

**Edward McMahon** holds a joint appointment as Research Associate Professor of Community Development and Applied Economics, and Political Science at the University of Vermont. McMahon also serves as a Senior Research Associate at Freedom House, where he assesses democratic development in Africa for Freedom House's Annual Survey of Political Rights and Civil Liberties. He previously held appointments at Binghamton University (SUNY), as Senior Program Officer and Regional Director for East, Central and West Africa at the National Democratic Institute for International Affairs, and as a Foreign Service Officer with the U.S. Department of State, specializing in African Affairs (1981–89). He has written numerous articles, chapters, and books on issues related to democratic development. His current research interests include the role of regional international organizations in promoting democratic governance, the challenges of democratic development in Africa, and assessing the impact of democracy assessment methodologies.

**Elmer C. Poe** is Associate Vice Chancellor for Academic Outreach at East Carolina University. With more than 2,600 sections of courses online and nearly 7,000 students who do not attend class on the resident campus, ECU is a leader in the application of new techniques in DE. Growth in the past four years has created more than 500 full time faculty positions on the ECU campus. He formerly served as director of graduate studies for the School of Industry and Technology and initiated the online master's program in 1995 using the Internet for course delivery, student research, and advising. Since that time, he has directed a team in the application of several innovative tools and approaches in collaborative intensive, Internet-based education. In the summer of 2003 Elmer co-developed a virtual world cultures course that uses real time video and chat to bring students from around the world together on a daily basis. Currently there are 21 university partners in Europe, Asia, Africa, and South America. The partners formed the Global Partners in Education in the summer of 2008 to advance the understanding of commonalities around the world.

**Eric Popkin** is Dean of Summer Programs and Associate Professor of Sociology at Colorado College. Over the course of 10 years as a faculty member at Sarah Lawrence College and Colorado College, he has taught 10 international community based learning courses in Latin America (Mexico, Cuba, Ecuador, Bolivia, Peru) requiring the establishment of a range of partnerships in these countries. He served as the founding director of Colorado College's Partnership for Civic Engagement and was a finalist in the national Campus Compact's 2005 Thomas Ehrlich Faculty Award for Service-Learning. His current administrative duties include supervision of approximately 15 international summer courses. The author of various articles and book chapters, his current work in progress is "Constructing Effective International Community-Based Learning Experiences for Undergraduate Students."

**V. Josselyne Price, MA**, is a percussionist and ethnomusicologist, specializing in ritual and rhythm of West Africa (primarily Ghana) and North America. Since 1994 she has taken numerous trips to Ghana and other regions of the African Diaspora, studying the music and ritual of the Ewe, Asante, Dagbamba, and other cultures. Price is on faculty at St. Michael's College in Colchester, teaching Ghanaian drumming and World Music courses. In addition to scholarly research on African music, she produces both local and national events that aim to foster community participation in rhythm and dance, such as Vermont's Village Green Rhythm Collective and the SpiritFire Festival in New York. Her approach to teaching African Diasporic music and to leading service-learning opportunities for her students reflect her belief that direct engagement in music (as well as other arts) is a critical component to fostering tolerance, a willingness to listen, and intercultural respect, all of which lead to healthier communities.

**Richard Rodman** is Professor of Intercultural Service, Leadership, and Management at SIT Graduate Institute. He holds a doctorate in comparative international education. He teaches graduate courses in international education, program planning and project design, social change, and intercultural communication. Rodman maintains a special interest in intercultural communication, education, and belief systems. He has extensive experience in community development and education work in Africa and directed international education and global leadership development in more than 60 countries for the Presbyterian Church (USA). As an international educator, Rodman remains active in NAFSA and as a consultant to colleges, schools, and programs in the U.S. and

abroad. As associate dean for academic affairs at Warren Wilson College, he created an academic study abroad program with a particular focus on experiential education, work, and service. Rodman is a retired civil affairs U.S. Army Reserve officer.

