SMALL CAMPUSES: THINKING GLOBALLY, ACTING LOCALLY

Kylee Allen- College of the Atlantic
Shannon Gerber- Endicott College
Jill Ostrowski- Wheaton College
SMALL CAMPUSES: THINKING GLOBALLY, ACTING LOCALLY

In this session we will address some of the areas that were discussed in Kansas City as areas that are important for Internationalization with a focus on:

- Faculty Engagement & Curriculum Incentives
- Co-curricular Activities & Community Outreach
SESSION AGENDA

- 90 minutes total
- 15 min.- Introduction
- 10 min- Endicott College
- 10 min- College of the Atlantic
- 10 min- Wheaton College
- 20 min- Small Group Discussion
- 20 min- Report Findings
- 5 min- Close & Evaluations
SESSION GOALS

- To learn about a variety of programs that have been implemented at small campuses in the Region.

- To understand some of the challenges for Internationalization on a small campus.

- To brainstorm some ideas of how to overcome those challenges to take back to one’s own campus.
School Profile
Endicott College

- Total Population (fall 10) - approx. 2200 (undergrad) 500 (degree seeking grad.)
- Programs - Undergrad: 23  Grad:
- Average Class Size (fall 09) - 19
- Student/Faculty - 16:1
- Undergrad Tuition (10-11) - $38,636
- Financial Aid Recipients (10-11) - 85%
- International Programs - 3 staff members
- Number of Study Abroad Students (09-10) - 175
- Number of International Students (fall 10) - 107
School Profile

- Total Population (fall 10)- approx. 327 (undergrad) 5 (degree seeking grad.)
- Programs- Undergrad: B.A. Human Ecology
  Grad: M.A. of Philosophy
- Average Class Size (fall 10)- 12
- Student/Faculty- 11:1
- Geographic Distribution- 49 States, 32 Countries
- International Student Population- 62 United World College Scholars, 16%
- Character — Private; close-knit educational community; coed; non-sectarian; liberal arts
- International Programs- 1 Staff Member
- Percentage of Study Abroad Students (09-10)- 65%
Total Population – 1550 undergraduates
Founded in 1834, Wheaton is the only coeducational private liberal arts college in the Boston area
Average Class Size - 15-20 students
Student/Faculty- 11:1
Programs: 40 majors and 50 minors
Undergrad Tuition (10-11)- $40,790
Wheaton administers over $30 million in funds through our merit scholarship, need-based financial aid and alternative financing programs annually
Center for Global Education- 5 staff members
Number of Study Abroad Students (10-11 Fall and Spring)- 200
Faculty-led Study Abroad Programs (2010): 70 students
Number of International Students (10-11)- 110 non-US and 68 dual citizens
The Community of Learners Program

- Offered by the College for faculty and staff to propose unique ideas for engaging the student body as a whole by offering programs to the whole Endicott Community to share in.

- Proposals are submitted each semester for funds and support.
Fall of 2009- SIE and the MUN club collaborated to submit a proposal with the goal of engaging the whole campus in the activities that the MUN club were taking part in.

EC’s MUN was assigned Norway as the country they would represent in February 2010 at the Harvard Model UN Conference and all activities included in the proposal would center around Norway and Norwegian Culture.

The goal was to help educate the team and at the same time educate and engage the community in learning about a culture that they didn’t know much about.
ACTIVITIES & AREA ADDRESSED

Faculty Engagement

- A Norwegian Children’s Literature display for the library
- A poster show displaying a comparison of health in both Norway and the US
- Norwegian Culture and Cuisine Night which included a lecture by a Professor of Norwegian heritage, live Norwegian music, Norwegian food tasting and distinguished guests from the UN Mission in NYC and the Honorary Consul in Boston. Faculty members were invited to a “Toast to Norway” featuring traditional glogg prior to the event.
- Research presentation on the Vigeland Sculpture Park in Oslo to a large audience of students. Students were given credit for attending the event (also Curriculum Incentive!).
**Activities & Area Addressed**

