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5. INTERNATIONALIZING TEACHING AND LEARNING

Transforming Teachers, Transforming Students

FRAMING THE INSTITUTIONAL CONTEXT

In 2009, the University of Minnesota established initiatives to internationalize the curriculum on all five of its system campuses. These efforts began and have continued as a direct response to the University's strategic educational goal to graduate lifelong learners, leaders, and global citizens.

The University of Minnesota defines "internationalizing the curriculum and campus" as including all of the learning experiences in which students gain global and intercultural competencies. These experiences may be curricular or co-curricular. The learning may happen in classrooms on-campus, on study abroad programs, in local communities via service learning programs, on campus in informal settings, or by technology with students and communities in other countries. This broad definition allows for academic departments and student affairs units to envision and implement a range of learning experiences that span the entire student population, from first-year undergraduates to doctoral-level students.

In order to guide academic departments and student affairs units with developing global learning experiences, we enlisted the help of professors and staff in developing a definition of "global competency" for the entire University. We elicited responses from 225 faculty, staff, and students to the question: *What does global competency mean to you?* The results were crafted into a working definition of global competency for the institution.

> Globally competent University of Minnesota faculty, staff and students will demonstrate the skills, knowledge and perspectives necessary to understand the world and work effectively to improve it.

Specifically with regard to internationalising the curriculum, pivotal change happened in 2009 when we discovered the work of Gavin Sanderson on the "internationalization of the academic self" (Sanderson, 2008). Upon consultation with Sanderson, we realized that this principle was central to our goal of internationalizing the curriculum. We thought about the skills, knowledge, and attitudes that instructors have when they engage with teaching. How cosmopolitan

or globally minded are our educators? What values and biases do our educators bring to the construction of curricula and teaching methods? What can educators learn from others around the world regarding approaches to teaching and learning? What work do our educators need to do on the "academic self" in order to further "internationalize" the experiences of our students?

Reframing our efforts to internationalize the curriculum as an initiative to "internationalize teaching and learning" addresses a institutional gap by providing for faculty development within an interdisciplinary setting. Putting faculty first has led to success in developing new and innovative courses and revamping existing ones. Expanding the mindset of faculty has been driven in part by their own motivation and also by incentives of professional development stipends and opportunities to present and publish on their work.

This chapter focuses on efforts by the University of Minnesota's international education offices and teaching and learning services units to partner on a unique faculty development program aimed at transforming the curriculum and how it is taught. The chapter establishes the rationale for an internationalized curriculum within the institutional context, and then highlights the development, implementation, and evaluation of the University's *Internationalizing Teaching and Learning (ITL) Faculty Cohort Program*. We refer to this program in short as the *ITL Cohort Program*. In the chapter, we will use the terms "faculty," "faculty members," and "ITL cohort participants" to refer to those individuals who are participants in the *ITL Cohort Program*. We are the ITL team of facilitators from the international offices and teaching and learning services units that develop and facilitate the program. The ITL team has expertise in global and intercultural learning, course design, and assessment.

INTERNATIONALIZING TEACHING AND LEARNING FACULTY COHORT PROGRAM

This chapter focuses on the *ITL Cohort Program*, an intensive initiative to support faculty with course design or re-design for the integration of international, global, and intercultural elements into their course content and pedagogical approaches. Internationalizing Teaching and Learning (ITL), in general, is a continuum of professional development offerings for faculty on all five University of Minnesota campuses. The continuum ranges from the least to most intensive experiences for faculty. Under the ITL umbrella there are web-based resources, consultations for faculty with teaching and learning specialists, workshops, a faculty cohort program, and a faculty fellows program, the latter of which provides *ITL Cohort Program* alumni with an opportunity to further their internationalization work on their campuses.

Historically, the University of Minnesota has had several models for internationalizing on-campus courses. A notable innovation that was the precursor

to the *ITL Cohort Program* ran from 2001 to 2004 and in 2007–2008, called *Internationalizing On-Campus Courses* (IOCC). For more details see O'Donovan and Mikelonis (2005) and Smith and Mikelonis (2008). This precursor enrolled forty faculty members from two of the campuses, Duluth and Twin Cities. These faculty members were called upon to serve as mentors for the re-envisioned *ITL Cohort Program* launched in 2010.

Since 2010, fifty-three faculty members have participated in the *ITL Cohort Program*. They have represented all five campuses, a wide range of disciplines (Figure 1) and levels of courses taught, from freshman biology to doctoral classes in nursing. ITL cohort participants range from having no international experience to those who were born and raised outside of the United States and now reside in Minnesota.

Agricultural Education	Leadership
Agriculture and Natural Resources	Music
Anthropology	Nursing
Art	Philosophy
Biology	Political Science
Business	Postsecondary Teaching and Learning
Communication Studies	Public Affairs
Design	Public Health
Education	Social Work
Electrical and Computer Engineering	Spanish
English	Veterinary and Biomedical Sciences
Family Social Science	Women's Studies
French and Francophone Studies	Writing Studies
History	

Figure 1. Academic units or disciplines of ITL faculty.

The *ITL Cohort Program*, and all faculty support under the ITL umbrella, is developed and administered by a team of professional education specialists and international educators at the University of Minnesota. We refer to ourselves as the ITL team or ITL facilitators. We play an active role in the delivery of this program as experts in course design and assessment, effective teaching strategies, and curriculum internationalization.

As part of their course design process, faculty members consider how they will adjust for student diversity in the classroom environment and how they will provide content that will challenge students' intercultural development and worldviews. Emphasis is placed on promoting multiple perspectives. The concepts of "international", "global", and "intercultural" are developed for the class through disciplinary lenses.

In the program model, seasoned faculty members who have been successful with internationalizing their curriculum serve as mentors. These faculty alumni

share their successes and failures with expanding teaching strategies and the process of developing materials and activities for an internationalized curriculum. Communities of practice emerge across disciplines in this model as evident in collaborative research and publications initiated by the ITL cohort participants.

Evaluation and assessment of the program outcomes occurs in three phases. First, we evaluate program level outcomes. We then assess the impact that the program has made on faculty members, and, ultimately, the outcomes that students demonstrate in the internationalized courses. We share the evaluation and assessment model in this chapter. The chapter concludes with discussion of the transferability of the model beyond the case of the University of Minnesota.