**David Shallenberger** is Professor of International Education in the SIT Graduate Institute, a position he assumed after four years as the Director of European and Middle Eastern Studies at SIT Study Abroad. He teaches in the area of qualitative research and assessment and evaluation of IE programs, among other topics. He also contributes to institutional efforts regarding research ethics and program review. Previous positions include 20 years teaching global studies, intercultural communication and research, ethical leadership, and multicultural awareness; developing and coordinating travel study programs for adults in Europe, Asia, and Latin America; directing a BA program in Hong Kong; and expanding our understanding of "the other." Prior to coming to SIT, Shallenberger held faculty and administrative positions at DePaul University and the University of Redlands and has also taught at Elmhurst College, Mallinckrodt College, and National University. Shallenberger has given workshops on adult learning, cross-cultural communication, and multicultural issues at universities in El Salvador, Poland, Romania, and China.

**Sherwood Smith** came to the University of Vermont in 1995 on a doctoral fellowship. At UVM, he was the Assistant Director for the ALANA Student Center, directed the Race & Culture Program, and currently is a lecturer in human development and Director of the Center for Cultural Pluralism. His work involves faculty and staff professional development training, conducting research, and teaching graduate course in Educational Foundations and undergraduate courses in Human Development. Most recently he co-edited a two part series titled "Our Stories I & II: The Experience of Black Professionals on Predominantly White Campuses." His travels have taken him from Antarctica to Asia, East Africa and the Americas.

**Luis A. Vivanco**, Associate Professor of Anthropology and Director of the Area and International Studies Program, University of Vermont, is a cultural anthropologist whose research focuses on the culture and politics of environmentalism, ecotourism, and environmental media in Latin America. In addition to his scholarly books on environmentalism in Costa Rica and the cultural study of adventure, he is author of an introduction to cultural anthropology textbook. An engaging and popular teacher at UVM, he has also taken students to learn about indigenous cultures in Oaxaca, Mexico for eight years, and been involved in various service-learning endeavors within Vermont. As Director of UVM's Area and International Studies Program, he has been in charge of a campus-wide effort to develop a new Global Studies program, and he is currently teaching its core course, "Introduction to Global Studies," for the first time at UVM.

**Adam Weinberg** is Executive Vice President, World Learning, and Provost, SIT. He joined World Learning in December 2005 from Colgate University, where he held a number of faculty positions since 1994, including Vice President and Dean of the College from 2002 to 2005. During his 11-year tenure at Colgate, Weinberg applied his background in sociology to both academic leadership and administrative oversight. His work on civic education has garnered national attention from a number of major foundations, and he has achieved a considerable record in the area of sustainable development, including micro-enterprise development, poverty reduction programs and educational initiatives. He has also been involved in a national effort directed toward youth political engagement, an activity that began as a project in a course he taught. Weinberg has written extensively on universities as catalysts for social and economic development. He served as a taskforce member on President Clinton's Council on Sustainable Development and has been involved in the development of numerous organizations that connect universities and communities, including the Partnership for Community Development, the COVE, Democracy Matters, and the Upstate Institute. Weinberg was also the architect of Colgate's Residential Education program, which has attracted significant national attention for its innovative approach to civic education. He is a graduate of Bowdoin College and did work at Cambridge University before receiving his Masters and PhD from Northwestern University.



## 2nd Annual Fostering Global Citizenship in Higher Education Conference

November 10–11, 2008  
Burlington, Vermont

### Conference Goals:

- Establish a working definition of global citizenship for each campus;
- Identify the competencies that an individual should possess to be considered a global citizen;
- Share and discuss effective approaches for teaching, developing, and preparing global citizens;
- Develop strategies for cross-departmental collaboration;
- Design or revise individual syllabi/learning plans related to global citizenship.