- **Co-Curricular**
  - A Norwegian Children’s Literature display for the library
  - A poster show displaying a comparison of health in both Norway and the US
  - A blog highlighting current investment trends in Norway.
  - Norwegian Culture and Cuisine Night which included a lecture by a Professor of Norwegian heritage, live Norwegian music, Norwegian food tasting and distinguished guests from the UN Mission in NYC and the Honorary Consul in Boston. Faculty members were invited to a “Toast to Norway” featuring traditional glogg prior to the event.
  - Trivia quiz about Norway
  - Posters highlighting the issues from the conference including environmental, nuclear and historical issues.
ACTIVITIES & AREA ADDRESSED

- Community Outreach
  - Indoor Skating Rink, Tubing trip, Ski trip among other outdoor activities cross-marketed as Student Activities.
  - Norwegian Literature reading for children in Endicott’s Keys to Degrees program for single parents and their children.
  - Norwegian Culture and Cuisine Night which included a lecture by a Professor of Norwegian heritage, live Norwegian music, Norwegian food tasting and distinguished guests from the UN Mission in NYC and the Honorary Consul in Boston. Faculty members were invited to a “Toast to Norway” featuring traditional glogg prior to the event.
Investing in Norway

ECIC Recommended Buy: STATOIL ASA

STATOIL ASA

STATOIL ASA (NYSE: STO)
After Hours: 21.407 - 0.27 (1.24%) 4:12pm ET

| Last Trade | 21.67 |
| Trade Time | Feb 6 |
| Change | 0.31 (1.41%) |
| Pre Close | 21.38 |
| Open | 21.73 |
| Bid | NA |
| Ask | NA |
| Div & Yield | 0.69 (3.20%) |

As of December 31, 2008, it had proved reserves of 2201 million barrels of oil and 537.8 billion cubic meters of natural gas. Statoil's energy and retail network consists of approximately 2,300 service stations in Scandinavia, Poland, the Baltic States, and Russia; and 350 truck stops in 8 countries. It was formerly known as StatoilHydro ASA and changed its name to Statoil ASA in November 2005. The company was founded in 1972 and is based in Stavanger, Norway.

Good Luck to EC's Model UN Team from EC’s Investment Team!
PROJECT SAMPLE - POSTERS
BY GRAPHIC DESIGN STUDENTS

BEATEN OVER A BROKEN DISH

1 in 4 Norwegian women experience domestic violence.

"I had no idea I'd be the one."

Norway
PROJECT SAMPLE - POSTERS
BY GRAPHIC DESIGN STUDENTS

KEEP THEM AFLOAT
NORWEGIAN REFUGEE COUNCIL
Norway
HOW DID WE DO IT?

IMPORTANT STEPS TO THIS PROGRAM

- The number one obstacle for most of us!
- This program was made possible by a College wide grant opportunity so the costs involved did not come out of the budget for the School of International Education or for any of the other Schools who got involved.
- For the collaborations with Student Activities we also saved some money by tying in with existing programming.
HOW DID WE DO IT?
IMPORTANT STEPS TO THIS PROGRAM

Engagement from Other Departments & Faculty

- An RFP was sent out shortly after our proposal was accepted.
- The Dean of the School of International Education also spoke with the Dean of each School on campus about their School’s involvement.
  - Many were excited to be a part of the program but still had reservations about spending time on it.
  - You will not get engagement without asking and following up and building a relationship with them.
OUTCOMES

• Addressed two areas required for Internationalization: Faculty Engagement and Curriculum Incentives and Co-curricular Activities and Community Outreach.

• Increased collaborative efforts on campus between the School of International Education and other schools and departments.

• Raised the profile of the School of International Education.

• Raised awareness of the Model UN team and their activities.

• One of the Graphic Design students won the Award for Excellence from the 40th Annual UCDA Design Conference for the poster she created for the MUN team entitled “Stop Militarization”.
OUTCOMES CONTINUED...

- Brought authentic representation of the Model UN country, Norway, to campus and created an increased sense of global knowledge on campus and in the wider community.
- Revealed untapped/unrecognized cultural diversity on campus in the faculty.
- Brought Norway to the attention of our students, so much so that we have our first student interested in studying abroad in Norway.
Winning Poster!

