

# International Learning Committee and Global Learning

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Rachel Core, PhD, Associate Professor of Sociology; Chris Jimenez, PhD,  
Assistant Professor of English; Paula Hentz, Director of International Learning

# 2022-23 ILC Membership

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Jesus Alfonzo, Viola, SoM

Su Young Choi, Communication and Media Studies, CAS

Rachel Core (ILC chair), Sociology and Anthropology, CAS

Paula Hentz, Director of International Learning, WORLD

Chris Jimenez, English, CAS

Erik Johnson, Communication and Media Studies, CAS (Sp 2023 sabbatical replacement)

Laura Kirkland, Library

Luz Nagle, International Law, CoL

Robert Sitler, WORLD Languages and Cultures (Spanish), CAS (Sp. 23 sabbatical)

Petros Xanthopoulos, Decision and Information Sciences, SoBA

Snezhana Zheltoukhova, WORLD Languages and Cultures (Russian), CAS

# Past ILC members

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J. Anthony Abbott (CAS, 2020-21 sabbatical replacement)

Christopher Bell (CAS)

Jon-Michael Carrick (SoBA)

Sylvain Daudel (SoBA)

Asal Johnson (CAS)

Dejan Magoc (CAS, Past Chair)

Jason S. Palmer (CoL)

JR Swanegan (CoL)

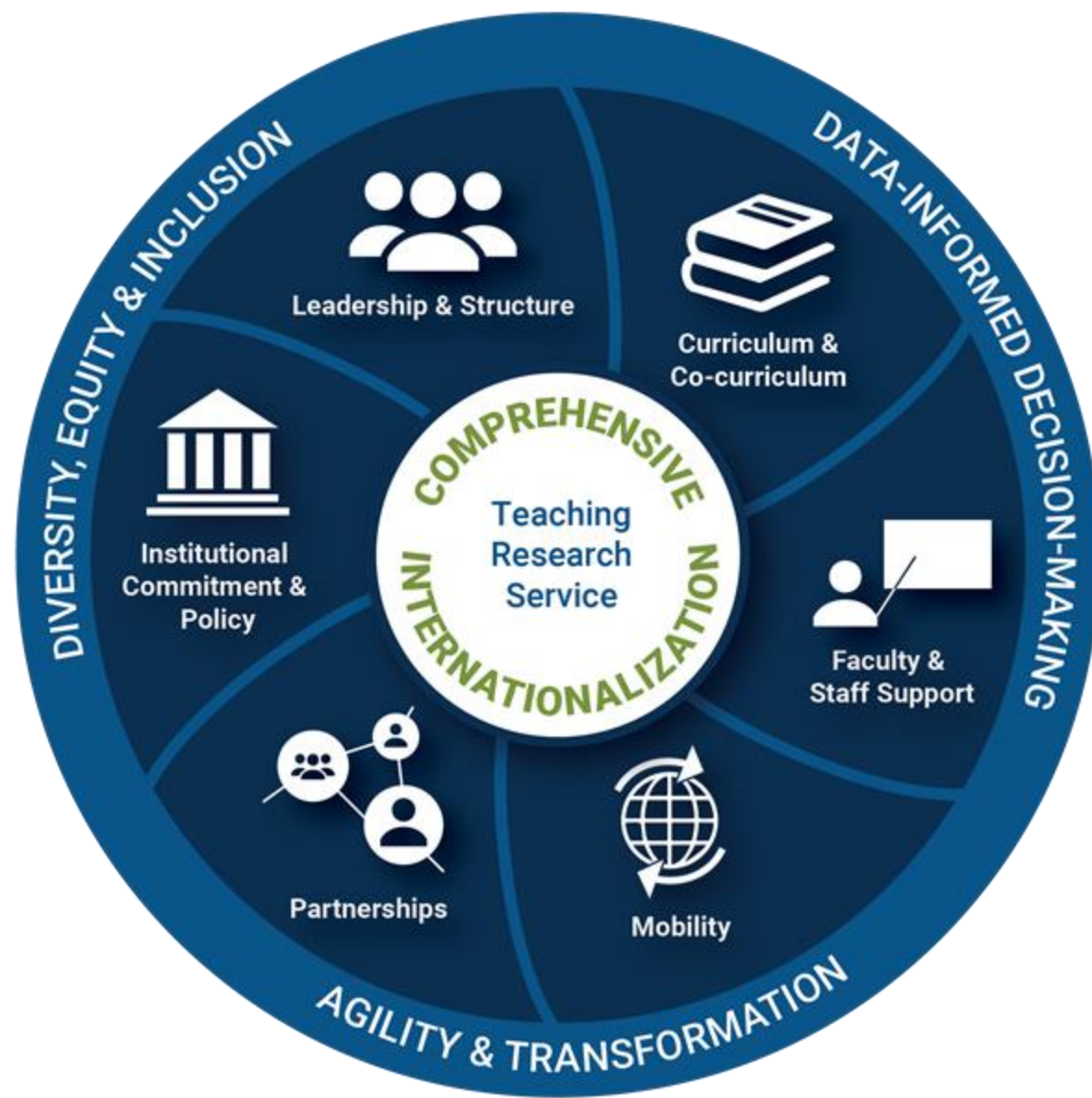
Jean Wald (Library)