### Sponsors:

**Vermont Campus Compact**  
**University of Vermont**

### Co-Sponsors:

**Middlebury College**  
**Alliance for Civic Engagement**

**World Learning/SIT**

**and with support from**  
**The Davis Educational Foundation**



## CONFERENCE AGENDA

November 10, 2008, 8:00 A.M.–4:30 P.M.

Hampton Inn and Conference Center  
Burlington/Colchester, Vermont

- 8:00 A.M. **Registration for Returning Campuses from 2007 Conference**
- 8:30 A.M. **Breakfast for Returning Campuses from 2007 Conference**  
(Champlain A)  
*Review of Action Plans and Sharing of Progress*  
Facilitated by Carrie Williams Howe, Associate Director  
Community-University Partnerships and Service-Learning,  
University of Vermont
- 8:45 A.M. **Registration and Breakfast for New Campuses** (Champlain C)
- 9:30 A.M. **Welcome** (Ballroom)  
Keynote Address: *Shaping the Future: The Need for Global Citizens*  
Carol Bellamy, President of World Learning/SIT
- 10:15 A.M. **Facilitated Group Working Session** (Ballroom)  
*Defining a Global Citizen for Your Campus*  
Facilitated by Adam Weinberg, Executive Vice President, World Learning,  
and Provost, SIT
- 12:00 NOON **Lunch** (Ballroom)
- 1:00 P.M. **Workshop Block 1**
- 2:15 P.M. **Break**
- 2:45 P.M. **Workshop Block 2**
- 4:15 P.M. **Closing Remarks** (Ballroom)
- 4:30 P.M. **Adjourn**

### Keynote Speaker:

**Carol Bellamy**, President, World Learning/SIT  
*“Shaping the Future: The Need for Global Citizens”*

Carol Bellamy believes that one of the greatest challenges in today’s world is how to live as a global citizen. In her talk, Bellamy will argue that the world simply cannot afford bystanders or passive participants. The social problems we face arise from the choices that we make. Poverty does not persist for no reason; war does not emerge from nowhere; and HIV does not spread in ways we do not understand. We make choices that result in these afflictions. How we allocate resources, how we assess the impact of our decisions, how often we consider children in our choices: these are the moments that matter. Creating a network of concerned and active global citizens is Carol Bellamy’s and World Learning’s vision.

### Facilitated Group Working Session:

**Adam Weinberg**, Executive Vice President, World Learning and Provost, SIT  
*“Defining a Global Citizen for Your Campus”*

This facilitated workshop will take conference attendees through a discussion of some of the key concepts, questions, and viewpoints surrounding global citizenship. It will address questions regarding the types of outcomes needed to be a global citizen and the responsibilities that lie within higher education institutions. As participants discuss and work through some of these key issues, concerns, and concepts, they will focus on defining what a global citizen means for their campus.

## Presenter Bios

**Lisa Bedinger** holds a master’s degree in mediation and applied conflict studies. Her master’s thesis, “Let’s Talk: Dialogue and Deliberation in Higher Education,” will be published in 2008 in *Public Deliberation and Sustained Dialogue: Pracademic Perspectives*. She has more than 15 years of teaching experience on identity, culture, and their impact upon relationships and opportunity, as well as extensive experience with designing and facilitating dialogue-based events. Since 2004, she has trained more than 200 students, staff, and faculty to lead dialogues on tough issues and together they have facilitated conversations with more than 1,400 participants.

