this initiative reimaged the virtual exchange model by building a scaffolded approach to cross-cultural collaboration and pandemic response, leading up to the students problem solving with a campus reopening case study. During Egypt's third wave of the COVID-19 pandemic, the students had the core elements of a traditional virtual exchange activity—international and cross-cultural communication—but took that to further levels by exploring the realities of the pandemic. They learned about daily life; the effects of the pandemic; the infodemic, disinformation, and misinformation; and the challenges of campus reopening plans.

Presenter: **Elizabeth A. Wood**, Director, Clinical Assistant Professor—University of Florida

Dialogues for Learning | Global Learning for All

Scaling Down to Size Up: Weekend Micro-Courses and Global Learning

This interactive session will highlight the multi-institution collaboration between the University of Pittsburgh and Carnegie Mellon University on weekend micro-courses on global health and the United

Nations Sustainable Development Goals. The presenters will analyze their experiences in planning, implementing, and assessing micro-courses about climate change, gender equity, and maternal/child health over three academic years. They will explain how to leverage weekend micro-courses to advance global learning on campuses without disrupting student schedules. They will provide time for participants to brainstorm individually, in small groups, and collectively about micro-course topics, partners, and assessment strategies to advance global learning at their respective institutions. Presenters: **Korryn D. Mozisek**, *Director of Integrative Learning, Office of the Vice Provost for Education—Carnegie Mellon University*; and **Veronica Dristas**, *Associate Director, Global Studies Center—University of Pittsburgh*

1:45–2:45 p.m.
Closing Plenary

Global Perspectives on Reimagined Global Learning

How is global learning being reimagined in different contexts? How should the inclusion of reimagination from different national, cultural, and/or institutional perspectives influence global learning practices and strategies on your campus? The panelists will offer different perspectives on reimagining global learning and discuss the challenges and advantages we face as we reimagine global learning and integrate more global conceptions.

Moderator: **Dawn Michele Whitehead**, *Vice President, Office of Global Citizenship for Campus, Community, and Careers—AAC&U*

Presenters: **Vanessa Andreotti**, *Professor, Canada Research Chair—University of British Columbia*; and **Candace Moore**, *Associate Clinical Professor and Faculty Director—University of Maryland, College Park*