<div align="center">METHODOLOGY: INTERNATIONALIZING TEACHING
& LEARNING COHORT PROGRAM</div>

The *ITL Cohort Program* focuses on three primary goals and subsequent tasks for participants: to develop a sense of the academic self (Sanderson, 2008); to articulate discipline-specific and course-appropriate global learning outcomes; and, to develop assessments and teaching activities that align with the new outcomes. These program goals are grounded in broadly applicable principles of course design (Fink, 2003, 2005) and in Sanderson's (2008) call for faculty to engage in a reflective process to internationalize the academic self. Given their broad scope, the goals are appropriate for working with faculty across disciplines regardless of the type, level, size, or modality of the courses they teach. Similarly, these goals enable us to meet faculty "where they are" in terms of their international and intercultural experiences both professionally and personally.

This is not to suggest that internationalizing teaching and learning is a one-size-fits-all program. Indeed, the way in which we operationalize these goals through our program design and delivery challenges faculty to uncover the ways in which their own cultural and epistemological perspectives inform their teaching and the learning environment. This enables each participant to customize the internationalization of their teaching and learning to fit their discipline, their courses, and their entry point in the process of reflecting on and transforming their instructional roles in internationalized courses.

The current program format consists of three stages that take place over a period of approximately nine months. Each stage is scaffolded around a curriculum of readings, video lecturettes, and written assignments. The program structure and duration supports the on-going nature of course design, as well as the gradual transformation of participants' pedagogy and academic self.

First, ITL participants complete assignments in an asynchronous online course. This work begins the self-reflection process and establishes a common understanding of conceptual frameworks and core knowledge that will be applied during and after

the workshop. The online work encourages participants to uncover responses to the questions, "What do I know and believe?" and "What new knowledge and attitude shifts might benefit me as I internationalize my courses?"

Next is an experiential, face-to-face, three-day intensive workshop that is facilitated by the ITL team and the faculty alumni. Here, participants consider numerous possibilities to address the questions, "How might I redesign my course?" and "How might I change my pedagogy and myself?" Past participants demonstrate teaching activities and discuss the developmental process of internationalizing their courses.

After the intensive workshop, participants return to the online course environment to reflect upon, revise, and extend what they have learned in the program. They post an annotated syllabus for feedback from their peers and the facilitators. The essential questions they answer during this period are, "What specific changes will I design into my course?" and "How have I changed as a result of being in this program?"

Upon completion of the formal *ITL Cohort Program*, most participants continue deepening their involvement by engaging in ongoing activities offered through the ITL continuum. These opportunities include attending workshops, seeking consultations with ITL facilitators, joining the *ITL Fellows Program*, and disseminating their work both on their campuses and at national and international conferences.

In keeping with the ever-strengthening call across higher education for program evaluation and assessment, international educators face increased demand to document outcomes related to internationalized learning (Astin & Antonio, 2012; Braskamp et al., 2010; Deardorff, 2009). Demonstration of *ITL Cohort Program* effectiveness includes documenting program-level outcomes as well as looking for evidence of ongoing changes in teaching and learning. The following sections highlight aspects of the evaluation model with examples of the data collected to document program efficacy and faculty impact. Discussion of student outcomes, the third phase of the evaluation model, concludes the chapter.

THREE-PHASED EVALUATION MODEL

The model for evaluating the ITL Cohort Program is comprised of three distinct phases: *program evaluation, faculty impact assessment, and student impact assessment*, guided by the overarching question *How do we know that the ITL Cohort Program is making a difference in teaching and learning at the University of Minnesota?* This three-phased approach (Figure 2) provides a framework to focus on the value of the program through *program evaluation* (Scriven, 1967) as well as the outcomes of the program through *assessment* (Fitzpatrick, Sanders & Worthen, 2010). We refer to the model as "phased" because it was rolled out over a three-year time period, with each phase building upon the lessons learned in the previous evaluation or assessment activities.
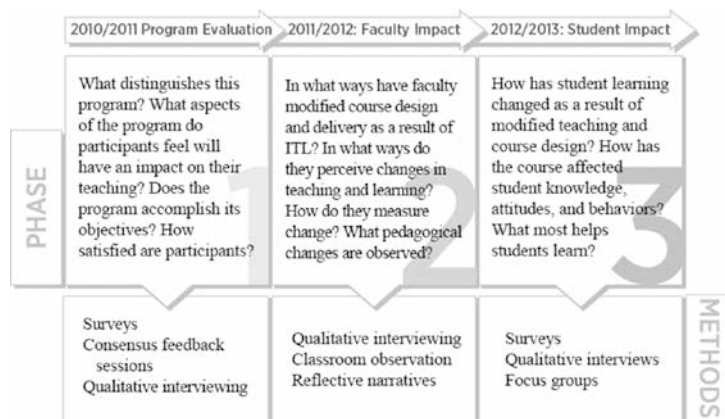
Figure 2. Evaluation model of ITL Cohort Program.

Program Evaluation

Program evaluation is rooted in continuous program and process improvement. The questions outlined in Figure 2 detail an approach that is designed to understand the participant experience during the three-day intensive session and throughout the course revision process. Data collection is conducted via on-line surveys, in-person feedback sessions, and follow up interviews.

Written reflection is considered a key element of the program evaluation model. Cohort participants write guided reflections during and immediately after the program regarding their initial perceptions of impact. Their responses are revisited later in semi-structured interviews so that faculty may further reflect on their changing experiences and perspectives throughout the program. Evaluation activities such as this lay the foundation for faculty impact assessment.

Assessing Faculty Impact

To document curricular change during the *ITL Cohort Program*, faculty participants use syllabus annotation, creating a pre-/post-picture of their internationalized course. Building upon the syllabus or course proposal submitted with their ITL program application, cohort members write reflective annotations explaining curricular changes and the rationales for doing so. This is submitted approximately three months after the conclusion of the intensive three-day workshop.