**Carol Bellamy** assumed the leadership of World Learning in May 2005, having completed 10 years as executive director of UNICEF. During her tenure at UNICEF, Ms. Bellamy stepped up UNICEF’s work in emergencies, doubled its funding, and put the issues of child exploitation on the global agenda. Prior to joining UNICEF, Ms. Bellamy was Director of the United States Peace Corps. Having served as a Peace Corps volunteer in Guatemala from 1963 to 1965, she was the first former volunteer to run the organization. Ms. Bellamy has had a distinguished career in the private sector. She was a Managing Director of Bear, Stearns & Co. from 1990 to 1993, and a Principal at Morgan Stanley from 1986 to 1990. Between 1968 and 1971 she was an associate at Cravath, Swaine & Moore. Ms. Bellamy also spent 13 years as an elected public official, including five years in the New York State Senate (1973–1977). In 1977, she became the first woman elected to citywide office in New York when she was elected President of the NYC Council, a position she held until 1985. Ms. Bellamy earned her law degree from New York University in 1968. She is a former Fellow of the Institute of Politics at Harvard University’s Kennedy School of Government, and an honorary member of Phi Alpha Alpha. In 2004, Ms. Bellamy was named to Forbes Magazine’s 100 Most Powerful Women in the World. Ms. Bellamy graduated from Gettysburg College in 1963.

**Christopher Boettcher** is an Assistant Professor of English at Castleton State College in Castleton, Vermont. He has designed several service-learning programs for first-year students and has taught in global service-learning programs in four countries.

**Austin W. Bunch**, Associate Provost of East Carolina University, has more than 40 years of professional experience in the field of education as a teacher, teacher educator, and academic administrator. He joined the administration of East Carolina in 1999 and currently serves as Associate Provost. In this role he provides administrative leadership and assistance to a variety of programs and initiatives within the Division of Academic and Student affairs. He serves as chair of the administrative sub-group of Global Partners in Education, a newly-formed organization of institutions participating in the Global Academic Initiatives based at East Carolina.

**Rosina Chia** was born and raised in China, then came to the U.S. and received her PhD in social psychology from the University of Michigan. She has served as Visiting Professor in other countries, and her research interest is in the area of cross-cultural comparison in values and attitudes. Currently she serves as Assistant Vice Chancellor for Global Academic Initiatives at East Carolina University and is responsible for the internationalization of curriculum on campus.

**Bonnie Derr** works with the Chief International Officers on each of the 16 institutions of higher education that make up the University of North Carolina System to promote the development of collaborative approaches on international programs and global issues among the campuses. She has been with UNC General Administration for five years and previously worked in international health, developing programs that partnered public and private entities to implement health service delivery programs in parts of Asia, Africa, and Latin America.

**Jessica Friedrichs** is a faculty member in the Social Work Department of the School for Social Change at Carlow University in Pittsburgh, Pennsylvania. She has co-taught global service-learning courses in Bolivia, Tanzania, Northern Ireland, Jamaica, and the Navajo Nation through the Amizade Global Service-Learning Center and now currently serves on

Amizade’s Board of Directors. In Pittsburgh, she has worked in the non-profit sector with local and global service-learning, the refugee population, in a community-based foundation and with a variety of AmeriCorps programs.

**Linda Drake Gobbo** is a former dean of SIT Graduate Institute and IE degree chair for 12 years and has been a member of the faculty since 1984, teaching courses in international education and management. A recipient of the SIT/Experiment in International Living Sustained Excellence Award, she has served as a consultant on numerous international educational exchange and management topics and on the Board of Directors for a local educational institution. Linda currently serves as Past Chair of the Teaching, Learning, and Scholarship Knowledge Community for NAFSA: Association of International Educators as well as trainer of NAFSA’s Academy for International Education. She has also held numerous positions on the NAFSA regional team. Linda holds a master’s of business administration and a master’s of education, and has extensive IE experience in Europe (especially England and Spain).

**Eric Hartman** is the Executive Director of Amizade Global Service-Learning and an instructor in Public Administration, Political Science, and Service-Learning at West Virginia University. He is currently finishing his dissertation on global service-learning methodology and outcomes at the University of Pittsburgh Graduate School of Public and International Affairs. Eric has presented on global citizenship and global service-learning several times each at American Political Science Association and International Service-Learning Research Conferences. He served as lead author on a chapter contribution to *Learning to Serve: Promoting Civil Society through Service-Learning* and recently cooperated with Richard Kiely on a chapter contribution to *International Service-Learning: Conceptual Frameworks and Research*. Eric has taught global service-learning courses in Bolivia, Jamaica, Pittsburgh, Peru, and Tanzania.

