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Higher Education Task Force: The Unique Contributions of U.S. Higher Education to Global Citizen Diplomacy

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U.S. SUMMIT & INITIATIVE FOR GLOBAL CITIZEN DIPLOMACY

NOVEMBER 16-19, 2010 | WASHINGTON, DC

HIGHER EDUCATION

TASK FORCE

The Unique Contributions of U.S.
Higher Education to Global Citizen Diplomacy



EVERY CITIZEN A DIPLOMAT

TASK FORCE PROCESS

The work of the nine Task Forces began in the fall of 2009, each one representing a specific area of international activity and citizen diplomacy. Each Task Force is led by two co-chairs and made up of members selected by the chairs themselves.

These nine groups met periodically throughout the year to determine guidelines for selecting proposals from organizations vying for a top ten best practices slot, the format and content of their presentation at the Summit, and drafting three measurable outcomes that will allow the U.S. Center for Citizen Diplomacy to monitor each Task Force's progress during the ten-year Initiative for Global Citizen Diplomacy – which aims to double the number of American citizens engaging in international activity and address the global challenges of the 21st Century.

The co-chairs were given complete control over the Task Force, including decisions that needed to be made regarding the process to solicit, accept and select the top ten proposals from organizations in their field.

(*Note: If a Task Force member's organization submitted a proposal, that member was removed from the selection process to avoid conflict of interest.) The U.S. Center for Citizen Diplomacy has not and will not receive any compensation, monetary or in-kind, from the organizations or individuals on the Task Forces or organizations or individuals whose proposals were selected for the top ten. The selection of these top ten proposals was solely on merit and is the result of work completed by the individual Task Forces, not the U.S. Center for Citizen Diplomacy.

The top ten list for each Task Force was selected from a pool of applicants that submitted a two-page proposal with the intention of being considered in the top ten. If an organization did not submit a proposal, they were not under consideration for the top ten.

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November 16–19, 2010, Washington DC.

Materials included in this document are the views of the submitting organization and are meant to serve as a tool for discussion.

Some proposals may be edited for length. Summary content is from original submissions by the organization, and was compiled but the U.S. Center for Citizen Diplomacy.

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Cover: Gallaudet students as role models. Photo: Gallaudet University

HIGHER EDUCATION TASK FORCE

Our nation's higher education community plays a critical role in citizen diplomacy, in the unique ways that it can connect Americans with the global community and foster a better understanding of and active participation in working together to meet global challenges and opportunities. Our educational diplomacy programs have proven time and again that mutual understanding and respect grows when students, scholars, educators, and citizens connect across borders. Such connections are fundamental to achieving cooperation among peoples and a more peaceful world. That impact is magnified when these experiences are integrated into the academic curriculum – as students and scholars are challenged to reflect on and learn from one another, and to embrace their common humanity.

Our task force is delighted to present ten exemplary programs at U.S. colleges and universities that serve as outstanding examples of how to engage many more Americans in citizen diplomacy and address the major global challenges of the 21st century. We hope you will be as impressed as we were by how creative and entrepreneurial these institutions are in serving students' needs and engaging internationally. Students today are seeking opportunities to make a difference, and they also demand an education that builds the global competencies they will need after graduation. This portfolio of our "top ten" institutions showcases how higher education institutions are meeting both needs.

In addition to reviewing this extraordinary portfolio of our "top ten," we also encourage you to visit www.connectingourworld.org for a special feature of stories and photos from the selected programs. We hope that by highlighting these outstanding programs, more students, faculty, and administrators will be inspired to learn about other countries and cultures, and to accept the view that to be a citizen diplomat of the highest quality for their community, their country, and the world is not only a right but also a personal responsibility.

In partnership,

John Halder,

Former President, Community Colleges for International Development (CCID)

Marlene M. Johnson

Executive Director and CEO, NAFSA: Association of International Educators

HIGHER EDUCATION TASK FORCE MEMBERS

CO-CHAIRS

- John Halder** Former President, Community Colleges for International Development
- Marlene Johnson** Executive Director & CEO, NAFSA: Association of International Educators

MEMBERS

- Adria Baker** Executive Director, International Student and Scholar Services, Rice University
- LaNitra Walker Berger, Ph.D** Director, Fellowships & Undergraduate Apprenticeship Program, George Mason University
- Rufus Glasper** Chancellor, Maricopa Community College
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- Stephen Moseley** President & CEO, Academy for Education Development (AED)
- Downing Thomas** Associate Provost and Interim Dean, International Programs, University of Iowa
- Adam Weinberg** President, World Learning
- Chunsheng Zhang** Vice Provost for International Affairs, Northern Alabama University
- David Plack** Department of State Liaison
Senior Advisor to the Deputy Assistant, Secretary for Academic Programs,
Bureau of Educational & Cultural Affairs, U.S. Department of State

GUEST SPEAKERS

- LaNitra Walker Berger, Ph. D** Director, Fellowships & Undergraduate Apprenticeship Program, George Mason University
- Allen Sessoms, Ph.D.** President, University of the District of Columbia

HOST AT SUMMIT

- Downing Thomas** Associate Provost and Interim Dean, International Programs, University of Iowa;
Member, Board of Directors, U.S. Center for Citizen Diplomacy

HIGHER EDUCATION BEST PRACTICES

The Higher Education Task Force’s measurable outcomes support the Initiative for Global Citizen Diplomacy’s goal of doubling the number of American citizen diplomats in the next 10 years.

OUTCOMES

Our desired outcomes for the Summit and subsequent activities are:

A renewed understanding of the critical role of U.S. higher education in global citizen diplomacy.

We seek to increase support for the critical infrastructure that higher education provides in furthering what must be a national priority: supporting the creation of a globally competent and tolerant society.

The internationalization of education in the United States.

We seek to ensure the global competency of U.S. college graduates, with particular emphasis on engaging a diverse cross-section of students.

The promotion of the United States as a magnet for a diverse pool of international students and scholars, the next generation of foreign leaders.

Bay Path College

Longmeadow, MA | www.baypath.edu/

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society & Encouraging Cultural Understanding

Sajuka Community Development Project

A Partnership Between Bay Path College and Sajuka Primar The Gambia

PROGRAM DESCRIPTION & SUMMARY

The Sajuka/Bay Path College Community Development Project is an educational collaboration between Bay Path College, Longmeadow, Massachusetts, and the Sajuka Primary School community in Barra Village, The Gambia, West Africa. The focus of this unique, grass-roots partnership, which broadly engages participants from across our two communities, is to promote and support educational opportunities for girls and to create an invaluable context in which to build and to sustain meaningful cultural understanding and exchange. Bay Path College is a women's college whose mission is focused on preparing women to become confident and resourceful contributors to our interdependent world through development of leadership, communication, and technology competencies. The Sajuka Primary School is the only non-madrassa (Islamic religious school) in its region that enrolls girls as well as boys. American participants from the Bay Path College community include some two-dozen college faculty, numerous staff, and a broad range of students committed to global diplomacy through hands-on development work. A community partnership with the local high school engages teen volunteers who are members of the Longmeadow High School Key Club. Finally in the larger Bay Path College community are financial supporters, including faculty and staff, families of students, and, of particular note, an 88-year-old alumna and a 94-year-old retired businessman.

On the African side of the partnership, Bay Path College joins a community-wide organization, The Sajuka Community Development Group (SCDG), that seeks to improve educational opportunities for all members of the Barra and Esso villages, to promote women's development, and to provide career skills and entrepreneurial opportunities to its members (See www.sajuka.org). Direct project participants in Africa include a dozen teachers and staff, plus the 15-member school board at Sajuka Primary School in the largest community on the North Bank of the Gambia River that runs the entire length of the country. Additionally, the focus of the entire collaboration is upon the 300 children, ages 3 to 12 years old, who are students at Sajuka School.

Bay Path Professor Dr. John Jarvis is the American Program Director who works in partnership with Kola Bahoum, Sajuka School Headmaster, and Momodou Fye, founder of the school and a Bay Path College graduate student in its online Master of Nonprofit Management and Philanthropy Program.

GOALS

The primary goals of this partnership are to contribute to creating a globally competent society and to encourage cultural understanding. These goals are being achieved through the following activities:

Provide the entrepreneurial skills and computer/Internet tools for an elementary school serving 300 children in The Gambia, West Africa, to become economically self-sustaining through the Internet marketing of traditional African crafts produced in the school's Adult Literacy and Craftmaking Program.

- Use income from the Adult Literacy and Craftmaking Program to bring 21st century educational tools, experiences, knowledge, and skills to 300 children at Sajuka Primary School, which is the only school serving two villages and a combined population of 16,000 in the Lower Nuimi District of The Gambia.
- Explore opportunities for U.S. high school students, college undergraduate and graduate students, faculty, and staff to build global competence and cultural understanding through hands-on, experiential learning opportunities, such as the current effort to raise funds through marketing of locally produced crafts; communication and relationship-building through technology; and travel in the Third World.
- Create long-term opportunities for Gambian students to obtain a college education at Bay Path College through scholarships and community-based host family support.

ACCOMPLISHMENTS

- 2008-2009: 70 Bay Path students, faculty, and staff collected and set up a library of 6,000 community-donated books at Sajuka School.
- 2010: Faculty, staff, and community benefactors established a scholarship fund for 10 Sajuka girls to support their education in The Gambia through secondary school and, subsequently, their undergraduate education at Bay Path College.
- January 3-18, 2010: The Project Director and two Bay Path College undergraduates traveled to The Gambia, connecting with one graduate student onsite, to 1) conduct a school needs assessment, 2) produce a fundraising documentary film, and 3) set up a reading curriculum at the new school library.
- May/June 2010: Combined efforts of two faculty, 38 undergraduate students, and two high school volunteers to successfully launch U. S. - based marketing initiative for traditional African crafts made by students in the Sajuka Adult Literacy and Craftmaking Program. The strategy includes on-ground sales in the U.S. as well as an Internet marketing business that will strengthen opportunities for creative collaboration among project partners.