Members of the ITL team conduct in-person, semi-structured interviews and classroom observations during the semesters in which the cohort members teach their internationalized courses. Consultations are also done via phone, email and video conference to minimize the challenges of working system-wide and with busy faculty schedules.

These conversations and visits also serve to familiarize ITL team members with the cultures of varying disciplines, the teaching environments in which ITL faculty work, and the students they are instructing and, in some cases, advising. A partnership for understanding the work of internationalizing the curriculum is forged where the basis of the assessment is to understand impact rather than to evaluate teaching quality.

Assessing Student Impact

First and foremost, the ITL team works with cohort faculty to develop course assessments aligned with learning goals and activities, per the Fink (2003) model for course design for significant learning. In addition to training during the intensive workshop, ITL team members provide ongoing consultation to cohort members regarding course assessments and broader questions about assessing learning goals.

Recognizing the need for broader assessment of international, global, and intercultural learning, the ITL team also developed a set of student assessment questions that are administered at the conclusion of each semester, alongside the University's standard reviews of teaching. The assessment is comprised of five quantitative questions, answered with Likert-scale options of *strongly agree, agree, disagree, and strongly disagree*:

- The course materials and assignments encouraged me to consider global perspectives.
- The instructor integrated global perspectives into the course.
- This course encouraged me to question assumptions surrounding global perspectives in my field.
- This course increased my interest in studying international or global issues and concerns.
- This course motivated me to have new international experiences (work, study, travel abroad).

The assessment also includes two open-ended, qualitative questions:

What was/were the most important thing(s) you learned in this course in relation to global/international/intercultural issues? and What most helped you to learn the global/international/intercultural elements in this course?

OUTCOMES

Since the first group of ITL faculty began teaching their internationalized courses in fall term 2011, multiple sections of forty-three distinct courses have been internationalized. Figure 3 shows a small sample of those courses. According to official University system-wide enrolment headcounts, these courses have reached nearly 5,000 students at all levels of study.

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Agriculture & Natural Resources
AFEE 5111W   Methods of Teaching Agricultural Education
NATR 3344   Land Use Planning

Business & Marketing
MKTG 3300   Principles of Marketing

STEM
BIOL 1009H   Honors Biology
BIOL 3420   Ecotoxicology

Humanities
WRIT 2506   Introduction to Writing Studies
PHIL 1003   Ethics and Society
HUMS 1435   Introduction to History: Trouble Spots in Today's World

Social Sciences
COMM 3525   Deciding What's News
FSOS 3104   Global and Diverse Families
PA 5311   Program Evaluation

Nursing
NURS 7500   Health Care of Children for the Family Nurse Practitioner

Figure 3. Example courses that have been internationalized through ITL program.

The next section of this chapter aims to illustrate the gradual process of teacher transformation through the use of excerpts from participants' written reflections and course (re)design work, particularly as these changes align with the overarching program goals: to develop the academic self (Sanderson, 2008), to articulate discipline-specific and course-appropriate global learning outcomes, and to develop assessments and teaching activities that align with the new outcomes.

Development of an Internationalized Sense of "Academic Self" (per Sanderson, 2008)

Throughout the ITL Cohort Program, participants engage in numerous written reflection activities that focus on their evolving sense of academic self (Sanderson, 2008). Specifically, we ask them to identify their current teaching perspectives and assumptions about learning, and to explore new ways of thinking about how they teach an internationalized course. Sanderson (2008) writes "Critical reflection and self-reflection are important mechanisms by which individuals can become aware of the context in which they live and work. These processes have the potential to assist in the development of an authenticity that allows individuals to genuinely engage with others in teaching and in life in general" (p. 287). Faculty members are challenged to acknowledge

the ways in which their own cultural and epistemological standpoints inform their teaching and the learning environment.

The following quotes exemplify the range of participants' initial insights, critiques, and concerns regarding Sanderson's call for self-examination and self-knowledge in order to effectively design and teach an internationalized course:

> I found it interesting that one of the things that makes a good instructor also makes a good intercultural/international content teacher; which is critical reflection and self reflection. It seemed that one of the most important concepts was to know thyself, and then analyse your values/beliefs to determine where they came from – what makes you who you are. Cosmopolitanism, to me, is a term loaded with trouble – with echoes of (a) Europeans who manage to convert other cultures into aesthetic objects, marketable goods, or Oriental imaginings, and (b) a certain connection, then, to global capitalism that makes me queasy. … I'm still a little hazy on whether I like this as a position for internationalizing my curriculum [because] I am desperately anxious about anything that leads to arguments about making writers (I teach in a writing major) better tools for multinational corporations. I don't want my students to better understand other cultures in order to sell to them more effectively. (Name withheld, ITL Cohort participant)

> I am on board with the cosmopolitanism idea but will need to be persuaded with regard to this idea of authenticity. I fall under the category of "introverted thinking" on personality tests. However, my teaching style does not reflect this. I tend to entertain and provide an active learning environment. I don't think students would ever guess that I have a tendency to avoid crowds. The disconnect between me and my teacher self seems suggestive of non-authenticity? I've taught for over 10 years and think I know myself, my limitations, and how my personal perspectives are being articulated. (Name withheld, ITL Cohort participant)

Consistently over time, ITL cohort participants state that the Sanderson article and reflective writing is a catalyst for shifting their mindset about teaching and learning.

Identification of Global Learning Outcomes

As ITL cohort members conclude their initial reflections on Sanderson's (2008) internationalization of the academic self, they are guided through the process of writing discipline-appropriate outcomes that reflect global, international, and/or intercultural student learning. Similar to other aspects of the *ITL Cohort Program*, the writing of these goals is process-driven and developmental in its approach.

In the "Global Ready Student" activity (Woodruff, Martin, & Smith, 2010), participants articulate program-level learning outcomes by describing the knowledge,

skills, and attitudes a student in their discipline will need to have once they graduate from college. Participants respond to the following prompt:

> Please complete the following statement: "'A global ready student from my discipline **knows. is able to. cares about.'** Please submit at least one response for each prompt."

Two examples of participants' responses to the Global Ready Student Activity are in Figure 4.

A global ready student in nursing...

Realizes there are many, many effective systems of healing and just because one system doesn't align with bio-medicine or science-based medicine doesn't mean it should be totally disregarded.