**Rebecca Hovey**, Globally Engaged Scholar, World Learning/SIT, holds a PhD in city and regional planning from Cornell University and an MA in education from San Francisco State University. Dr. Hovey brings an interdisciplinary background in philosophy, anthropology, and political economy to her work in international studies. From her early work in Freirean approaches to community-based development to her more recent analyses of critical pedagogy in study abroad, she believes that education is key to the dream of a just and equitable world. Until February 2008, Dr. Hovey served as Dean of SIT Study Abroad at World Learning for more than eight years. During her tenure, she provided academic and administrative direction for SIT Study Abroad and supervised the work of area studies directors for Africa, Asia and the Pacific, Europe, Latin America and the Caribbean, and the Middle East. She continues her research in international education as World Learning’s first Globally Engaged Scholar.

**Carrie Williams Howe** has been the Associate Director of Community-University Partnerships and Service-Learning (CUPS) at the University of Vermont (UVM) since 2004. She is a graduate of the Higher Education and Student Affairs Masters program at UVM (2004) and a 2000 graduate of Middlebury College. Carrie has been studying service-learning theory and pedagogy as a student and professional since 2002 and in her current role trains faculty and students to facilitate service-learning experiences from project management to reflection and evaluation. She has also worked with intensive international service-learning experiences and supports faculty in planning cross-cultural experiences. In her role in the CUPS Office, Carrie plays an active role in supporting the institutionalization of engaged scholarship at UVM.

**Amy Gibans McGlashan** has been Executive Director of Vermont Campus Compact since its founding in 1999, the most recent of her professional roles that revolve around education for citizenship. She appreciates the diversity and distinction of each of the colleges and universities in Vermont and how they uniquely contribute to and advance the civic mission of higher education. McGlashan views the discussion around preparing global citizens as a critical next phase of this work.

## Workshop Descriptions

**Workshop Block 2 • 2:45–4:00 P.M.**

### **Taking Students from Me to We: A Global Citizenship Course Model for Students Participating in Service-Learning** (Champlain A)

*Christopher Boettcher, Assistant Professor of English, Castleton State College; Jessica Friedrichs, Faculty, Social Work Department, and Coordinator, Service-Learning and Outreach Center, Carlow University; Eric Hartman, Executive Director, Amizade Global Service-Learning, and Adjunct Faculty, West Virginia University's Master's Program in Public Administration*

This session will present a global citizenship course developed by faculty leading intercultural courses through the Amizade Global Service-Learning Center. Participants will learn a model for taking students through a process of exploring their personal values and how those relate to concepts of global or universal values. This session will present the definition of global citizenship that Amizade has utilized in over a dozen disparate disciplines and community contexts and explore its relevance to models proposed by participants. The session will also incorporate insights on academic content, experiential learning, service-learning, intercultural education, group-building and reflection practices from three faculty members engaged in global service-learning on a variety of continents for over six years.

### **The Rhythm of Awareness: Incorporating Music and Arts within Global Studies Curriculum** (Chateaugay)

*V. Josselyne Price, Fine Arts Department, Saint Michael's College*

This workshop offers attendees an insight into how the arts—in this case Ghanaian drumming—can serve as a strong part of any form of global studies initiative. By experiencing the aesthetics, playing techniques, and cultural values placed on music in Ghana, participants can widen their perspective of how the beliefs and viewpoints of all cultures are embedded within their arts. In addition to direct experience with playing, the session includes discussion of how the arts can be a fundamental part of Global Studies by introducing a deeper experience and understanding of culture.