PROGRAM IMPACT

According to the Regional Director of Education in the Lower Nuimi District of The Gambia, Sajuka Primary School now houses the best school library outside of the small African nation's capital, and has been opened to the entire local community of 16,000 citizens for public use. Ten Sajuka Primary School girls are now receiving annual scholarship support from U. S. benefactors to allow them to continue their education through secondary school. Crafts made by students in the Adult Literacy and Craftmaking Program are now being marketed in the first world and are beginning to generate income to support the school.

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GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Reducing Poverty and Disease; Creating a Globally Competent Society;
Encouraging Cultural Understanding

Minority Health International Research Training Program Program Description & Structure

The Minority Health International Research (MHIRT) Program was initiated in 2006. The purpose of the MHIRT program is to provide an international research and service opportunity for minority and disadvantaged undergraduate and graduate students. In addition, the program is designed to address problems related to health disparities and to encourage minority students to pursue a career in the biomedical or behavioral health sciences. Twelve (12) students are selected annually from a national applicant pool to spend a ten (10) week research/service program in an international venue. The first year of the program students were provided training in Egypt, Peru, and the Czech Republic. In 2007, a formal collaboration was developed with the Kwame Nkrumah University of Science and Technology in Kumasi, Ghana located in West Africa and Florida A&M University to operate the program Ghana.

GOALS

- To attract under-represented students into the study of health disparities among minority populations.
- To provide an international research and training experience that encourage participants to pursue a biomedical or behavioral health care career.
- To further the advancement of individuals from health disparity populations in career fields that address problems related to the elimination of health disparities.

The MHIRT program has an Advisory Board that consists of internationally known scientists. The Advisory Board meetings are held annually. In addition to providing oversight of the program, the Advisory Committee serves as the selection committee for the 12 participants during its annual meeting. Committee members also are charged with assistance in identifying laboratory experiences in the international environment.

MHIRT Scholars, as they are referred, have studied a myriad of health issues during their research experiences. The types of research conducted by the Scholars include: (1) Analysis of Treatment for Mental Health Disorders in Ghana: Western Medicine vs. Traditional Medicine; (2) Pregnancy Induced Hypertension in Ghanaian Women: Analysis of Clinical Monitoring Parameters and Drug Therapy in Antenatal Patients; (3) The Impact of Cultural and Sexual Health Beliefs on the Cervical and Breast Cancer Screening Practices of Women in Kumasi, Ghana; (4) Public Health Policy and Programs in Ghana Addressing Health Disparities; (5) Epidemiological Variance in Hypertension in Ghana; (6) A Prospective Analysis of the New National Healthcare Insurance Program in Ghana; (7) An Evaluation of the Psychometric Properties of the Engendered Racial Stereotyping Scale; and (8) Entomological Study of the Host Vector or Sand Fly for the Leishmania Parasite in Egypt to highlight a few.

While in the international venue, students are provided a cultural experience to expose them to the norms and cultural considerations in the country where they are placed. Tutorials on the native language are given in the weeklong orientation held in the U.S. prior to their departure. MHIRT Scholars are strongly encouraged to volunteer with a local organization in the city where they are placed. As a result of these volunteer activities, MHIRT participants have provided services to hospitals, clinics, community based organizations, the Parliament, churches, schools and other entities who provide critical health and social services. Through these volunteer services, MHIRT Scholars truly become global citizens. MHIRT Scholars have also provided medical supplies, educational supplies, school uniforms,

and in some cases the school tuition for some primary school students. Through these relationships, participants became ambassadors for the U.S.

MHIRT Scholars upon their return to the United States present their research to University faculty. In addition, they are strongly encouraged to continue the research initiated during their stay in the international venue and to submit their research for publication and/or presentation at national and international meetings. As a result, MHIRT Scholars have presented their research at such meetings as the United States Conference on African Immigrant Health, American Public Health Association, American Society of Health-Systems Pharmacists and other meetings. One MHIRT Scholar received the 2010 Fulbright Award to continue her work in Ghana. To date, forty (40) minority students have participated in the MHIRT program. Some Scholars are now enrolled in medical schools, pharmacy schools, masters and doctoral programs across the country. Relationships with such agencies as the Food and Drug Board of Ghana, Ghana Association of Traditional Healers, Ministry of Health – Ghana, Komfo Anokye Teaching Hospital, Council for Scientific and Industrial Research, Ghana Standards Board, Ghana Public Health Service and many others have been formalized and provide outstanding opportunities for student research training. The MHIRT Program at Florida A&M University is supported by grant number T37MD001580 by the National Center on Minority Health and Health Disparities at the National Institutes of Health.

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Gallaudet University

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GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Increasing respect for Human Rights, Creating a Globally Competent Society,
Encouraging Cultural Understanding

Global Deaf Village – Gallaudet University

Gallaudet University is the world's only liberal arts university for deaf and hard of hearing people and its Global Deaf Village aims to foster partnerships with deaf individuals, deaf associations, and allies of the Deaf community in the United States and overseas to advocate for one another's equal and inalienable rights. Gallaudet's Global Deaf Village project is fully committed to improving the lives and knowledge of all deaf and hard of hearing people worldwide by engaging its students, faculty, staff and alumni in three unique programs: The First Year Study Tour (FYST) and Honors Program to Costa Rica, the Global Internship Program which works with deaf people and those with disabilities in developing countries and Deaf-centric Study Abroad opportunities. As a whole, these three programs provide the framework for Gallaudet University's Global Deaf Village.

GOALS

The Gallaudet University Global Deaf Village project has three goals.

- To create a self-sustaining network of deaf leaders from around the world who inspire and champion for universal human rights;
- To serve as allies and friends to deaf people around the globe to spread the message of **deaf gain** — where deafness is not seen as a loss of hearing, “but as an expression of human diversity with vital contributions to the greater good of society, resulting in an overall existential gain for humanity” as well as **deaf can** – where the only thing a deaf person cannot do is hear; and
- To train students to become internationally and culturally competent professionals to work with diverse populations both at home and overseas

The Global Deaf Village engages and embraces the larger world beyond Gallaudet's walls through partnerships and outreach on all levels, encouraging our students, faculty, staff and alumni to be fully engaged participants in their local, national and global communities both in the USA and overseas. On the micro-level, a central goal of the Global Deaf Village project is to encourage deaf youth to travel overseas and be a part of the “global generation” while furthering academic interest in international study and service.

STRUCTURE

Students first learn the history, significance and lessons of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the American with Disabilities Act (ADA).

The three programs that encompass the Global Deaf Village range from one week to one semester overseas. The First Year Study Tour is for freshmen deaf students to give them their first experience as ambassadors, friends and allies within the local and global deaf communities. The Global Internship is for graduate students majoring in International Development who work with Disabled People's Organizations, non-governmental organizations, or federal/private agencies. The Deaf-centric Study Abroad **brings together a diverse array of** students, faculty, staff and alumni **with** deaf people across the globe, fostering connections and creating life changing experiences. The Global Deaf Village project emphasizes pre-departure cross-cultural understanding, as well as post-travel debriefing and evaluation. When travelling to foreign countries, it is expected that Gallaudet's diplomats will communicate using each country's sign language.

Our ambassadors visit and work with deaf and hard of hearing and hearing individuals through agencies serving deaf people in Africa, Asia, Europe, South and Central America. Global Deaf Village diplomats work with national deaf organizations, deaf schools, deaf-run businesses, non-profits and federal agencies.

ACCOMPLISHMENTS

Through our Global Deaf Village project, our students, faculty, staff and alumni have been able to increase respect for human rights, create a globally competent society and encourage cultural understanding.

A greater accomplishment of the Global Deaf Village has been the impact this global diplomacy outreach has had on deaf communities worldwide. In most parts of the world the major handicap confronting a deaf individual is not so much his/her deafness but how the general public feels about it; that the concept of deafness in a particular country will determine the kinds and extent of programs and services that are provided. Thus, the Global Deaf Village project continues to provide greater access to information and advocacy leadership training to a large number of deaf and hard of hearing community that work with them outside the USA.

This project enables our students to become advocates for deaf and hard of hearing individuals in developed and developing countries and to become advocates with those alienated by society, teach, train, learn and be involved in world affairs.

The work and result of our Global Deaf Village ambassadors have been substantive. They have: (1) started a school for the deaf in Cameroon and continue to operate the school today partly with interns and volunteers from Gallaudet; (2) conducted internships at the World Federation of the Deaf in West Africa, the Finland Association of the Deaf in Malawi, Mirakle Couriers in India, LINK in the Philippines, Helen Keller Foundation in Indonesia, Malaysian Federation for the Deaf, Amnesty International, Centro Sullivan in Peru, Schools for the Deaf in Nicaragua, and Asociacion Nacional de Costa Rica; and (3) conducted training and workshops on **Human Rights of Women, The Status of the United Nations Convention on the Rights of Persons with Disabilities, and HIV/AIDS and the Rights of the GLBT Community**. On a whole, Global Deaf Village participants have been inspired to learn foreign languages and have ultimately chosen future paths of international relations and international development. A few students and alumni have even applied to work with the U.S. Peace Corps and other international development organizations because of their international experiences through the Global Deaf Village. Several international students have become presidents of their national deaf organizations abroad.

Through the Global Deaf Village, the exciting privilege and honor to improve the lives of deaf and hard of hearing individuals in the USA and abroad can be realized.

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Johnson County Community College

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GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Reducing Poverty and Disease & Creating a Globally Competent Society

The Las Pintas Project at Johnson County Community College

After a year-long program of cultural orientation and extensive fundraising, two faculty-student teams travel to Central Comunitario Integral (CIC), a clinic and community development center in Las Pintas, Mexico, an impoverished community on the outskirts of Guadalajara. CIC is led by two professional Mexican women, a doctor and an engineer, who all donate their time and resources to the community. The JCCC teams include students of nursing, dental hygiene, respiratory care, Spanish language, social work, and at times, construction and electrical technology. Students may participate with or without academic credit. Begun in 1998, the project received the Service-Learning and Civic Engagement Award in 2005 from the Community College National Center for Community Engagement.