Is prepared to work around the world wherever the need for nursing arises.

Is able to create culturally relevant healing environments for individuals and communities.

Recognizes that the health care system in the United States has a great deal to learn from systems in other countries.

A global ready student in biology...

Knows his or her learning is impacted by their experience within their culture of values and norms.

Knows and appreciates complexities involved in cultural identity and understanding as it relates to his or her personal and professional worldview.

Is able to recognize and appreciate intercultural perspectives when critically thinking about biological issues within both a local and global context.

Is able to demonstrate global competency.

Cares about how local and regional decisions impact communities on a global scale.

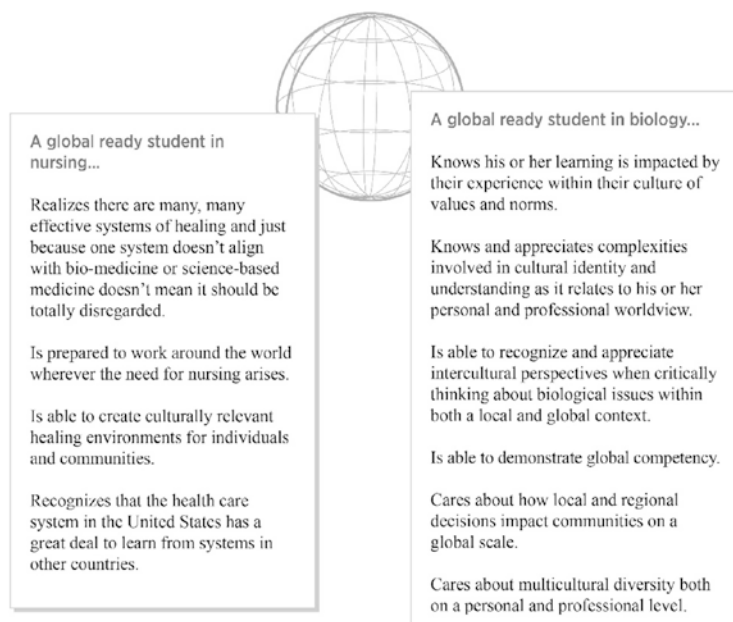Cares about multicultural diversity both on a personal and professional level.

Figure 4. Examples of ITL participants' responses to the Global Ready Student Activity.

After articulating broad outcomes for "global-ready" students in their disciplines, participants drill down to specific learning goals for their internationalized courses. To assist in this process, we provide a grid that maps two learning frameworks. The first is Fink's (2003) taxonomy for significant learning, which proposes six types of learning that stimulate and interact with one another to result in long-term transformational *significant* learning: foundational knowledge, application, integration, human dimension, caring, and learning how to learn. The other framework is the AAC&U Global Smart Grid (2010) which proposes five dimensions of global learning: knowledge-building, social responsibility, intercultural competencies, experiential engagement, and human capital.

Each of the AAC&U dimensions articulates a set of potential student abilities and experiences that, when mapped to the Fink taxonomy of significant learning, can

spark ideas for global learning outcomes for ITL faculty members' classes. This is the case particularly for Fink's learning to learn, caring, and human dimensions, as the relevance of these dimensions becomes more evident when paired with aspects of global learning. Figure 5 illustrates how to use these two frameworks to move from broadly thinking about *significant learning,* to more specifically imagining *global learning,* to very concretely articulating *significant global learning goals for my course*. The sample course goals in Figure 5 are excerpted from University of Minnesota - Crookston assistant professor Katy Nannenga's course ENSC 3124: Environmental Science and Remediation Techniques.

Significant Learning	Global Learning	Course-Specific Learning
Fink Taxonomy of Significant Learning (2003)	AAC&U Dimensions of Global Learning (2010) mapped to Fink Taxonomy	EnSc 3124 course goals mapped to Fink Taxonomy and AAC&U Dimensions
Course design questions to guide the articulation of learning goals in the *Application domain* What kinds of thinking are important for students to learn? Critical thinking (analyze and evaluate) Creative thinking (imagine and create) Practical thinking (solve problems and make decisions) What important skills do students need to gain? Do students need to learn how to manage complex projects?	Students are able to... Work respectfully and effectively with others to address shared concerns Have practical, hands-on experiences that foster deeper expertise in intercultural learning Develop capacities to listen carefully to others and to share imaginatively in what it might mean to see the world from a different vantage point and historical experience Capacity to use a multiplicity of lenses for interpreting the world Using global frameworks as a means of posing additional questions and defining areas of inquiry	Students will... Possess the skills to apply Standard Remediation Technique strategies, alternative remediation strategies and approaches people may take to contaminated lands depending on their values and cultural backgrounds Be able to collaborate and communicate with various stake holders regardless of cultural differences to negotiate and mediate a remediation plan to resolve the environmental issue and sustain the health of that environment post-remediation Suggest measures that can be taken to prevent problems such as this particular contamination issue from arising in the future
Course design questions to guide the articulation of learning goals in the *Human Dimension domain* What should students learn about themselves? What should students learn about understanding others and/or interacting with them?	Students are able to... Describe the diversity and complexity of one's own country with greater knowledge and awareness Examine their own knowledge, perspectives, and values through engagement and partnerships with a variety of less familiar communities Interpret aspects of others' cultures and countries with sophistication and accuracy	Students will... Describe how environmental risk is perceived by themselves and others outside the U.S. Mediate those perceptions when developing remediation goals, making remediation decisions, and writing environmental laws and regulations

Figure 5. Example of excerpts from Fink's taxonomy and AAC&U grid with EnSc3124 learning goals.