90% is unseen.

stop the militarization of the arctic.

Norway
INTERCULTURAL AWARENESS EFFORTS

Student Life Team Mission
 Transformational learning across the student experience

 Cultivating Interpersonal Relationships

 Partnership with other educators

 Promote the development of a strong sense of identity and purpose, leadership, self-fulfillment, independence, and community engagement.”
FORMER STUDENT SERVICES MODEL

- Distinguished and separated intentional learning from student life experience.

- Cultivating the intellect vs. recognizing the essential integration of personal development with learning.
TRANSFORMATIONAL EDUCATION MODEL

- Holistic process of learning

- Student affairs as a partner in the broader campus curriculum.

- Intentional learning through; formal academic curriculum, student life, collaborative co-curricular programming, and community-based and global experiences
FIVE KEY FUNDAMENTAL LEARNING OUTCOMES TO THE DEVELOPMENT OF INTENTIONAL, LIFE-LONG LEARNERS

- Matter and Belonging

- Empowered through the development and mastery of intellectual and practical skills

- Challenge and Support

- Responsibility for your own learning and participation and formation of civic values.

- Become Informed by knowledge about the natural and social worlds using multiple forms of inquiry
Learning and Development are not Separate

The entire system is in constant and dynamic flow. Mezirow (2000), proposed that student development,

- “is a learning process- a phase and often transformative process of meaning becoming clarified through expanded awareness, critical reflection, validating discourse, and reflective action as one moves to a fuller realization of agency”

- “As administrators, we need to be responsible to students and society by identifying and achieving essential student learning outcomes”
Intercultural Awareness Efforts

What it is?

- Help educate other offices on campus that work with international students
- Provide resources and a contact regarding intercultural issues that arise on campus
- Support Student Leaders to gain more understanding of intercultural communication and culturally diverse perspectives
- Combine the curricular with co-curricular transformational education efforts
- To gain and promote understanding of cultural conditioning and global perspectives in & out of the classroom
How Does it Work?

Preparation:
- Group Assessment of Needs
- Create Objectives and Goals
- Design Correlating Experiential Activities
- Create an Evaluation Method for Future Reflection
WE PROVIDE INTERCULTURAL AWARENESS SESSIONS FOR THE FOLLOWING GROUPS:

- Incoming International Students - Orientation
- Resident Advisor’s — During Training
- Outdoor Program Student Leaders
- Study Away Pre-orientation & Re-entry
- Transitions Program
- Staff
- Housing
- Faculty
- Community Connections Program
- Incoming Class(es)
Intercultural Topics and Themes

- Culture Shock and Adjustment Cycles
- Cultural Values (including the U.S.)
- Belief Systems & Cultural Baggage
- American Classrooms and Mannerisms
- Stereotyping & Generalizations
- Individualism vs. Collectivism
- Language Barriers & English Expressions
- Time Perception & Work Ethic
- Intercultural and Nonverbal Communication
- International Students in the Outdoors and in the classroom
RESULTS

- Feedback overall positive from participating students, staff, and faculty

- Requests for support have been solicited

- It’s like planting a seed, the growth of the seedling is up to each individual/group

- There is no formula or time frame for how and when this may impact people

- Questionnaires and Follow-up conversations are our best evaluation tool

- Expansion and Refinement are on the to do list
SUGGESTED RESOURCES

Books
- Developing Intercultural Competence and Transformation; Theory, Research, and Application in International Education, by Victor Savicki
- Developing Intercultural Awareness; A Cross-Cultural Training Handbook, by L. Robert Kohls and John M. Knight
- Multicultural Relations on Campus; A Personal Growth Approach, by Woodrow Parker, James Archer, and James Scott
- Experiential Activities for Intercultural Learning, by H. Ned Seelye

Videos
- “Educating the World; The White Man’s Last Burden”, by Carol Black
- “The Anatomy of Hate; A Dialogue of Hope”, by Mike Ramsell
- “The Color of Fear, by Lee Mun Wah (Mack Productions)
ENGLISH SUMMER LANGUAGE PROGRAM
WHEATON COLLEGE, NORTON, MASSACHUSETTS

- 40% increase in International Student population

- Test program on a smaller scale to lay groundwork for a larger model in the future.