GOALS

- Enhance the classroom-based education of our students through hands-on experience with the causes of and possible solutions to poverty and disease in the developing world;
- Provide medical, dental, and educational services to an impoverished community;
- Work with community members to enhance their knowledge, determination, and ability to work within their community for positive change.

The student teams partner with CIC to provide medical and dental care, educational opportunities, and some community development services. The projects undertaken are always developed in consultation with the community, and the JCCC students and faculty members serve with them.

Student nurses, assisted by professionals, provide general health assessments, well-baby care, immunizations, blood pressure checks, pap smears, and lab work to over 1000 patients each year. Student dental hygienists conduct dental assessments, assist with extractions, and give fluoride treatments. Fundraising by the teams underwrites much of the operating costs for CIC's small clinic, which provides the only medical care many in the community receive.

Student educators teach health and nutrition classes for children and for women, which aim to reduce two leading causes of disease in the community – hypertension and diabetes. Workshops for parents and individual counseling sessions seek to prevent domestic violence. Students have trained 50 women to take blood pressures and provide therapeutic massage and basic care, and these women work as “health promoters” throughout the year.

Students lead a day camp for children with age-appropriate developmental lessons and activities. The teams' fundraising for community scholarships enables at risk students in the community to stay in school. Fundraising also assists with an after school program which provides free computer access and homework assistance.

Small construction projects have been completed, and fundraising has assisted with the opening of a small factory for solar water heaters in the community, providing limited employment and a funding source for CIC projects.

Johnson County Community College is located in a suburb of Kansas City and serves many students who have not traveled or interacted with those from other cultures. The Las Pintas project immerses our students in Mexican culture, enabling them to better understand immigrant patients and provide more appropriate care as health professionals. Many of our students receive credit for the project through the course International Awareness Field Study. This course provides academic instruction about developing world poverty and possible ways to address it.

The impact of the project on our students is significant. A common sentiment, voiced here by one student, is, “You go thinking you are going to change the world. But afterward you get home and realize that the main change is in you.” Some participants have changed their college majors to ones where they felt they could better impact the world.

Others have switched their career focus to public health. Many have gone on medical assistance projects to other parts of the world. At least half have returned to Mexico for a second year of the project. A few have chosen to study abroad in Mexico to improve their Spanish language skills.

The impact on the community of Las Pintas is enormous. The CIC doctor, Carmen Rodriguez, said, "The JCCC project has given our people hope." Educational opportunities open doors to the future. Kindness and care show people that they have worth. Training and resources to meet basic needs give people dignity.

FUNDING NEEDS

The women who lead CIC have extensive vision but few resources. JCCC fundraising enabled CIC to begin a preschool program for 40 children, allowing their school-age siblings to attend school rather than provide childcare. Because the families cannot afford the necessary fees, this program needs reliable funding if it is to continue.

Expanding the solar project would help with funding, since its profits are used for CIC projects. Funding for expansion costs and start-up salaries are needed.

The small clinic, almost solely funded by JCCC fundraising, has treated 26,300 patients since 1992. They need \$28,000 USD to purchase ultrasound equipment, another OBGYN exploration table, medicines, and needed office equipment. For \$75,000 USD per year they could hire two part time doctors, nurses, and a receptionist, expanding the clinic's services and hours.

JCCC fundraising has provided for 650 scholarships in the past ten years. Funding for many more scholarships is needed. Many teenagers don't go to high school because their parents can't afford the modest expenses of bus fare, clothing and other supplies.

Since 1992 CIC has provided job training, parenting classes, lessons in basic medical care, and basic environmental and sustainability workshops to 3950 adults. Funds given directly to JCCC's programming would allow for more students teams from additional academic areas to participate. Possibilities include sustainable agriculture, construction management, and finance / economic development students. With additional funding, the community of Las Pintas will develop its ability to fight poverty and disease. With additional experience, students from Kansas will grow more globally competent. Together, they already work as global citizens.

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GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society & Encouraging Cultural Understanding

Global Learning and the Annual Country Study Program

For 26 years, the annual Country Study Program (CSP) has enriched cross-cultural understanding among Kennesaw State University's students, faculty, staff and local communities. Each year, the program includes a lecture series, performances, exhibits, films, themed learning communities, conferences, and the involvement of local partners and international community members from the country of study. More recently, the development of KSU's Global Engagement Certification (GEC) has established a student-driven process for recognizing and articulating student achievement in global learning. The CSP and GEC are integral parts of KSU's broad institutional commitment to foster global learning. They help to make global learning more accessible and meaningful to our students.

GOALS

- Advance KSU's globally focused curriculum.
- Strengthen faculty commitment to and encourage student engagement in global learning.
- Support and empower faculty to integrate education abroad and local intercultural experiences into the curriculum through connections with the local community and partners abroad.
- Break down stereotypes and connect across cultures by providing participants (faculty, staff, students and community members) with a rich, complex sense of place and community.
- Expand participants' cultural knowledge and intercultural skills.
- Recognize student achievement of global perspectives, intercultural skills and responsible citizenship through coursework, education abroad and intercultural experiences.
- Help better prepare students to enter the global society as responsible citizens.

METHODS

International: The countries/regions are selected via campus-wide survey and advisory committee. A year in advance, a committee of volunteers begins meeting monthly to discuss programming. The planning committee works to establish a network of local and international partners that extend KSU's outreach.

Accessible: All students, whether they study abroad or not, can participate in KSU's annual country study program. With over 30 events annually, students learn about the country's political, historical, religious, artistic, social, environmental and economic contexts. Events are linked to credit-bearing courses (both special topics and degree-required courses). In four years, undergraduates have the opportunity to become more informed global citizens by learning deeply about four different countries/world regions. Visiting international students and American students interested in a particular country or region are involved in leadership roles throughout the program.

Faculty Engagement: Faculty learning communities discuss important concepts and recurring themes related to the country of study through common readings, guest lectures and their own research. They design relevant special courses and course modules related to the country of study. Faculty members strengthen their work by visiting the country, not only to enhance their understanding of the country, but also to establish new and deepen existing partnerships. They receive stipends to develop new courses and education abroad programs that are integrated into the curriculum. The Global Learning Fee awarded 24 faculty members \$2,000 this year for this purpose.

Local Community Involvement: The involvement of local communities is critical as they provide guidance and support to the country study program. The network of connections and trust that develop between KSU and local partners are invaluable and extend well beyond the specific year of programming. These relationships include working with consular officials, business leaders, academic institutions, NGOs and community organizations.

Certification: KSU students develop portfolios of their global learning experiences to obtain Global Engagement Certification (GEC). GEC recognizes student achievement of global perspectives, intercultural skills and responsible citizenship through coursework, education abroad and intercultural experiences. KSU established a student fee that helps make GEC more accessible through education abroad scholarships. KSU students pay \$14 per semester, generating approximately \$700,000 annually. KSU students are able to study, research and intern around the world with these funds.

Websites: Both the annual country study program and the Global Engagement Certification have well-developed websites that make accessing information about the programs and processes readily available.

<http://www.kennesaw.edu/globalengagement/>

<http://www.kennesaw.edu/globalinstitute/yearofprogram.html>

RESULTS

- The CSP heightens faculty interest, provides funding for faculty travel, builds international partnerships, and “brings the country” to the campus through weekly events.
- Strong faculty involvement in the planning and implementation of the CSP, results in new courses, new education abroad programs, and new global partners.
- Students, faculty, staff and community members learn about, share their knowledge of, and conduct research related to the country of study. They showcase their native culture, meet and interact across cultures, and reconnect with cultures with which they are familiar.
- Each year, KSU publishes a special issue of the **Journal of Global Initiatives** dedicated to the country of study.
- Grants recently received to support the program have come from the National Endowment for the Arts, Georgia Humanities Council, Fulbright, the Institute of Turkish Studies, and the Korea Foundation.

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Northcentral Technical College

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GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Creating a Globally Competent Society;
Encouraging Cultural Understanding

Connecting the World in Wausau STRUCTURE

Northcentral Technical College (NTC), a two-year public college located in Wausau, Wisconsin, is a medium-sized Midwestern institution with a 20+ year history of welcoming 50-200 international students and professionals each year for short and long-term academic programs. All participants engage in the volunteerism, service learning and civic activism program alongside dozens of resident Wisconsinites (many of whom have never left Marathon County) to work together, learn from each other, and change the hearts and minds of all participants while serving the local community in very visible ways. In 2009, over 7,700 hours of community service were recorded. Wausau, a north central Wisconsin community of approximately 80,000 people with a heterogeneous population of 82% Caucasian and 12% Hmong (the remaining 6% is Hispanic, African American, and Native American), represents a typical middle-American working community in many respects, but its culture of philanthropy and civic engagement is distinctive. It is this spirit of community and service that makes the volunteerism program at NTC hugely successful. International student participants engage in the program for periods of time ranging from 1 week to 2 years, but Wausau citizen participants are often drawn in indefinitely. In 2009-2010, more than 118 international students and professionals representing 32 countries are involved in the program with 280 local residents, and 45 local organizations (impacting hundreds of additional people)

The program is organized and coordinated by the staff of NTC's Multicultural and International Education Center. To start the program initially, staff physically visited numerous service organizations, non-profits, and other community organizations to publicize the availability of international students for volunteer work, and to learn about community needs. As the program grew, organizations began to call the Center directly with requests for volunteers. International students are given, as part of their orientation to the college and the community, a presentation by a local United Way staffer who explains the wide variety of activities and shares the lengthy list of opportunities to volunteer. In addition, the students learn about the online volunteer network, where volunteers can be matched with needs electronically. Throughout the year, several large community events involve all of the international students (United Way Parade, Jaycees Fourth of July events, the Wisconsin Valley Fair, etc), but more often, the students go out in groups of two or three to help. This allows the students to make personal connections. Likewise, community members meet individual international students while they are involved in the community and it changes hearts and minds about the nature of people from other countries.