Participants make various kinds of modifications to their course learning goals. Some add global content and non-U.S. perspectives where none existed previously, as in Nannenga's case above. Others, like James T. Ford, a lecturer from the Rochester campus, integrate a wider palette of expectations for global learning that include aspects of culture and ethnocentrism:

> The ITL program has broadened my understanding of the "global". Heretofore I've largely (but not exclusively) focused on international relations between countries. I've discussed diplomacy and role of international organizations in resolving a crisis. I still discuss these "big picture" events, but I now give equal weight to cross-cultural encounters, the intercultural experience, discrimination, and prejudice. – James T. Ford, lecturer, History (Rochester campus)

Many faculty, through the process of drafting and revising course goals, realize that they hold certain unarticulated aspirations for student learning:

> The program brought important focus on the course learning objectives for my course. The use of Fink's model to address multiple dimensions of learning was helpful and useful to me as I examined my course and thought about changes I needed to make. As a result, I expanded my objectives, giving specificity to goals I was trying to accomplish but hadn't named for myself or for my students. – Catherine Solheim, associate professor, Family Social Science (Twin Cities campus)

With their discipline-specific and course-appropriate learning goals in hand, participants come together for the intensive three-day workshop to experience activities that develop, stimulate, support, and perhaps challenge their initial thinking about course design and learning goals in particular. Across the three days, participants are immersed in activities and discussions that stimulate thinking about, "How might I redesign my course to achieve these new learning goals?" and "How might I need to change my pedagogy and myself?"

Expansion of Teaching Strategies and Development of Course Materials, Activities and Assessments

Building upon their articulated course goals, faculty next begin to identify appropriate assessments and learning activities to fill in their internationalized course design. Assessments demonstrate students' progress toward accomplishing the global learning goals and ideally increase global, international, and cultural knowledge, attitudes, and skills through focused and thoughtful feedback. As part of the overall learning strategy to accomplish the learning goals, course content is more inclusive of international, global, and intercultural perspectives and learning activities encourage students to integrate new international, intercultural and global knowledge, skills, and attitudes.

Empirical evidence from classroom observations and individual course consultations support the conclusion that participants from the ITL cohort have operationalized Fink's (2003) course design principles and integrated new strategies for international, intercultural, and global learning. The following section provides concrete examples regarding the ways in which ITL faculty cohort members have incorporated educative assessments and new learning activities into their courses to accomplish their revised goals.

In the previously mentioned course ENSC 3124: Environmental Science and Remediation Techniques, assistant professor Katy Nannenga wanted her students to use the scientific method—rather than their intuition or biases—to evaluate sites for environmental health. She articulated this goal as part of the "application" domain of Fink's (2003) taxonomy, relating it to the development of critical thinking skills.

During the cohort program, Nannenga and other participants experienced the intercultural learning exercise "Describe-Interpret-Evaluate" (D.I.E.), the purpose of which is to illustrate the tendency of human beings to interpret and evaluate what is unfamiliar based on prior knowledge, experiences, and worldviews. The activity teaches participants to recognize what is unknown and unfamiliar to us and seek to understand it before rushing to interpret and evaluate it.

Nannenga adapted the D.I.E. format and principles to create a learning activity to introduce students to a fundamental mindset for those in her discipline: to recognize their preconceived ideas about the subject matter, and to gather data before making judgments. In Nannega's adaptation of the activity, students view images of ten rivers and decide whether or not they would swim in each river. Some images are serene and picturesque, while others show discolored water and floating waste. After going through all ten images, she reveals that these are the ten most contaminated rivers on the planet, describing the location and contaminates of each. Invariably, the most contaminated river in the world is one that students misjudge and elect to swim in. Through this activity, Nannenga illustrates to students that judging a river for water quality and "safeness" by its appearance alone is a mistake. Instead, they must learn to put aside their preconceived ideas, and base their judgments on scientific information.

Like Nannenga, many faculty participants succeed in adapting the activities and materials that are modeled and presented during the cohort program to their own disciplinary context. In his NatR 3374: Ecology course, assistant professor Matthew Simmons uses an activity incorporating images from Istvan Banyai's wordless picture book *Zoom* (1995) to underscore the importance of scale, perspective, and interconnectedness in the discipline of Ecology. Each page of the book contains an engaging scene followed by a zoomed out perspective on that same scene which alters one's interpretation of the prior page. For example, one image shows two children looking out the window at a rooster. Subsequent pages unveil that the children and rooster are but toy figurines being played with by a child. Within a couple more pages, the reader realizes that the girl playing with the figurines appears on a magazine cover being held by a woman.

The *Zoom* activity, modelled during the cohort program and used by Simmons during the first week of his course, provides each student with a page from the book *Zoom*. He instructs students to mingle with their classmates, compare images, and seek to uncover the relationships and patterns among the pictures. He eventually instructs them to line up at the front of the room in a manner reflecting the pattern that they have uncovered – that of scale – from smallest to largest.

Simmons impresses upon students how ecological systems form a hierarchy (i.e., from smallest to largest: individual organism, population, metapopulation, community, ecosystem, landscape, biome, and biosphere). He explains how ecologists study these different levels of hierarchy, asking different questions and studying different patterns and processes that occur at these different ecological levels. He refers back to the *Zoom* activity during the semester to remind students that it is essential for ecologists to choose the right scale when studying ecological processes and patterns and to see how those patterns and processes might relate to those that are occurring at different hierarchical levels. Simmons threads throughout his course that viewing life from different perspectives helps to improve ecologists' understanding of nature, and he regularly asks students to discuss course material from both their own perspective and that of others.

Another teaching tool that is frequently adapted after being modeled during the cohort program is the Global Village Activity (Falk, 2010). In the original design of this activity, each student is assigned a unique "global villager" identity (e.g. age 55, male, rural, India) in proportion to the actual demographics of the world. Students then examine and report on course content through the lens of their villager. By researching their own global villager and geographic location, as well as learning about those of their classmates, students broaden their knowledge of the world. They also develop skills in recognizing and taking on other perspectives.

Associate professor Sarah Buchanan from the Morris campus has designed the "global villager" concept into the very fabric of her course FREN 3605: Cinema du Maghreb francophone (Maghrebian Cinema), modified to focus on francophone North Africa (Algeria, Morocco and Tunisia). Her aim is that students have a deep understanding of the diversity within that geographic region, rather than consider the Maghreb as monolithic and culturally undifferentiated. She refers to her adaptation of the Global Village Activity as "The Intercultural Village."