# International Learning Committee (ILC) charge includes:

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- A. Establish policy for international learning programs, organization and administration:
- Highlight the role of internationalization in advancing the institution's identity.
  - Advocate and promote international learning and internationalization of the curriculum.
  - Review courses and approve coursework and curricular activities to ensure that they meet core essential learning outcomes for international learning.
  - Inventory, assess and evaluate the status of international learning; develop benchmarks to measure and ensure continuous improvement of internationalization efforts.
- B. Make recommendations to the Executive Director of International Learning, e.g. to promote continuous integration of curricula and co-curricular international learning.
- C. Work with the Office of the Provost and deans to determine strategic priorities for international learning.

# ACE Model for Comprehensive Internationalization



# Global Learning Outcomes, 2018-2022

## Developed from the AAC&U Value Rubrics:

- **GLO1:** Evaluate the factors that contribute to the interdependence of systems across the world including, but not limited to, historical, political, cultural, economic, or social forces.
- **GLO2:** Demonstrate skills in communicating in a foreign language OR Demonstrate effective intercultural communication skills.
- **GLO3:** Propose solutions to address ethical and social issues in intercultural contexts.



# Fall 2021 GLO Pilot Courses

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Advanced Russian (RUSS 301/401)

Gender, Violence and War in 20<sup>th</sup> Century Eastern Europe (HIST 345)

Global Marketing: Business without Borders (MKTG 420)

Introduction to Nutrition Science (HLSC 200V)

Media, Nation, and (Im)migration (COMM 430)

Professional Communication (SOBA 200)

Religions of the East (RELS 103B)

Sociology of Developing Societies (SOCL 337V)

Spanish American Literature: Love Stories (SPAN 415L)

Survey of Art History I (ARTH 241A)

# GLO Pilot Course Assessment

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- Five ILC member participated in the assessment.
- Findings:
  1. **The pilot courses were already meeting at least one of our GLOs**, some at the developing (2) or accomplished (3) level. A few artifacts even demonstrated mastery (4) of a GLO.
  2. Only three of the pilot courses implemented all three GLOs. However, some artifacts demonstrated the “developing”-level of understanding for solving intercultural issues, though the course had not explicitly attempted to engage with GLO 3.



# GLO / Curricular Inventory, 2022



	Global Knowledge	Intercultural Communication	Global Issues Engagement
In Catalog	114	41	108
Offered in Previous Three Semesters	91	32	82
Already Satisfy a General Education Requirement	94	39	88

**Courses currently offered that could fulfill a GLO**

# Where should we start?

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## Option 1:

Embrace our “Global Citizenship” Value by articulating how global learning is already central to our curriculum.

We might do this by including an international component in our general education requirements.

## Option 2:

Create a “Certificate of Global Learning” to signal students’ credentials as “global citizens” to potential employers.

# How to surface international learning in our undergraduate curriculum?

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1. Following our survey of International Course Offerings:

There are a few groups of students that would need to be strategic with their course selection (e.g., taking a GLO course that fulfills another general education requirements), but **we are confident that every student could fulfil the GLO without having to take any additional courses.**

2. Why might we want to include internationalization among our Gen Ed requirements?

A. Internationalization helps with student retention.

B. Internationalization is a diversity & inclusion issue.

C. Internationalization is something we are already doing! Demonstrating the international aspects of our courses might allow us to surface a way that our curriculum has already been enhanced.

# Feedback

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Links to a few resources:

- The ILC's 2021-22 annual report: <https://www.stetson.edu/administration/provost/reports-and-responses/>
- ACE Comprehensive Internationalization Model: <https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx>
- Please let us know your feedback:  
[https://stetson.qualtrics.com/jfe/form/SV\\_0CcHV500I5tWb5Q](https://stetson.qualtrics.com/jfe/form/SV_0CcHV500I5tWb5Q)

Note: the ILC created this survey in November, and some of you already responded.