PRIMARY OBJECTIVES

- To educate and train international students to become globally competent and compassionate world citizens by exposing them to the community spirit and civic activism that exists in the Wausau, Wisconsin area.
- To increase Wausau community members' exposure to and engagement in the world through interactions with international students and visitors in a positive setting.
- To build understanding and respect among all peoples, and develop citizen ambassadors for the global community in Wausau and abroad.

ACCOMPLISHMENTS

Northcentral Technical College partners with more than 200 area organizations for volunteerism and service learning activities that create a globally competent society while encouraging cultural understanding. These partnerships offer educational hands-on programs and opportunities and each year, 100+ international students and visitors interact with growing numbers of local residents through presentations, mentor/mentee relationships, and volunteerism. These interactions increase global competence for students and local residents with whom they come in contact.

International students frequently give highly interactive cultural presentations at local schools, as well as monthly at the Marathon County Public Library headquarters. Library presentations draw people of all ages to learn about new countries (K-12 teachers offer extra credit to students who attend, insuring a great turnout). Families “adopt” international students and involve them in all aspects of Wisconsin life. NTC facilitates these relationships by organizing group events throughout the year (snowshoeing, a Pow-wow, a day on a farm, trip to the Mall of America, etc.) to encourage shared experiences and cross-cultural conversations.

Global exposure translates into global action. The January Haitian earthquake resonated in Wausau because of Haitian students’ many connections in the community over the past 15 years through volunteerism and involvement with local families. The Wausau community donated nearly \$10,000 to the NTC Haiti Disaster Relief fund in the two weeks following the quake - money sent directly to the students’ families in Haiti.

NTC’s International Education Week celebration every November attracts 650 community members for a “Walk around the World” highlighting over 25 countries. Globally competent citizen diplomats are created through all of these activities aimed at connecting international students and local citizens.

Jane Graham Jennings, Executive Director of The Women’s Community in Wausau, speaks to nearly every international student and visitor, openly addressing the importance of services for domestic abuse victims. Through the NTC program, international students experience all aspects of U.S. life, discovering that stereotypes of “typical” America are usually wrong. International students, through volunteering, also dispel stereotypes. One Jamaican student, volunteering at the Salvation Army, was asked “how many hours do you have to do?” The questioner was impressed to learn it was not court-ordered volunteering.

The people-to-people aspect of the program has the most impact on cultural understanding. Steve and Pam Misoni, one of eighty host and mentor families for NTC’s international visitors in 2009, are often seen around town with a carload of international students, shuttling them to another community event. In Steve’s words, “Each time we host students from NTC, it has enriched our lives in ways we never expected. Each and every student has touched our hearts.”

A local Jewish family worked up the courage to host a Muslim student from Kuwait for a week. Although wary, they were open to expanding their worldview to learn about another culture. It must have been a success: they subsequently hosted a second Muslim student.

NTC’s program succeeds at very low cost because it truly is citizen diplomacy at its most basic: bringing people together in a positive way to learn about each other and serve community needs in the U.S. and, when the international students return to their home countries, abroad.

For more information please contact:

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San José State University

San Jose, CA & Salzburg, Austria | www.sjsu.edu | <http://salzburg.sjsu.edu>

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Creating a Globally Competent Society;
Encouraging Cultural Understanding

Salzburg Program, San José State University Program Introduction

San José State University established the SJSU Salzburg Program in 2006 as part of our efforts to prepare students for successful lives and careers in a global world, specifically to promote a more integrated institution-wide focus on **Going Global, Going Green**.

THE PROGRAM'S MAJOR OBJECTIVES ARE:

- To develop a critical mass of collaborative change agents from all areas of our campus who
- Work together on applied projects and engage in other activities
- To help globalize the University at large and encourage our diverse constituencies – faculty, students, administrators, and staff – to become better global citizens.

As the leading public institution of higher education in Silicon Valley, our foremost responsibility is to help people develop the character and the competence to live and work in an increasingly inter-connected society and build a more sustainable world. Like many US institutions of higher education, we have lots of colleagues here who are individually engaged in various forms of internationally oriented activities, including a small Global Studies Program, but most of them are random acts of globalization rather than part of a coherent educational experience. The SJSU Salzburg Program was explicitly initiated to address this shortcoming.

PROGRAM PARTNERSHIP

Our Program is the only one of its kind in the country and grew out of a long-term partnership between San José State and the Salzburg Global Seminar, which has been one of the leading forums for dialogue about problematic global challenges ever since Margaret Mead chaired its first session in 1947. Each year the Seminar convenes a broad mix of sessions that promote the free exchange of ideas, informed discussion, diverse viewpoints, and innovative solutions in a neutral cross-cultural environment. Sessions focus on timely topics, ranging from emerging political and social affairs to important cultural and legal matters, and typically attract a heterogeneous group of well-informed and well-placed Fellows from every corner of the world. SJSU participates in the Seminar's International Study Program on Global Citizenship (ISP), which it launched in 2004 to broaden the engagement of American colleges and universities in international concerns. In its first 6 years the ISP has grown into one of the most extensive networks promoting global citizenship in the world, one that offers 10+ sessions a year and has served more than 2,000 participants from 85+ institutions of higher education around the country.

PROGRAM STRUCTURE

Each Fall SJSU selects a group of 12-16 outstanding faculty, staff, and administrators to serve as **SJSU Salzburg Fellows** and another group of 12-16 exemplary students to serve as **SJSU Salzburg Scholars** through a competitive University-wide process. They participate in this Program for at least 12 months, although many continue their involvement beyond the required commitment. The groups meet for a mix of separate and combined preparatory activities during the Spring semester. That summer both groups are sent to attend intensive weeklong ISP sessions at the Seminar's historic home in Austria, **Schloss Leopoldskron** (familiar to many as the von Trapp's family home in

the **Sound of Music**), where they explore pressing global concerns with a world-renowned faculty. Upon their return to campus in August, the Fellows and the Scholars spend the following academic year collaborating on applied projects to enhance the University's work on international matters, including a strong mentoring component in which the Fellows advise their respective Scholars on broader life and career plans. Our Salzburg Fellows and Scholars also participate in a variety of professional and social activities throughout the year, including substantial contributions to SJSU International Week each semester.

PROGRAM FOCUS

Our Program primarily addresses three of the global challenges targeted by the US Summit for Global Citizen Diplomacy. The most fundamental focus is on "Creating a Globally Competent Society" because it is the broadest challenge and is also the key to leveraging improvements in other global challenges. Closely related to this emphasis from the outset has been our explicit attention to "Preserving the Environment" in the fullest sense of the term, through our focus on sustainability in general and climate change in specific. Our other major emphasis has been on "Encouraging Cultural Understanding" because global challenges are inherently transnational and transcultural in nature, so they cannot be resolved unless people learn how to work on common concerns with diverse sets of stakeholders around the world. All of these Program priorities are particularly important on our campus, for San José State has become one of the most culturally diverse campuses in the country during the past decade, in terms of both our students from the United States and our large number of international students.

PROGRAM IMPACT

Nearly 125 people have participated in the SJSU Salzburg Program since it originated in 2006 — 65 SJSU Salzburg Fellows and 59 SJSU Salzburg Scholars – and they have already begun making a substantial difference at our institution. During its first five years they have conducted 120+ collaborative and individual projects to enhance the greater good of the University; organized 10+ public talks and presentations by prominent international experts, sponsored 3 Peter Lee Memorial Lectures, and hosted a Distinguished Fulbright Scholar-in-Residence during the Fall 2007 semester – many of which have been with colleagues from the Salzburg Global Seminar. They have also expanded SJSU's International Week activities each Fall and Spring, precipitated 6 MA theses and capstone projects, and conducted a variety of other professional development activities. Finally, they have created a self-organizing infrastructure to operate the Program and maintain a website to facilitate communication with interested parties.

For more information please contact:

Dr. William J. Reckmeyer | Professor of Leadership & Systems | william.reckmeyer@sjsu.edu

Thunderbird School of Global Management

Glendale, AZ | www.thunderbird.edu

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Increasing Respect for Human Rights; Creating a Globally Competent Society

Thunderbird School of Global Management's Project Artemis

Most of the developed world has known for decades the powerful influence women can have on local and national economies when they are educated and supported in their efforts. But many emerging and developing countries have yet to acknowledge this valuable resource or make the necessary changes to invest in its potential. Cultural dogma and gender persecution keep many women in the shadows of poverty and stripped of basic human rights.

The people of Afghanistan, for example, have endured decades of war, repression and overwhelming poverty. The average per capita income is \$200 per year and the life expectancy is less than 43 years. The entire country has suffered and the human rights of women and children, in particular, have been remarkably suppressed.

Despite the repression, and perhaps in response to it, Afghan women have demonstrated incredible perseverance and ingenuity. In order to build on these strengths, Thunderbird School of Global Management established Project Artemis in 2005 to educate women entrepreneurs in Afghanistan so they can help rebuild their war-torn nation through small-business enterprises that range from construction companies and medical clinics to boutiques and crafts shops.

The goal of the program is to change lives and create lasting benefit by investing in the education and economic empowerment of these women. Project Artemis is managed through Thunderbird for Good, an initiative born from the school's dedication to global citizenship and the creation of sustainable prosperity worldwide. The mission is to provide learning experiences for non-traditional students, who can utilize business and management skills to fight poverty, secure peace and improve living conditions in their communities.

GOALS

Project Artemis is a unique business skills training program that aims to build the entrepreneurial skills of promising Afghan businesswomen, to connect participants with American businesswomen who serve as mentors, and to educate global leaders who create sustainable prosperity worldwide.

The two-week business training and mentoring program, held on Thunderbird's Glendale, Ariz., campus, thus far has educated 44 women who have returned to their homeland and, despite much adversity and personal risk, put their training into action by starting and growing their businesses. Through the program, Thunderbird has seen firsthand the impact female entrepreneurs can have in emerging countries. In many cases, the women not only have found personal business success, but also have extended those opportunities and their business knowledge to other women and their children.

Many Project Artemis participants also returned home to establish or expand businesses that have helped others in their country by providing healthcare and childcare as well as through civil service. The multiplying effect of Project Artemis also can be seen in the jobs created, the knowledge shared, and the new examples set for future generations.