In Buchanan's adaptation, students assume the identity of characters representing various demographic groups from North Africa and complete a series of assignments with this assumed worldview. They create a profile of their character, including the type of family structure, education, socio-economic class, politics, culture and art that would likely be a part of that individual's experience. Characters are encouraged to have a culturally relevant name and appearance. To establish the authenticity of the profile they create, students are encouraged to collaborate, in French, with a student from Algeria, Morocco, or Tunisia to confirm or revise the information. The students share these during class presentations.

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As Buchanan's is a film class, the students are asked to respond to structured reflection questions on each film the class watches recording their own and their character's reactions to the movie's cultural and political themes. Buchanan underscores that the reactions should be honest and need not be politically correct, framing the assignment as an "intercultural journey" where students can feel free to ask questions and where she, as the instructor, can provide feedback on any stereotyping or broad generalizations she sees emerging from the narratives. Peer-to-peer feedback also takes place in intercultural debates among the students at periodic intervals through the semester.

Through her use of the Intercultural Village concept, Buchanan exemplifies strong alignment among her learning goals, teaching activities, and assessments. She has articulated a particular learning goal (that students deeply understand diversity in the Maghreb). She has designed multiple learning activities throughout the course to move students toward the achievement of that goal (by researching, modifying, and adapting the viewpoint of their character). Finally, she has created multiple ways to provide feedback and assess student success (through interviews with students from the Maghreb, debates, and a final exam question that promotes students' synthesis of what they have learned during the Intercultural Village exercise).

Hilary Kowino, associate professor of English on the Duluth campus, uses the case study method in his World Literatures course to aid students in interrogating the implications of culture and context as they read and analyze texts. The case, "A Tragedy in Santa Monica" (Reese, 1985), presents the story of Fumiko Kimura, a Japanese immigrant who drowned her two children and was herself rescued from drowning as she attempted to carry out a suicide attempt. Kimura had learned that her husband was having a long-term extra-marital affair and that the couple's financial difficulties were compounded by his support of this second partner.

The case focuses on the cultural significance of *oyako-shinju*, an act of taking one's own life to preserve dignity. In Kimura's homeland of Japan, *oyako-shinju* carries legitimacy and honor, but not in California where the infanticide and attempted suicide case occurred. The difficult themes of the case study raise "a crisis of culture and law", providing rich opportunities for students to examine the impact of cultural values and their intersection with societal institutions and systems (Kelley, Kowino & Woodruff, 2012, p. 9).

"The case of Fumiko becomes quite complex when we contextualize it; that is, contextualizing this case study grants us an international perspective that would have been outside of our view, and thus allows us a more complex reading of Fumiko", states Kowino, "Simply put, this…lens provides a different light. We don't necessarily excuse Fumiko's crime, but we recognize its complexity. And it is this complexity that we are trying to cultivate in our students; without it, our students would be tempted to judge Fumiko because they would only see her crime through one angle (through mainstream American lens/ through the letter of the American law). The mere appreciation of a diversity of perspectives that this case study

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promotes is critical, but also pivotal is what the case study does not say" (Kelley, Kowino & Woodruff, 2012, p. 9–10).

In addition to the intercultural dimension, Kowino asserts that the case prompts his students to examine family dynamics, poverty, and the immigrant experience in the United States as global issues. Kowino says that he hopes that through the process of examining and debating these themes in the classroom, students will refine and apply this type of thinking to their out-of-class lives.

Integrating Multiple Perspectives

Given the *ITL Cohort Program's* focus on the intentional integration of multiple perspectives into the learning environment, the experiences and viewpoints of international students are regarded as particularly valuable and potentially impactful for all students' intercultural learning. As Mestenhauser (2011) writes: "There can be no global citizenship without taking into account people from other countries and, in this case, without foreign students being a part of this" (p. 275).

In the report *Finding Common Ground: Enhancing Interactions Between Domestic & International Students* Australian researchers Arkoudis et al. (2010) speak to the power that faculty can play in enhancing students' exposure to differing perspectives and cultural traditions, and the accomplishment of more complex learning outcomes. Further research suggests that these types of student interactions are "important to developing cognitive understandings and offer opportunities for learning. Peer interaction can provide learners with a greater sense of belonging and support, which may have a positive impact on student retention and learning achievement" (Eames & Stewart, 2008; Huijser & Kimmins, 2008).

There are two critical assumptions at the core of the *ITL Cohort Program's* approach to integrating international students. In keeping with the literature on student engagement (e.g. Coates, 2005; Kuh, 2005; Kuh et al., 2007), the first assumption is that the engagement of international students is both *student driven* and *institution driven*. Andrade (2010) argues: "with varying cultural, ethnic, and linguistic backgrounds as well as academic preparation, support for student learning is a critical concern, as well as an opportunity to expand pedagogical approaches. Institutions must be accountable for serving those they admit and for adjusting methods of instruction and support systems to address learners' needs" (p. 221). The *ITL Cohort Program* thus focuses on the role faculty play in creating inclusive environments to support international students in their transitions to the University of Minnesota. ITL participant Louis Porter II, a lecturer on the Twin Cities campus, reflects on his role in engaging the international students in the classroom:

> I am searching for ways to empower the international students in my class and create ways to respectfully share from their own culture. As I think about my past sections, students from outside the United States can consider themselves disadvantaged in this [public speaking] course and one of the things I plan

to do is to dispel that mythology. – Louis Porter II, lecturer, Communication Studies (Twin Cities campus)

The second assumption is the benefit for all students of intentional efforts to increase the clarity of the "hidden curriculum"—the culturally-informed, unarticulated aspects of the learning environment (Leask, 2009). Aligned with Scott, McGuire and Embry's (2002) universal design for instruction, it is assumed that modifications to course delivery, materials, feedback, interactions, and class environment can increase learning accessibility and effectiveness for both international and domestic students.

Each of these principles is evident in the way that Laura Bloomberg, associate dean and professor in the Humphrey School of Public Affairs (Twin Cities), restructured her graduate-level PA 5311 Program Evaluation course after participating in the ITL program. After hearing from several international students that they often felt reluctant or unable to speak to their expertise within group settings, Bloomberg asked each student to use an on-line forum to describe their expertise related to a policy issue. Moving this framing discussion to a guided, asynchronous forum post took a negligible amount of time, but opened a new means by which all students had an opportunity to participate and share their backgrounds. International students in the course reported a sense of deeper inclusion in the course, expressing appreciation at having more time to write and edit their introductions. U.S. students reported the value of the non-U.S. perspectives coming from the international students and extensive course evaluation shows increased satisfaction from all students in the class.