**November 11, 2008, 9:00 A.M.–3:00 P.M.**

### **Billings Center, University of Vermont Burlington, Vermont**

#### **Extended Curriculum Development Institutes**

##### **Session A**

*Teaching and Learning in a Globally Engaged Classroom*

Facilitated by Luis A. Vivanco, Associate Professor of Anthropology and Director of the Area and International Studies Program, University of Vermont (Marsh Lounge)

### **What Does It Mean to be a Global Citizen and from the U.S.?** (Library)

*Lisa Bedinger, Diversity Educator & Dialogue Practitioner, Dialogue Design*

Many of us from the United States have not had the opportunity to consider what being from the U.S. means in relation to being a global citizen. This interactive workshop will explore our development of identity as an “American,” the strengths and drawbacks of this background, and how the role of the U.S. in the world impacts our self-concept. Through this self-exploration, participants will gain insight and skills regarding how to lead similar conversations with students in a manner that develops self-awareness without diminishing self-esteem. Ideally, participants will have done some identity exploration previously.

### **Action Planning for Cross-Campus Collaboration** (Champlain C)

*Facilitator: Amy Gibans McGlashan, Executive Director, Vermont Campus Compact*

This structured team time will take campus teams through a facilitated action-planning process to begin to develop individualized campus action plans. The session will focus on how institutional offices sharing a common vision can develop activities and learning experiences that combine active citizen engagement with improved understanding of global and cross-cultural communities—two key elements of global citizenship. Participating teams will leave with plans specific to their own campus goals.

##### **Session B**

*International Community Engagement—Global Communities as Educational Partners in Curriculum Development*

Facilitated by Rebecca Hovey, Globally Engaged Scholar, World Learning/SIT (North Lounge)

## Workshop Descriptions

**Workshop Block 1 • 1:00–2:15**

### **Understanding Gender Identities in Cultural Contexts** (Library)

*Sherwood Smith, Director, Center for Cultural Pluralism, and Assistant Professor, Department of Education, University of Vermont*

This focused session addresses the conference theme of “improving student understanding of global and cross cultural communities.” Using his experience in the Peace Corps and international/intercultural education, the presentation combines personal experience and cross-cultural theory to understand both gender and sexuality in a global context. The workshop seeks to contrast lived experiences of the social constructions of gender/sexuality across cultures into a context usable for cross-cultural education. This workshop also presents methods for responding to learners’ multiple levels of identity development and cultural awareness in understanding the impact of international study and U.S. students at home and abroad.

### **Integrating Human Rights Education into Academic and Campus Life** (Chateaugay)

*Edward R. McMahon, Research Associate Professor, Department of Community Development and Applied Economics and Department of Political Science, University of Vermont*

Over the past six decades, universal human rights norms have increasingly become just that: universal norms. Starting with the 1948 Universal Declaration of Human Rights, tremendous progress has been made in developing a world-wide conception of what constitutes human rights, and what actions can be taken to promote adherence to these values. Human rights have increasingly come to be seen not as an exotic adjunct to globalization, but an integral part of it. Challenges clearly still exist in this regard. Debates rage, for example, about conflicts between cultural, religious, and historical factors and certain elements of human rights. It is exactly for these reasons that today’s university student, who is and will be a global citizen, needs to have exposure to and a grounding in some of the key concepts associated with the notion of universal human rights. This workshop will provide information about accessing human rights information that can be integrated into a range of curricular and extra-curricular activities on the university campus. We will examine a variety of different sources of information and engagement in the human rights field, and participants will share ideas on how they can further integrate human rights issues into their academic and campus life.