"We women have taken it upon ourselves to stitch the future of peace for our children," says Artemis fellow Rangina Hamidi, whose business makes embroidered shawls, pillows and wall hangings. "Embroidery is the skill we have, and love and patience is what we can give to our families and our country. We will work to help rebuild this war-torn nation." Since completing the Thunderbird program, Hamidi has grown her business to more than 500 employees, and their products are exported worldwide. Her spirit, resolve and hard work have greatly impacted economic opportunities and independence for Afghan women.

Thunderbird is committed to ensuring the success of the program and measures outcomes well after the fellows return home. Project Artemis facilitates ongoing contact with the fellows to experience their successes and challenges, and to ensure on-going learning and networking opportunities for the Afghan women, each participant is paired with a U.S. mentor working in a related industry who pledges to work with the participant for 2 years after the program. Additionally, many of the participants make a pledge to become mentors for other Afghans and have done so with great success.

For more information please contact:

Felicia Welch | Associate Director | felicia.welch@thunderbird.edu

University of California, Irvine

Irvine, California | www.uci.edu

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society & Encouraging Cultural Understanding

The Olive Tree Initiative At The University Of California, Irvine

CONTEXT & MISSION

The University of California, Irvine is among a growing number of US and international institutions that experience tensions between pro-Israeli and pro-Palestinian groups on their campus. In March 2007 a diverse group of students from Jewish, Muslim, Christian, Druze and non-religious backgrounds with different perspectives on the Israeli-Palestinian conflict founded the Olive Tree Initiative (OTI). Their founding mission was to respond to the situation on campus with firsthand knowledge of the Israeli-Palestinian conflict gained through visiting the region and hearing the diverse views and experiences of academics, politicians, religious authorities, community leaders and activists. They would then share their own learning experience with UCI students and the off-campus communities in Orange County and beyond. While students come from all different religious and cultural backgrounds, the goal of the trip is not to change their allegiances, but rather to educate them and prepare them to find innovative and peaceful solutions to the conflict both on campus and, perhaps someday, in the region itself.

STRUCTURE & GOALS

In September 2008 the founding students and faculty members made an inaugural two-week educational trip to Israel/Palestine. After cooperatively raising the money for their own travel and unanimously deciding on a balanced itinerary, they visited nearly every corner of the region, spending half their time in Israel proper and half their time in Palestinian territory. Crossing physical and mental borders daily, they were constantly confronted with diverging impressions, narratives and perspectives. Each night the group gathered to discuss and reflect on the day's experiences and to explore the reactions among the group members. The students returned to campus much more educated, nuanced and open in their thinking, and empowered to catalyze change through education and action.

The success of this experiential approach to education led to a second trip in September 2009 and a third group of students planning to travel to the region in September 2010. The trip has now become an annual educational experience for UCI students.

PRIMARY OBJECTIVE(S) OF THE INITIATIVE

- Educate the UCI campus and the surrounding community about the multiple narratives of the Israeli-Palestine conflict.
- Create constructive, respectful dialogue between groups and individuals on campus and in the community to create a better understanding of the conflict.
- To bring people in the region together to engage in constructive direct dialogue (Israeli-Jews and Israeli-Arabs) and indirect dialogue (Israeli and Palestinian as they are mostly separated and can only communicate through intermediaries or media) and give them the chance to connect with people outside of their sphere.

GROWTH

Upon their return from the region the OTI students have shared their experiences and insights in more than 70 forums on and off campus (e.g. synagogues, mosques, churches, community centers, and retirement homes). They have published their experiences and insights in a journal and have produced a short movie available at <http://www.uctv.tv/search-details.aspx?showID=15885>.

In April 2009 OTI students hosted a three-day UC Student Leadership Summit and realized another goal; that of seeing the OTI adopted at other UC campuses. As a result, the next student leadership summit was hosted by the new OTI group at the University of California, Santa Barbara in February 2010. Furthermore, the OTI group at UC Santa Barbara and students from the OTI group at UC Santa Cruz are organizing their first trips to Israel/Palestine in the fall of 2010.

In order to extend awareness of what they have learned the UCI OTI hosted the first OTI Week in May 2010, with more than twelve events attracting hundreds of students, faculty, and community members, and involving them in various debates and dialogues.

An academic curriculum associated with the OTI was also recently established that includes a substantial focus on the Israeli-Palestinian conflict. Students completing this program will receive a Certificate in Conflict Analysis and Resolution. They receive training in dialogue techniques, mediation skills, cultural understanding, and languages to prepare them for their experience on the ground. They also take courses on the history, politics, and varying narratives of the Middle East. The trip itself is embedded in an intensive program of preparation and follow-up/evaluation, thus ensuring that the first-hand learning experience is even more effective and long lasting. The academic curriculum also allows for adapting the program to other conflicts outside of the Middle East.

ACCOMPLISHMENTS

In recognition of their contributions the campus and off-campus communities, the OTI received the Orange County Human Relations Commission Community Leadership Award in May 2008; the 2009 UC Irvine Living Our Values Student Team Award given annually by Chancellor Michael Drake; the Interfaith Peace Ministry of Orange County 2010 Paul S. Delp Peace Award; the 2010 Ant eater Award for best International Student Organization and the 2010 inaugural University of California President's Award for Outstanding Leadership among all ten University of California campuses.

Most of the early graduates of the OTI have changed their studies towards subjects that are more related to Middle East issues. Some students that have graduated are working for government and non-governmental organizations in the region. Others are pursuing graduate studies in diplomacy or conflict resolution and are planning to be more directly involved in these kinds of issues in the future.

The situation at the campus has changed; there is much more dialogue than in previous years. The various communities around the campus are more constructively involved and connected through OTI. In March 2010 a religiously and ethnically mixed group of local community members traveled to the Middle East and followed an itinerary and experimental approach similar to that of the student trips.

VISION FOR THE FUTURE

The tremendous growth of the organization since its inception and the changes we have seen at the UC Irvine campus are only the beginning. The long-term vision is that the program will be adopted by all other institutions of higher education in the U.S. and abroad that struggle with tensions around the Israeli-Palestinian conflict on their campuses and/or have Middle Eastern Studies Programs. The U.S. is still educating students who are the future leadership of the region and it is our responsibility to ensure that the future leaders who study in the U.S. understand the complexities, have heard the different narratives, and have engaged in meaningful dialogue about these issues before they re-enter the highly polarized and segregated socio and political spheres in their respected countries. Growing the OTI nationally and internationally requires significant resources and strong partners, which we are in the process of identifying.

For more information please contact:

Manuel N. Gomez | Vice Chancellor of Student Affairs | mngomez@uci.edu

University of San Francisco

San Francisco, CA | www.usfca.edu

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Reducing Poverty and Disease; Creating a Globally Competent Society; Encouraging Cultural Understanding

Sarlo Scholars - Global service-learning

Sarlo Scholars are undergraduate students committed to understanding and addressing poverty and injustice in partnership with international communities and a host nonprofit, the Foundation for Sustainable Development (FSD). This service-learning program seeks to foster global citizen democracy by directly engaging university students in a way of learning and living that honors diverse sources of knowledge. We cultivate global understanding and competence via the integration of academics, professional experience, relationship building, and critical reflection.

Selected students begin with a spring semester on-campus course that includes a cross-cultural, multidisciplinary team comprised of faculty and development professionals who teach about international economics, politics, history, community development, research methods, gender issues, and professional tools and best practices. They incorporate this knowledge in a 10-week immersive internship with community-based organizations in either Uganda or Nicaragua. Students live with host families and are each assigned to an organization that matches their interests and skills. Authentic relationships are built between the students and community members (host family, coworkers, local leaders), resulting in mutual understanding and growth. Their work focuses on sustainable development initiatives in health, environment, education, women's empowerment, human rights, microfinance, or community development. In this way, they gain invaluable perspective on these social concerns through relationship with people who are most directly affected by them. They get involved in the community's own initiatives to reduce poverty and disease, striving to increase the collective capacity, but not to replace it or to impose external solutions.

While abroad, FSD provides the students with grant-writing training and then hosts a professional-level grant competition. Students vie for funding for the projects they have undertaken with their host organizations. In the process, those organizations may increase their capacity for sustainable development, as well as the competencies of planning, communication and documentation required of grant-writing campaigns.

Students continuously engage in reflection on all these forms of learning, expanding their abilities for self-assessment, communication, analysis, and problem solving. They maintain a blog about their experiences, and respond to their professors' prompts via written and video documentation. FSD also conducts ongoing reflective and educational sessions. In addition, Sarlo Scholars begin data collection for research papers that reflect their deepened understanding of the issues. They are encouraged to think of their research in terms of its potential usefulness to their international community partners and to structure and disseminate it accordingly.

Their global experiences inform their ongoing learning upon return to the US. During a post-immersion course on campus, they synthesize foundational theory and international experiences. In addition to structured reflection on cultural understanding and poverty alleviation, they complete their research and develop a strategy for continued engagement in citizen democracy. Their learning is assessed by way of the research papers, related presentations, and evaluations by the FSD staff, host organization supervisors and host parents.

Together the Sarlo Scholars and their international hosts develop each other's cultural understandings and skills, and collaborate on actions to promote a globally competent society. It is our goal that the sum of these experiences will yield informed global citizens who actively work to end poverty, whether through personal or professional domains.

GOALS

- To provide students with lived experiences in order to develop their capacities for respect, humility and compassion, as well their abilities to think critically about issues such as macroeconomics, world politics, and cross-cultural interactions.
- To provide students with a forum for reflective practice in which they analyze their own beliefs, values, assumptions and identities pertaining to development, service, social justice and global engagement. Simultaneously students integrate these reflections with lessons learned from the people they interact with in poor and marginalized communities.
- To cultivate students' understanding of the extent to which all individuals can be ethically engaged in furthering the welfare of their communities. In particular, to provide students with authentic paraprofessional experience through which to hone their skills for careers in sustainable development (including health, education, human rights, microfinance, etc.)
- To engage with and contribute to international partner communities in ways that are meaningful and constructive to them (as determined by them), and balance university learning goals with community development interests.