Assistant professor Christina Clarkson from the Twin Cities campus' College of Veterinary Medicine developed an overarching goal for the students in her CVM 6013 Professional Development III: Applied Communication course to recognize that "they have a perspective that they bring to all communication encounters and that others come to those situations with their own perspectives, as well" (Clarkson, Bjarnadottir & O'Brien, 2013). In her syllabus, these broad objectives translate to the following specific learning goals: "review and reaffirm your current communication skill sets through professional interactions and outreach with diverse client populations", "recognize the value of continuing to develop professional and effective communication skills with a diverse client base", and "develop a respectful form of inquiry (i.e., a questioning route) to elicit information from clients of diverse backgrounds".

This last goal reflects a learning activity that has grown from Clarkson's iterative course modification process. In her search for strategies to help students have authentic intercultural communication encounters, Clarkson enlisted the help of the University of Minnesota's Culture Corps, an initiative on campus that helps faculty to connect with international students and scholars as learning resources for their courses. Through Culture Corps, Clarkson was able to invite 17 international students from various areas of veterinary medicine and practice to visit the course

and work with her students to understand effective communication strategies for interacting with diverse clients.

Clarkson's students receive an interactive talk by a guest lecturer about communication styles and the ways that culture may (or may not) be a factor in one's approach to interpersonal interaction. The students then develop an intake interview procedure that would be responsive to a client of a different national background. In the final step, Clarkson's students conduct small group interviews with Culture Corps students to practice their interview protocols and to gain insights on the content of the interviews, strategies for recognizing a diversity of communication preferences, and also to become more aware of culturally-specific beliefs on animal ownership and veterinary practice. After this activity is conducted, students write guided reflections about their experiences and the connections they se between the activity and their future lives as veterinary professionals. Follow up course evaluation data show that after this activity 82% of the students strongly agree that veterinarians need to be aware of the different cultures that exist within their practice and 71% of the students strongly agree that the international student interview gave them insight into cultural differences in animal care.

During the ITL program, faculty participants to share in an online forum their own backgrounds, challenges, and the opportunities they see for more effectively working with international students. Commenting on the role of international students in the classroom, Njoki Kamau, a Kenyan scholar and faculty participant from the Duluth campus wrote to her ITL peers, "Silence and lack of active participation in the classrooms does not always mean that the students are intellectually weak and desiring remedial work, but is a reflection of many things, including cultural differences in how we speak, when we speak, how to engage a professor, what to speak about, avoidance of conflict, fear of being not being heard, perception of power differentials and of course perceptions of the other."

EMERGENT PROGRAM OUTCOMES

As faculty have become more comfortable in teaching their internationalized courses and as the *ITL Cohort Program* has gained momentum, the ITL team also documents "emergent outcomes." These are examples of program impact that were not anticipated in the program design but have been articulated as program impacts by faculty cohort members themselves.

Evidence of ongoing curricular change is particularly evident at the Crookston campus, where professors Katy Nannenga and Brian Dingmann are working to internationalize the courses they teach and team-teach, as well as working with their colleagues to set internationalized program-level outcomes for biology and environmental science majors. Encapsulating this expansion of internationalized teaching and learning, Dingmann recently said in a conference presentation:

Once you do it and you see the impact on the students, it's like, "Why don't I do it with this [other] class or with this assignment?" And so it starts building. You quickly realize that you want to completely throw out your old curriculum, and build a new curriculum. …Nobody has time to that, but you have to basically commit to it. It's a lot of fun, and I think students get a lot out of it.

I teach microbiology so I think it's somewhat viral and it just spreads—you sort of get an infection when you start this work. You become motivated, passionate. When you are trying to change something, you have to be really passionate about it. So I think it just slowly spreads [into all that you do]. – Brian Dingmann, associate professor, Biology (Crookston campus)

Dingmann is not alone in his ongoing interest in internationalizing teaching and learning. Thirteen *ITL Cohort Program* alumni participated in the 2013–14 *ITL Fellows Program*, a structured opportunity to give faculty with a background in course-level internationalization further support to deepen their work around internationalizing the curriculum and campus. Fellows' projects ranged from strategies to deepen course-based assessment to campus conversations about existing structures and support required for further internationalized teaching and learning. For example, professor Jiann-Shiou Yang, department head of electrical engineering on the Duluth campus, has begun conversations with his faculty about internationalization and curricular innovations such as using technology to connect students across borders.

ITL alumni have started to publish articles on their internationalized teaching and research activities in publications such as the *Journal of Research in International Education* and *Landscape Architecture Record*. Conference sessions have been presented institutionally at the University of Minnesota's Academy of Distinguished Teachers Conference and the Internationalizing the Curriculum and Campus Conference, and as far away as the AC21 Conference at the University of Adelaide in Australia. Faculty have actively spoken to the benefits of their internationalization work to the promotion and tenure process and the ITL team has documented several academic units on campus that value these scholarly contributions.

Evidence of Student Impact

While the evidence of curricular and pedagogical changes are critical in documenting program outcomes, the ITL team recognizes that success cannot be achieved until there is also evidence of internationalized student learning. Understanding *what* students are learning and *how* they are learning it has, therefore, become the focus of the course-level assessments and the ITL team's broader effort to assess students' international, intercultural and global learning.

The previously mentioned end-of-semester course assessment provides preliminary information about the student experience in ITL faculty's internationalized courses. Aggregate response data (n = 309) for Spring 2013, Fall

2013, and Spring 2014 show that 92.5% of students either agreed (n = 157) or strongly agreed (n = 129) with the statement *The course materials and assignments encouraged me to consider global perspectives*. In response to the statement *This course encouraged me to question assumptions surrounding global perspectives in my field,* 88.9% of students either agreed (n = 147) or strongly agreed (n = 128). A majority of students (72.4%) also agreed (n = 107) or strongly agreed (n = 117) with the statement *This course increased my interest in studying international or global issues and concerns*. The Cronbach's alpha for the instrument's internal reliability is (α): 0.893.