- Pilot program Summer 2010

- 35 students from Nanjing, China

- Wheaton’s mission….Reaching Beyond: Wheaton is dedicated to extending student opportunity and success and enhancing the College's reach and reputation.
HOW DID WE DO IT?

- Timeline: One year in the making
- Support from the Top: President and Provost support for initiative
- Essential Support from Other Campus Offices:
  - Finance (budgets approvals)
  - Registrar’s Office
  - Student Financial Services (billing)
  - Conference Services and Events
HOW DID WE DO IT?

- Curriculum

- Activities: game nights, language partners, barbeques, sports, scavenger hunt

- Weekend Excursions: to NYC, Hyannis, Cape Cod, Boston, Newport, RI

- Community Involvement: Norton and Easton High School, YMCA Dare Counselors
HOW DID WE DO IT?

- Campus collaborations:
  - Admissions (workshops)
  - Academic Advising (college workshops)
  - Archivist (Ghost Tour)
  - Library & Tech Support
  - Athletics
  - Human Resources
  - Student Employment
  - Faculty support
Wheaton College summer pilot program a hit with visitors
BY MICHAEL GELBWASSER SUN CHRONICLE STAFF
Wednesday, August 4, 2010 3:46 PM EDT

Chinese and American students rush in to retrieve their shoes during one of several games designed to improve communication skills at Norton’s Camp Finberg as part of a Wheaton College program. (Staff photo by Martin Gavin)
What is was like.....
CHALLENGES

- getting the support to define and building the program
- curriculum, activities, ESL teachers, money
- the program had to be sustainable or generate revenue in order to operate
**Future Directions**

- Initially designed with school in China. Plans to offer opportunity for summer ESL school to other countries and cultures.

- Expansion to strengthen connection to local schools by offering Chinese to American high school students.

- Increase interaction with students as language partners.

- Strengthen curriculum and offer more college visits.
SUCCESS – A WIN-WIN situation...

- How did it impact the participants?
- Quotes from students who participated.

“I have improved my English skills but the most important thing I learned was about American culture and experiencing American life.”

“I loved the weekend excursions. I want to see more of the US!”

“I enjoyed writing and speaking class because in this class we can study more like US students. I love my teacher.”

“I enjoyed the American food but I did miss the Chinese noodles.”

“The college workshops helped me to understand how to apply to colleges in the US.”
HOW DID IT IMPACT WHEATON...?

- The Summer Program was highlighted by Wheaton’s Provost at College Opening as an example of “thinking out of the box and innovation in a challenging economy”.

- CGE Public Relations: article in Wheaton Quarterly, Attleboro Sun Times, etc.

- Provided summer employment for ...Wheaton students, local ESL teachers and part-time Wheaton employees
SMALL GROUPS

- Each table will start with two common challenges/obstacles reported by the panel. Expand with more challenges experienced by the group.

- You will have 20 minutes to discuss ways of overcoming each challenge using your past experience or new ideas.

- One group member should record and be prepared to report out to the larger group.

- In the end, all answers to all challenges will be compiled for the group and posted on NAFSA.
CHALLENGES FOR SMALL GROUPS

Group A: COA
- Faculty support is lacking in the idea of curricular & co-curricular work together
- Students showing-up! It is difficult to get the commitment and the participation

Group B: Endicott
- We don't have enough budget for the basics let alone extra programs!
- We don't have enough man power with our staff to work on extra programs!

Group C: Wheaton
- How do we expand the program with limited staff?
- How do we gain more campus support?
REPORT BACK!

- What challenges did your table discuss?

- What ideas did you come up with to overcome those challenges?
SESSION GOALS RE-CAP

- To learn about a variety of programs that have been implemented at small campuses in the Region.

- To understand some of the challenges for Internationalization on a small campus.

- To brainstorm some ideas of how to overcome those challenges to take back to one’s own campus.
PLEASE TURN IN EVALUATIONS UP FRONT!