ACCOMPLISHMENTS

This innovative program initially attracted the attention of a generous donor, who responded to favorable results by funding a program expansion. That funding has persisted during the economic downturn, making it possible for 25 students to serve and learn from as many international community partners. A few examples of the positive outcomes are provided below.

This unique curriculum attracted guest lecturers from the US and beyond, and has been described by faculty and students alike as the best of their courses. International partners have documented that Sarlo Scholars are the best of their interns due to their depth of preparation, appropriateness of expectations, and work ethic. Consequently, other universities and organizations have regarded the program as a model.

SAMPLE PROJECTS:

- Zannah was an integral member of a Ugandan organization in their medical programs and model homestead projects. She convinced the medical director of the viability of medicinal garden for community health. Together with local nursing students and community residents, she led an effort to transform a field being used for refuse into a medicinal garden that would not only provide herbal remedies for the community and clinic, but would also serve as a nursery for these plants and an educational space to teach about their cultivation and consumption. The project honored the indigenous practice of homeopathic care and the availability of these traditional resources.

Among the Sarlo Scholars program alumni are graduate students in medicine, law, and international development, and professionals in environmental, global justice, and community health careers.

For more information please contact:

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NON-SELECTED PROPOSALS

The following institutions submitted a proposal to the Higher Education Task Force, but were not selected.

AMERICAN UNIVERSITY

PROGRAM: Alternative Break Program
CONTACT: Fanta Aw, Assistant Vice President of Campus Life
EMAIL: fanta@american.edu
LOCATION: Washington, DC

BATON ROUGE COMMUNITY COLLEGE

PROGRAM: Edinburgh Fringe Festival
CONTACT: John Tigue, Dean of Liberal Arts
EMAIL: tiguej@mybrcc.edu
LOCATION: Baton Rouge, LA

BETHEL UNIVERSITY

PROGRAM: World Class Study Abroad Program
CONTACT: Dr. Vincent Peters, Dean of Off-Campus Programs/
International Studies
EMAIL: v-peters@bethel.edu
LOCATION: Saint Paul, Minnesota

BROWN UNIVERSITY

PROGRAM: The Global Independent Study Initiative at Brown University
CONTACT: Kendall Brostuen, Director, Office of International Programs,
Associate Dean of the College
EMAIL: kendall_brostuen@brown.edu
LOCATION: Providence, Rhode Island

BUFFALO STATE, STATE UNIVERSITY OF NEW YORK

PROGRAM: Center for Southeast Asia Environment and Sustainable
Development
CONTACT: Kim Irvine, Director, Center for Southeast Asia Environment
and Sustainable Development
EMAIL: irvinekn@buffalostate.edu
LOCATION: Buffalo, NY

CHICAGO STATE UNIVERSITY

PROGRAM: CSU/USAID-Textbook and Learning Material Program-Ghana
CONTACT: Carol O. Carson-Warner, Ed. D., Executive Director
EMAIL: rwarner454@aol.com
LOCATION: Chicago, Illinois

COASTLINE COMMUNITY COLLEGE

PROGRAM: One World One People
CONTACT: Laurie R. Melby, Director of Video Production
EMAIL: lmelby@coastline.edu
LOCATION: Fountain Valley, CA

COLUMBIA UNIVERSITY

PROGRAM: Dual Degrees for Globally Competent Engineers
CONTACT: Dr. Regine Lambrech, Director of Global Initiatives and
Education
EMAIL: regine.lambrech@columbia.edu
LOCATION: New York, NY

DELTA COLLEGE

PROGRAM: Delta/Kenya Partnership
CONTACT: Teresa Stitt, Associate Dean of Community Development
EMAIL: tfstitt@delta.edu
LOCATION: University Center, Michigan

DREXEL UNIVERSITY

PROGRAM: "WeServe"
CONTACT: Dr. Julie Mostov, Associate Vice Provost for International
Programs
EMAIL: mostovj@drexel.edu
LOCATION: Philadelphia, Pennsylvania

DUKE UNIVERSITY

PROGRAM: Global Duke: Enhancing Students' Capacity for World
Citizenship
CONTACT: Margaret Riley, Director and Associate Dean, Global Education
Office for Undergraduates
EMAIL: mriley@duke.edu
LOCATION: Durham, North Carolina

DUKE UNIVERSITY

PROGRAM: DukeEngage
CONTACT: Eric Mlyn, Director, DukeEngage and Duke Center for Civic
Engagement
EMAIL: eric.mlyn@duke.edu
LOCATION: Durham, North Carolina

EAST CAROLINA UNIVERSITY

PROGRAM: Global Understanding
CONTACT: Dr. Rosina Chia, Assistant Vice Chancellor for Global
Academic Initiatives
EMAIL: chiaro@ecu.edu
LOCATION: Greenville, NC

ELIZABETHTOWN COLLEGE/BRETHREN COLLEGES ABROAD

PROGRAM: The Global Conversation Course
CONTACT: Theodore Long, President
EMAIL: longte@etown.edu
LOCATION: Elizabethtown, PA

EMORY UNIVERSITY

PROGRAM: The Institute for Developing Nations at Emory University
CONTACT: Holli Semetko, Vice Provost for International Affairs
EMAIL: holli.semetko@emory.edu
LOCATION: Atlanta, GA

EMORY UNIVERSITY

PROGRAM: Emory Tibetan Studies Program in Dharamsala, India
CONTACT: Philip Wainwright, Associate Dean
EMAIL: dtotten@emory.edu
LOCATION: Atlanta, Georgia

FAIRLEIGH DICKINSON UNIVERSITY

PROGRAM: UN/NGO Pathways Program
CONTACT: Jason Scorza, Associate Provost for Global Learning
EMAIL: scorza@fd.edu
LOCATION: Teaneck, New Jersey

GEORGE MASON UNIVERSITY

PROGRAM: Expanding the Higher Education System of Sierra Leone to
Meet Individual and Economic Development Needs
CONTACT: Gail Kettlewell, Director, Development of International
Community College Town Center System, Sierra Leone
EMAIL: gkettlew@gmu.edu
LOCATION: Fairfax, VA

GEORGIA INSTITUTE OF TECHNOLOGY

PROGRAM: International Plan: Strengthening the Global Competence of
Undergraduate Students
CONTACT: Amy Henry, Executive Director of International Education
EMAIL: amy.henry@gatech.edu
LOCATION: Atlanta, GA

GREEN RIVER COMMUNITY COLLEGE

PROGRAM: Study Abroad in Australia/NZ
CONTACT: Edith Bannister, Vice President for Extended Learning and Economic Development
EMAIL: ebannister@greenriver.edu
LOCATION: Auburn, WA

HAMPTON UNIVERSITY

PROGRAM: Global Awareness Week
CONTACT: Marcia Jackson, International Office Coordinator
EMAIL: marcia.jackson@hamptonu.edu
LOCATION: Hampton, VA

HAWAII TOKAI INTERNATIONAL COLLEGE

PROGRAM: Liberal Arts Program, College Preparatory Program, Discover East Asia, International Programs
CONTACT: Morna Dexter, Director of Student Services
EMAIL: mcdexter@tokai.edu
LOCATION: Honolulu, Hawaii

INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS

PROGRAM: IUPUI-Moi University Partnership
CONTACT: Susan Sutton, Associate Vice Chancellor of International Affairs
EMAIL: ssutton@iupui.edu
LOCATION: Indianapolis, IN

INTERNATIONAL HOUSE UC BERKELEY

PROGRAM: Culture Bridge Initiative
CONTACT: Liliane C. Koziol, Director of Programs
EMAIL: lkoziol@berkeley.edu
LOCATION: Berkeley, California 94720-2320

LOCK HAVEN UNIVERSITY

PROGRAM: International Service- Learning in Morocco: Rural Health Education and Youth Leadership in the Ourika Valley
CONTACT: Anne-Marie Turnage, Director, MountainServe Center for Global Citizenship
EMAIL: aturnage@lhup.edu
LOCATION: Lock Haven, PA

LONE STAR COLLEGE SYSTEM

PROGRAM: Faculty International Exploration
CONTACT: Nithy Sevanthinathan, Director-International Programs and Services
EMAIL: nithy@lonestar.edu
LOCATION: The Woodlands, Texas

LONE STAR COLLEGE SYSTEM

PROGRAM: Community College Initiatives – Global Leadership Academy
CONTACT: Nithy Sevanthinathan, Director, International Programs and Services
EMAIL: nithy@lonestar.edu
LOCATION: The Woodlands, Texas

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

PROGRAM: Promoting Corporate Social Responsibility among Small Businesses in China
CONTACT: Yuwei Shi, Dean of Graduate School of International Policy and Management
EMAIL: yuwei.shi@miis.edu
LOCATION: Monterey, CA

MONTGOMERY COLLEGE

PROGRAM: Arab American Heritage Month Program
CONTACT: Enas Elhanafi, Arab American Heritage Month Coordinator
EMAIL: enas.elhanafi@montgomerycollege.edu
LOCATION: Rockville, MD

MORAIN VALLEY COMMUNITY COLLEGE

PROGRAM: International Host Home Program
CONTACT: Diane Viverito, Assistant Dean, International Student Affairs
EMAIL: viverito@morainevalley.edu
LOCATION: Palos Hills, Illinois

MOREHOUSE COLLEGE

PROGRAM: The Morehouse College W.E.B. DuBois International House: A Living and Learning Residential Center to Engage the Global Community
CONTACT: Gwen Wade, Director, International Student Services and Education Abroad Programs
EMAIL: gwade@morehouse.edu
LOCATION: Atlanta, Georgia

NEBRASKA WESLEYAN UNIVERSITY

PROGRAM: Global Service Learning Program
CONTACT: Dr. Melanie Armstrong, Director of Foundation Relations
EMAIL: marmstro@nebrwesleyan.edu
LOCATION: Lincoln, NE