Thematic analysis of students' responses to the open-ended questions on the end-of semester course assessment showed that students identified the most important global, international, and intercultural learning outcomes from their courses as: developing new ways of thinking, seeing, and understanding, contextual understanding, and personal growth and awareness.

A student on the Rochester campus in lecturer James T. Ford's course HUMS 1435: Introduction to History—Trouble Spots in Today's World wrote the following: "I learned that there are definitely more than one side to an issue or crisis and the resolution is more difficult and intertwined with greater complex issues. I think that this course instilled in me a greater need to explore the historical perspective of issues rather than what the current issue is."

Other student reflections on the end-of-term course assessment more closely reflected the "how" dimension of learning:

> Reading the memoirs helped me learn most about issues because I'm the kind of person who really remembers things when they strike me emotionally, and survivor accounts do this for me in a way that reading a textbook…cannot. (Anonymous student)

> I think that class discussion helped me learn the most about international issues. There were so many different viewpoints within the class that it helped for a better understanding overall. (Anonymous student)

> The last exam had a question about how a contaminant reached a part of the world that was not originally exposed to the contaminant. This helped me to think about how everything is connected in the world even if we don't intend for it to be. (Anonymous student)

Other qualitative evidence of student learning has been collected via course-based assignments, classroom observations and student interviews. In the Twin Cities' College of Veterinary Medicine's course CVM 6013: Professional Development III: Applied Communication assistant professor Christina Clarkson created student learning goals "to develop increased understanding of one's own cultural orientations and to develop awareness of and communication skills to interact with a diverse client base". In response to an intercultural learning activity in the CVM 6013 classroom, one student wrote the following:

I became much more aware of the individuality each person has. I never really took the time to think about the values or cultural qualities my own family has. I suppose I took them for granted and never took the time to appreciate or identify them… This activity allowed me to learn things about my classmates I never would have known. …I think culture will have varying impacts on interactions depending on the situation. But no matter what, I think our culture impacts the way we view the world and it's important to remember that each person sees through a different lens. (Anonymous student)

FUTURE CONSIDERATIONS AND TRANSFERABILITY

A program of this nature is only possible because of the partnership between the teaching and learning services units and the international education offices on our campuses, which allows each unit to bring its expertise into the program development, as well as the commitment of motivated faculty participants who are willing to do the hard work of redesigning their courses, learning new teaching techniques and exposing themselves to new ways of thinking about their roles as teachers. In a 2013 external review of the Global Programs and Strategy Alliance, the *ITL Cohort Program* was praised and a recommendation was made to continue such support for faculty. The University of Minnesota provost placed a focus on deepening the strategy for internationalization into the University's plan in 2013. In 2014, the Center for Teaching and Learning and the Office of e-Learning merged to become the new Center for Educational Innovation to serve the entire university system. All of these developments, on top of the concrete impact data of the *ITL Cohort Program*, provide a strong foundation for the program's future.

A community of practice for faculty and staff has emerged as a result of the program. The ITL participants refer to this community as one of the most important program outcomes, as they have found a group of peers who share similar goals and to whom they can turn for advice and ideas. Developing a community of practice around teaching and learning would be our first suggestion to other institutions attempting such models.

An overarching goal regarding internationalizing the curriculum at the University of Minnesota continues to serve all faculty members who are interested in curriculum internationalization, not just the ITL cohort faculty. A long-term goal is to develop less-intensive options for those faculty members who may not be able to participate in the *ITL Cohort Program*. With this mind, those faculty members who have participated in the cohort program must continue to serve as mentors and role models for educational reform in their academic departments. These professors, through their scholarly publications on how this program has changed their courses, their teaching and their students' learning outcomes will deepen the literature base on curriculum internationalization and on teaching in their disciplines. These professors, through their direct communication with their peers, will influence the

nature of international education in their academic units. It is their experiences with internationalizing their courses that will be shared with other faculty members who seek to engage in this process.

Despite the positive outcomes, challenges exist for a program of this structure. Scope is the prime challenge. Given the size of the institution, it will take many years to reach a critical mass of faculty members if we just use the cohort model to engage faculty. Our goal must be maximize gains made by individual faculty members' curricular changes toward broader discipline outcomes. Each ITL faculty member is partially responsible for moving beyond simply internationalizing their own classes to considering their role as educational reformers in their disciplines. The institution bears the rest of the responsibility for supporting these faculty members then as role models for educational innovation.

Unique institutional contexts will determine the extent of transferability of the *ITL Cohort Program* model described in this chapter. For those whose context limits their ability to implement the type of faculty program on the scale we describe here, we offer the following starting points for consideration. *Involve faculty in defining internationalizing teaching and learning at your institution.* Use or adapt the *global-ready student* exercise described in the methodology section of this chapter to stimulate thinking about discipline-specific learning outcomes that are global, international, and/or intercultural. *Reward and bring together faculty who are already internationalizing their teaching and learning.* Know who these faculty are, and learn how they have been successful in their work. Invite them to lead or collaborate on establishing an interdisciplinary community of practice to internationalize teaching and learning that includes a formal course design process. Formalize a reward structure and raise the visibility of their work. *Think creatively about potential partners when building a collaborative support team.* In addition to collaborating with expert faculty at your institution, consider potential partners whose work supports the teaching and learning mission, such as those who have expertise in the global, international, and intercultural realms (e.g., instructional designers, librarians, ESL teachers).

CONCLUSION

The *Internationalizing Teaching and Learning Faculty Cohort Program* brings to the forefront the cognitive skill of self-reflection that Mestenhauser (1998) deems critical to international educational reform. This principle is applied directly to the teaching environment by focusing on the teachers themselves as critical factors in the design and delivery of internationalized courses. As members of the academy who are responsible for teaching begin to engage in self-reflection about their own experiences and transfer what they learn from that self-reflection to their course design and delivery, they begin to shift the nature of the student learning experience. It is the act of transforming teachers in order to transform students that we argue is

paramount to shifting the educational landscape to be more conducive to the goals of internationalizing the curriculum.

ACKNOWLEDGEMENTS

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