### **Bringing Direct and Personal Global Experience into Your Own Classroom: ECU’s Award-Winning Global Academic Initiatives** (Champlain C)

*Marilyn Sheerer, Provost; Austin Bunch, Associate Provost; Rosina Chia, Assistant Vice Chancellor for Global Academic Initiatives; Elmer Poe, Associate Vice Chancellor for Academic Outreach; all East Carolina University; and Bonnie B. Derr, International Programs Coordinator, University of North Carolina General Administration*

Study abroad has become a crucial part of preparing students for

global citizenship, but traditional study abroad programs remain inaccessible to many students, especially those from underserved populations. East Carolina University has developed an alternative approach to globalization called the Global Academic Initiatives. GAI offers an alternative to traditional study abroad programs, allowing a larger student population to have personal international experiences in the regular classroom. Through low-bandwidth live-video conference technology, GAI students interact and learn with students in other countries. GAI has been in operation for four years and has impacted thousands of students in more than 21 countries. This cost-effective and self-sustainable project has successfully brought real life international experience to one’s own campus and has been supported by the U.S. Department of State.

### **Constructing Effective and Ethical International Partnerships** (Champlain A)

*Eric Popkin, Dean of Summer Programs, Colorado College*

This dialogue-based session will examine the nature of partnerships created in the context of international community-based learning courses/programs. The session will explore the relationship between student learning goals/outcomes (including civic learning) and community development and consider how international “service” shapes the partnerships that are established. Reflection on these themes will assist faculty/staff in the design of course syllabi and the planning process for international community based learning courses/programs. This session will begin with a brief presentation followed by a facilitated discussion based on a number of questions and scenarios requiring active audience participation.

### **Assessment and Evaluation** (MacDonough)

*David Shallenberger, Professor of International Education, Department of Intercultural Service Leadership and Management; Linda Gobbo, Professor of International Education, Department of Intercultural Service Leadership and Management; Rich Rodman, Professor of International Education, Department of Intercultural Service Leadership and Management; all SIT Graduate Institute*

This workshop will explore best practices of assessment and evaluation of the development of global citizenship, interweaving assessment models, case examples, and participant application. Presenters will briefly offer their experience working at both graduate and undergraduate levels, and on the home campus and through short-term study abroad, and share best practices drawn from the literature and their own practitioner reflection. Much of the workshop will entail participants delving into their own contexts within small groups to identify concrete ways they might enhance assessment.

**Break and refreshments • 2:15 P.M.**

(Ballroom Foyer)

## Workshop Descriptions

**Workshop Block 2** • 2:45–4:00 P.M.

### **Taking Students from Me to We: A Global Citizenship Course Model for Students Participating in Service-Learning** (Champlain A)

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#### **Session B**

*International Community Engagement—Global Communities as Educational Partners in Curriculum Development*

Facilitated by Rebecca Hovey, Globally Engaged Scholar, World Learning/SIT (North Lounge)

Fostering Global Citizenship in Higher Education Conference

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### **Constructing Effective and Ethical International Partnerships** (Champlain A)

*Eric Popkin, Dean of Summer Programs, Colorado College*

This dialogue-based session will examine the nature of partnerships created in the context of international community-based learning courses/programs. The session will explore the relationship between student learning goals/outcomes (including civic learning) and community development and consider how international “service” shapes the partnerships that are established. Reflection on these themes will assist faculty/staff in the design of course syllabi and the planning process for international community based learning courses/programs. This session will begin with a brief presentation followed by a facilitated discussion based on a number of questions and scenarios requiring active audience participation.

### **Assessment and Evaluation** (MacDonough)

*David Shallenberger, Professor of International Education, Department of Intercultural Service Leadership and Management; Linda Gobbo, Professor of International Education, Department of Intercultural Service Leadership and Management; Rich Rodman, Professor of International Education, Department of Intercultural Service Leadership and Management; all SIT Graduate Institute*

This workshop will explore best practices of assessment and evaluation of the development of global citizenship, interweaving assessment models, case examples, and participant application. Presenters will briefly offer their experience working at both graduate and undergraduate levels, and on the home campus and through short-term study abroad, and share best practices drawn from the literature and their own practitioner reflection. Much of the workshop will entail participants delving into their own contexts within small groups to identify concrete ways they might enhance assessment.

Fostering Global Citizenship in Higher Education Conference