NORMAN DALE COMMUNITY COLLEGE

PROGRAM: Nursing Department Service Learning Project
CONTACT: Dan Creed, Global Studies Coordinator
EMAIL: dan.creed@normandale.edu
LOCATION: Bloomington, MN

NORTH CAROLINA A&T STATE UNIVERSITY

PROGRAM: HBCU'S Language Exchange Program with European Engineering Universities
CONTACT: Dr. Emmanuel Ikegwu
EMAIL: ikegwue@ncat.edu
LOCATION: Greensboro, North Carolina

NORTHEASTERN UNIVERSITY

PROGRAM: NU Dialogue of Civilization and Global Corps
CONTACT: Robert P. Lowndes, Vice Provost for International Affairs
EMAIL: r.lowndes@neu.edu
LOCATION: Boston, Massachusetts

PENNSYLVANIA STATE UNIVERSITY

PROGRAM: Parks & People
CONTACT: Robert Crane, Director - Alliance for Earth Science, Engineering, and Development in Africa (AESEDA) & Professor - Geography
EMAIL: rqc3@psu.edu
LOCATION: University Park, PA

PORTLAND STATE UNIVERSITY

PROGRAM: International Faculty-led Programs
CONTACT: Gil Latz, Vice Provost for International Affairs
EMAIL: latzg@pdx.edu
LOCATION: Portland, Oregon

SAINT MARY'S COLLEGE

PROGRAM: SMC Study Abroad Program in Uganda
CONTACT: Elaine Meyer-Lee, Ed.D., Director, Center for Women's Intercultural Leadership (CWIL)
EMAIL: meyerlee@saintmarys.edu
LOCATION: Notre Dame, Indiana

SAN DIEGO STATE UNIVERSITY

PROGRAM: Sustaining Internationalization: Requiring Study Abroad
CONTACT: Alan Sweedler, Assitant Vice President, Internatioanal Programs

EMAIL: alan.sweedler@sdsu.edu

LOCATION: San Diego, California

SANTA CLARA UNIVERSITY

PROGRAM: Social Impact Program- CSTS

CONTACT: Radha R. Basu, Managing Director, Center for Science, Technology, and Society

EMAIL: RBasu@scu.edu

LOCATION: Santa Clara, California

SHENANDOAH UNIVERSITY

PROGRAM: Global Citizenship Project

CONTACT: RT Good, Ed.D, Dean, Global & Community Education

EMAIL: rgood@su.edu

LOCATION: Winchester, Virginia

SOUTHERN METHODIST UNIVERSITY

PROGRAM: Broadening Global Perspectives

CONTACT: Michael T. Clarke, Executive Director

EMAIL: mclarke@smu.edu

LOCATION: Dallas, Texas

ST. CLOUD STATE UNIVERSITY

PROGRAM: Chilean Exchange Program

CONTACT: Ann B. Radwan, Associate Vice President for Academic Affairs/International Studies

EMAIL: abradwan@stcloudstate.edu

LOCATION: St. Cloud, MN

STATE UNIVERSITY OF NEW YORK SYSTEM ADMINISTRATION

PROGRAM: Undergraduate Dual Diploma Programs with Turkish Universities

CONTACT: Robert Gosende, Associate Vice Chancellor for International Programs

EMAIL: Robert.gosende@suny.edu

LOCATION: Albany, New York

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

PROGRAM: United Nantion and You at TC

CONTACT: Samantha Lu, Director, OISS

EMAIL: slu@tc.columbia.edu

LOCATION: New York, NY

THE UNIVERSITY OF NORTH TEXAS

PROGRAM: War Crimes Tribunal Study and Research Abroad

CONTACT: Mary Beth Butler, Director, Communications

EMAIL: marybeth.butler@unt.edu

LOCATION: Denton, Texas

THE UNIVERSITY OF TEXAS AT AUSTIN

PROGRAM: Projects for Underserved Communities

CONTACT: Christian Clarke Casarez Director of International Public Affairs

EMAIL: christianc@austin.utexas.edu

LOCATION: Austin, Texas

THE UNIVERSITY OF WISCONSIN-RIVER FALLS

PROGRAM: UWRF/CERS Internship Project

CONTACT: Brent Greene, Director, International Education Programs

EMAIL: brent.d.greene@uwrf.edu

LOCATION: River Falls, Wisconsin

THOMAS JEFFERSON UNIVERSITY

PROGRAM: Partnerships for Health in a Rwandan Genocide Survivors Village-Jeff HEALTH and Barefoot Artists

CONTACT: Janice M. Bogen, Director, Office of Intenational Exchange Services

EMAIL: janice.bogen@jefferson.edu

LOCATION: Philadelphia, PA

TRINITY COLLEGE

PROGRAM: Megacities of the Yangtze River: A Traveling Investigation

CONTACT: Xiangming Chen, Dean and Director, Center for Urban and Global Studies

EMAIL: xiangming.chen@trincoll.edu

LOCATION: Hartford, Connecticut

UH-KAPIOLANI COMMUNITY COLLEGE

PROGRAM: International Cafe: International Service Learning Program of Kapiolani Community College

CONTACT: Leon Richards, Chancellor, Kapiolani Community College

EMAIL: lr24@hawaii.edu

LOCATION: Honolulu, Hawaii

UH-KAPIOLANI COMMUNITY COLLEGE

PROGRAM: Freeman Foundation Community College Program

CONTACT: Ken Kiyohara, International Program Coordinator

EMAIL: overton@hawaii.edu

LOCATION: Honolulu, Hawaii

UNIVERSITY OF ARKANSAS

PROGRAM: Applied Sustainability Center

CONTACT: DeDe Long, Director of Study Abroad

EMAIL: dslong@uark.edu

LOCATION: Fayetteville, Arkansas

UNIVERSITY OF HAWAI'I AT HILO

PROGRAM: Developing Global Citizens: A First-Generation Experience

CONTACT: Keith Miser, Executive Director of the Center for Global Education and Exchange

EMAIL: kmiser@hawaii.edu

LOCATION: Hilo, Hawai'i

UNIVERSITY OF IDAHO

PROGRAM: University of Idaho Students Use Student Fees to Fund

Engagement in Global Citizenship

CONTACT: Bob Neuenschwander, Associate Director of International Grants and Initiatives

EMAIL: bobn@uidaho.edu

LOCATION: Moscow, Idaho

UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

PROGRAM: Global Studies Seminars

CONTACT: Barbara Hancin-Bhatt, Asst. Dean, College of Liberal Arts and Sciences

EMAIL: hancinbh@illinois.edu

LOCATION: Urbana, IL

UNIVERSITY OF KANSAS

PROGRAM: Global Awareness Program (GAP)

CONTACT: Jenna Hunter, GAP Program Director

EMAIL: jmhunter@ku.edu

LOCATION: Lawrence, Kansas

UNIVERSITY OF MARYLAND

PROGRAM: Alternative Breaks (AB) Program
CONTACT: Elizabeth Doerr, Coordinator for Community Service-Learning - Immersions
EMAIL: edoerr@umd.edu
LOCATION: College Park, MD

UNIVERSITY OF MICHIGAN

PROGRAM: University of Michigan International Career Pathways
CONTACT: John Greisberger, Ph.D., Director, International Center
EMAIL: jegreis@umich.edu
LOCATION: Ann Arbor, Michigan

UNIVERSITY OF MINNESOTA

PROGRAM: Global Spotlight Program
CONTACT: Carol A. Klee, Assistant Vice President for International Scholarship
EMAIL: klee@umn.edu
LOCATION: Minneapolis, MN

UNIVERSITY OF NEVADA LAS VEGAS

PROGRAM: Faculty International Development Awards
CONTACT: Susan Thompson, Director International Programs
EMAIL: susan.thompson@unlv.edu
LOCATION: Las Vegas, Nevada

UNIVERSITY OF NORTH CAROLINA WILMINGTON

PROGRAM: "Walk a Mile"-Becoming an Immigrant Student
CONTACT: Amy Rottmann, Director-Teaching Fellows Program
EMAIL: rottmanna@uncw.edu
LOCATION: Wilmington, NC

UNIVERSITY OF SAN FRANCISCO

PROGRAM: The Architecture and Community Design Outreach Program
CONTACT: Alan Ziajka, Special Assistant to the President/Director of Institutional Research
EMAIL: ziajka@usfca.edu
LOCATION: San Francisco, California

UNIVERSITY OF SOUTH FLORIDA

PROGRAM: Global Academic Partners Program
CONTACT: Linda Whiteford, Associate Vice President for Academic Affairs and Strategic Initiatives
EMAIL: lwhiteford@usf.edu
LOCATION: Tampa, FL

UNIVERSITY OF THE DISTRICT OF COLUMBIA

PROGRAM: Start up Office of International Programs and Exchange
CONTACT: Denis G. Antoine, Director International Programs and Exchanges
EMAIL: dantoine@udc.edu
LOCATION: Washington, D.C.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

PROGRAM: Start up Office of International Programs and Exchange
CONTACT: Denis G. Antoine, Director International Programs and Exchanges
EMAIL: dantoine@udc.edu
LOCATION: Washington, D.C.

UNIVERSITY OF VIRGINIA

PROGRAM: Volunteer with International Students and Scholars, and Staff Program (VISAS)
CONTACT: Cliff Maxwell, Assistant to the Vice Provost for International Programs
EMAIL: maxwell@virginia.edu
LOCATION: Charlottesville, VA

UNIVERSITY OF WISCONSIN- LA CROSSE

PROGRAM: Global Link Scholarship Program
CONTACT: Cynthia Scarpa, International Student Advisor
EMAIL: scarpa.cynt@uwlax.edu
LOCATION: La Crosse, WI

UNIVERSITY OF WISCONSIN-GREEN BAY

PROGRAM: Middle East Studies and Partnerships
CONTACT: Jay Harris, International Projects Coordinator
EMAIL: harrisja@uwgb.edu
LOCATION: Green Bay, WI

VANDERBILT UNIVERSITY

PROGRAM: The Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE)
CONTACT: Dawn Turton, Executive Director, International Office
EMAIL: dawn.t.turton@vanderbilt.edu
LOCATION: Nashville, TN

VIRGINIA TECH

PROGRAM: Integrated Pest Management Collaborative Research Support Program
CONTACT: Miriam Rich, Communications Coordinator, Office of International Research, Education, and Research
EMAIL: mrich@vt.edu
LOCATION: Blacksburg, VA

WEBSTER UNIVERSITY

PROGRAM: Human Rights Project at Webster University Worldwide
CONTACT: Dr. Sarita Cargas, Assoc. Dean, College of Arts & Sciences, and Prof. of Human Rights
EMAIL: saritacargas09@webster.edu
LOCATION: St. Louis, MO

WELLESLEY COLLEGE

PROGRAM: The Madeleine Korbel Albright Institute for Global Affairs
CONTACT: Joanne Murray, Director, The Madeleine Korbel Albright Institute for Global
EMAIL: jmurray@wellesley.edu
LOCATION: Wellesley, Massachusetts

WEST VIRGINIA UNIVERSITY

PROGRAM: Advancing Global Citizenship through Global Service-Learning
CONTACT: Eric Hartman, International Studies Instructor, Executive Director of Amizade Global Service-Learning
EMAIL: Eric@amizade.org
LOCATION: Pittsburgh, PA

WILLAMETTE UNIVERSITY AND BELLARMINO UNIVERSITY

PROGRAM: Intercultural Development via the Intentional, Targeted, Intervention (ITI) Model
CONTACT: Kris Lou and Gabriele Bosley, Directors of International Education
EMAIL: klou@willamette.edu & gbosley@bellarmine.edu
LOCATION: Salem, OR & Louisville, KY

WORCESTER POLYTECHNIC INSTITUTE

PROGRAM: Global Perspective Program
CONTACT: Natalie A. Mello, Director of Global Operations
EMAIL: nmello@wpi.edu
LOCATION: Worcester, MA

TASK FORCE MEMBER PROGRAM SUMMARIES

NAFSA: Association of International Educators

Washington, DC | www.nafsa.org | govrel@nafsa.org

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society & Encouraging Cultural Understanding

The Senator Paul Simon Study Abroad Initiative

For nearly a decade, NAFSA has been working to make global education a part of every college graduate's experience, and is currently promoting an initiative in Congress that would incentivize universities and colleges to make quality study abroad experiences accessible and affordable to all students. This initiative, known as the Senator Paul Simon Study Abroad Initiative, has enormous potential to equip tomorrow's graduates with the experience and mindset needed to effectively engage in citizen diplomacy and a global economy.

In 2003, the late Senator Paul Simon (D-Ill.) announced a vision for a national effort to create a more globally educated American citizenry through significantly expanding opportunities of study abroad for U.S. students, particularly in developing countries. Senator Simon felt that such a program would "lift our vision and responsiveness" to the rest of the world. Since then, NAFSA has been working together with Congressional champions and organizations in the higher education community to establish a program to make Senator Simon's vision a reality.

The goal of the initiative is — in the next ten years — to:

- Support one million American students to study abroad annually on quality programs (four times the current number),
- Ensure that the population of students going abroad reflects the demographics of U.S. higher education (and make study abroad more accessible to our increasingly diverse student bodies), and
- Encourage more students to study abroad in non-traditional locations, including in the developing world (broadening the diversity of destinations to include the whole world).

With only about one percent of U.S. college students studying abroad each year, this effort recognizes that there will be many challenges in getting study abroad to a tipping point nationally — making study abroad the norm, rather than the exception, in U.S. higher education. It recognizes that in order to grow study abroad in a meaningful way, higher education institutions have to be involved in the process. This initiative is designed to work with institutions of higher education — community colleges, large and small state institutions, independent colleges, minority-serving institutions, etc. — to leverage the changes needed in order to increase access to study abroad.

The initiative is about partnership, accessibility, and opportunity. It encourages collaboration with institutions of higher education and organizations managing study abroad programs, the federal government, and the private sector. It will require institutions, individually or in consortia, to challenge the status quo, look at their own barriers to study abroad, and outline steps to address those barriers. The federal government has a critical role to play in establishing the program and providing robust funding. And finally, as a direct beneficiary of a more globally competent workforce produced through study abroad, the private sector will be called upon to provide match or incentive funds when universities apply for public funding. Private foundations could also play an important role in piloting the initiative.

If properly implemented and robustly funded, this initiative will provide a much-needed boost to advance study abroad and could have a major impact on higher education in the United States. It will also accomplish what Senator Simon set out to do in 2003: to create a globally competent American citizenry by making study abroad a cornerstone of today's higher education.

Rice University

Houston, TX | <http://oiss.rice.edu/>

Adria L. Baker, Ed.D | Executive Director, International Students & Scholars | abaker@rice.edu

Valuable International Perspectives (VIP Program)

At Rice University there is a large portion of the student population that comes from countries outside the USA; almost 19% of the overall Rice student body is comprised of international students. The university community seeks to benefit from the students' rich and diverse backgrounds by creating as many cross-cultural interactions and opportunities as possible.

VIP (Valuable International Perspectives) was created as an on-line program to encourage international students and scholars to write briefs on subjects from their home country and culture, which are posted on a special VIP website.

The benefits are endless, including:

- Creating an avenue for students to share their expertise about their home culture,
- Inventing an opportunity for students to publish a brief article, which allows them to be more involved with the university and give back to the community at large,
- Providing a resource page about key universal themes, so others can learn how they vary from country to country.

Rice internationals have such busy lives, so offering this program, as an on-line resource makes feasible for the authors, and easily accessible to the community as a resource. Each year a new theme is chosen, where 12 countries are featured. A new author/country submission is posted at the first of each month. At the first of each year, all Rice internationals are invited to sign up to submit a brief for the month they choose. Submissions may include pictures, personal experience, or just factual information.

The VIP program began in 2008, during the US election year. The theme throughout that year was "electing your Head of State". The year 2009 enjoyed briefs on wedding customs and traditions. In 2010, each month reveals a unique national holiday or celebration.

World Learning

Brattleboro, VT | www.worldlearning.org | info@worldlearning.org

INTERNATIONALIZING HIGHER EDUCATION

Our programming is designed to create a generation that is globally competent and prepared to strengthen citizen diplomacy initiatives. To this end, World Learning works to enhance the capacity and commitment of higher education systems to offer students exchange and education experiences that are high quality and innovative.

INTERNATIONALIZING US COLLEGES AND UNIVERSITIES

World Learning works in partnership with more than 200 colleges and universities in the United States to provide the highest quality international programs. Our programs expose students to cultures worldwide and help them develop knowledge and skills on the global issues that will shape human history over the next generation.

SIT STUDY ABROAD

A pioneer in experiential, field-based study abroad, SIT Study Abroad provides undergraduate students with academically-engaging semester and summer programs in Asia and the Pacific, Africa, Europe, Latin America, and the

Middle East. These programs challenge students through the integration of rigorous academic study and intensive field experience. Each year, approximately 2,000 students participate in programs in more than 40 countries, where they study a wide range of critical global issues including post-conflict transformation, sustainable development, and global health. Studying with host country faculty and living with families, students gain a deep appreciation for local cultures, make lasting professional and personal contacts, develop language skills, and become immersed in diverse topics ranging from the politics of identity to environmental policy.

INTERNATIONAL HONORS PROGRAM

The International Honors Program offers students a unique opportunity to examine major social justice and sustainability issues facing the world today. Students examine a thematic topic in multiple countries in the semester or academic year, exploring how people in different countries create varied solutions to the common problems they face. For over 50 years, IHP has challenged students to ask new and better questions about their lifelong roles in a global community. IHP programs offer a rigorous curriculum using different ways of learning. Experiential learning, through site visits and case studies, complements interdisciplinary team teaching led by in country and traveling faculty. Homestays enable students to engage with local families and to immerse themselves in the culture and traditions of each country. Themes such as public health, the environment, globalization, urban planning, governance, social justice and human rights are studied within the framework of three program offerings: Cities in the 21st Century, Health & Community, and Rethinking Globalization.

INTERNATIONAL ACADEMIC EXCHANGES

World Learning provides the same immersive and academically rich experiences through its inbound academic, professional and cultural exchanges, which boast participants from more than 140 countries annually. Students who visit the United States on academic exchanges connect with their Americans counterparts in ways that counter stereotypes, restore trust and promote cross-cultural understanding. They also acquire the skills, knowledge and networks they need to develop as young leaders and inspire others to make a positive difference in their communities at home. Under various grants and contracts, the organization currently handles students from almost 50 countries who study at US community colleges, universities, and technical schools nationwide on one-semester, one-year, undergraduate, and masters' programs.

INTERNATIONALIZING HIGHER EDUCATION GLOBALLY

World Learning is working with higher education systems worldwide to build institutional capacity. World Learning designed and delivered two teacher training programs for tertiary level English teachers in North African universities under the State Department's Middle Eastern Partnership Initiative (MEPI) and in collaboration with Creative Associates. After successfully completing a three-year curriculum reform program with the Ministry of National Education in Algeria, World Learning developed a community of practice training model for pre-service teacher training institutions around the country to develop the faculty's ability to translate competency-based language teaching pedagogy into undergraduate education programs. Also under MEPI, World Learning designed and delivered a three-week training program for English faculty in Libya, drawing teacher trainers from universities across the country to learn about new innovations and best practices in the field of second language pedagogy. Phase two of this training will begin in September 2010 and will focus on developing a community of practice model for pre-service language teachers in Libya.

DEVELOPING PROFESSIONAL CAPACITY FOR HIGHER EDUCATION

World Learning is educating and training the next generation of leadership in higher education.

The SIT Graduate Institute offers students the opportunity to pursue a master's degree in international education full time or as part of a low-residency program. Students acquire the skills for effectively planning and managing international education programs, preparing them for careers as study abroad directors or international student services, international student advisors, program designers, or international student recruiters in organizations that increase understanding through community education, citizen exchange, and educational travel. SIT provides a comprehensive education in the historical, theoretical, and social foundations of international education programs through faculty instruction and personal practice, analysis, and experience.

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