

INTERNATIONALIZING HONORS



Kim Klein AND
Mary Kay Mulvaney, EDITORS

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Edited by **Kim Klein**
and **Mary Kay Mulvaney**

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This monograph reflects the imaginative and conscientious commitment of more than thirty authors who recognize the imperative for expanding the global competencies of our future societal leaders. We are extremely grateful to each of them (and to the students whom they guided and from whom they continued to learn) for their valuable contributions, for their patience with revision requests, and most especially, for their shared vision as to the value and long-term impact of their efforts to internationalize honors. We are also appreciative of the anonymous reviewers for their careful reading of drafts and valuable suggestions for improvement. Finally, we are extremely grateful for the support of the NCHC Publications Board and the insightful guidance of our highly skilled NCHC Monograph Series Editor, Jeffrey Portnoy. Jeff is a gifted writer and editor, a true intellectual, and a gracious colleague to whom we are sincerely indebted.

Kim Klein

Mary Kay Mulvaney

POSTSCRIPT

Dear Readers,

Like other book-length projects, this volume was several years in the making. It was entering its final editing stage and was close to being put in blue line when the COVID-19 pandemic upended much of the world as well as life and the academy as we know them. Our hearts go out to those who are suffering because of this plague.

Obviously, students, staff, and faculty have been adversely affected, and the consequences to our institutions and the honors operations they support are deep and uncertain. The suspension of international travel has rocked the plans of many students and faculty. Nevertheless, the need and desire for honors programs and honors colleges to internationalize their curriculum will continue.

In a real sense, this volume captures a pre-pandemic vision of dynamic internationalizing activities, but it perhaps was prescient in that its holistic approach strategically and intentionally highlights not only traditional study abroad courses but also on-campus curricular and co-curricular initiatives. Internationalizing Honors offers a foundation for reinvigorating that enterprise in a post-pandemic era.

Stay safe!

Mary Kay, Kim, and Jeff

INTRODUCTION

Mary Kay Mulvaney
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Kim Klein
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The world of higher education in the twenty-first century recognizes the necessity, not merely the desirability, of educating our students as global citizens. According to the American Council on Education's Center for Internationalization and Globalization Engagement (CIGE), campus efforts toward internationalization are increasing: approximately half of all institutions now include a global studies component in their general education requirements, roughly half specify internationalization as one of their top five institutional strategic priorities, and nearly two-thirds have identified an international or global outcome as one of the student learning outcomes applicable to the entire student body (*Mapping Internationalization*).

While including an international focus is desirable for all undergraduate students, that experience is imperative for honors students. Not surprisingly, the institutional members of the National Collegiate Honors Council (NCHC) continue to expand their programming beyond providing academically challenging classroom experiences. Honors programs and colleges regularly commit to the development of their highly talented and motivated students as societal leaders who possess an ethical, global consciousness. Increasingly, honors educators validate the value of high-impact practices, particularly study abroad, in that leadership development process.

Honors administrators and faculty recognize that global competency is a vital component of preparing students to compete and lead in an increasingly complex and interdependent world.

Internationalization of honors programs and colleges enriches students' undergraduate education and expands their post-graduate options, opening doors to a new world of experiences and opportunities. Priorities have certainly changed: less than twenty years ago, the meeting of the International Education Committee at the 2004 NCHC Annual Conference was attended by three individuals, one of whom announced he was retiring. Since then, interest has quickly grown. The International Education Committee recruited dozens more members; sponsored its first half-day Forum on International Education at the 2008 NCHC Conference, now an annual event; welcomed international guests who gradually became full members within the organization after they formed honors programs across the globe; solicited support from the Publications Board for the idea of a monograph focusing on international education in 2010, which resulted in the first NCHC monograph published on that topic in 2013; and witnessed several International Honors Conferences, primarily held in cities within The Netherlands in recent years. Fortunately, since the NCHC publication of the first honors international education monograph we edited, *Preparing Tomorrow's Global Leaders: Honors International Education*, in 2013, interest in internationalizing honors programs and colleges has continued to expand. Now in 2020, this publication is the second NCHC monograph devoted to internationalizing honors education, representing the work of over thirty honors professionals across the globe.

Honors internationalization efforts have traditionally focused on creating and promoting short-term and semester-long study abroad experiences, and honors administrators and faculty have developed an impressive array of innovative and enticing international study options for their students. Yet deterred by financial, academic, and personal issues, only 10.9% of all U.S. undergraduates study abroad ("Open Doors 2018"). And, disturbingly, according to "Open Doors," the most recent number of "new international students" enrolling at U.S. institutions of higher education (another popular way of internationalizing a campus) declined by more than 6.6% from the previous year. Experts agree this decrease is largely

due to current U.S. immigration policies and the prevailing political climate. Given these shortfalls, many honors programs and colleges have recognized that they must broaden the scope of their internationalization efforts if they desire to help all students achieve the intercultural competencies that are critical to their future success.

Campus internationalization is a multi-faceted process. The American Council on Education's CIGE Model for Comprehensive Internationalization consists of the following six pillars that together constitute a comprehensive internationalization approach:

- **Articulated institutional commitment:** Mission statements; strategic plans; funding allocation; formal assessment mechanisms
- **Administrative structure and staffing:** Reporting structures; staff and office configurations
- **Curriculum, co-curriculum, and learning outcomes:** General education and language requirements; co-curricular activities and programs; specified student learning outcomes
- **Faculty policies and practices:** Hiring guidelines; tenure and promotion policies; faculty development opportunities
- **Student mobility:** Education abroad programs; international student recruitment and support
- **Collaboration and partnerships:** Institutional partnerships; joint degree and dual/double degree programs; branch campuses; other offshore programs. (*Mapping Internationalization* 1)

While all these factors are important, the CIGE insists: "It is not an accident that 'curriculum, co-curriculum, and student learning outcomes,' and 'faculty policies and practices' are the two center pillars of the CIGE Model for Comprehensive Internationalization" (*Mapping Internationalization* 38). The CIGE goes on to note that "attention to these areas is critical in order for internationalization to fully take hold throughout colleges and universities, rather than

remaining a peripheral activity” (*Mapping Internationalization* 38). While campus internationalization efforts have traditionally focused on student mobility, the CIGE emphasizes that encouraging gains have occurred in the area of “implementing academic and co-curricular policies and programming that facilitate on-campus global learning on a broader scale and among a broader base of students” (*Mapping Internationalization* vii). Perhaps most encouraging among the CIGE findings is noting the importance of an emphasis on the faculty role in internationalization, as is repeatedly witnessed in the contributions to this monograph, and noting concern over the often-limited administrative recognition of the “faculty contribution to internationalization” (*Mapping Internationalization* 38).

This monograph concurs with the CIGE findings and contributes to expanding upon its findings. While *Preparing Tomorrow’s Global Leaders* focused on the design and implementation of short-term study abroad programs for honors students, this monograph, *Internationalizing Honors*, takes a more holistic approach to internationalization. The monograph highlights how honors programs and colleges have gone beyond providing often one-time, short-term international experiences for their students and made global issues and experiences central features of their honors curricular and co-curricular programming. It presents case studies that can serve as models for honors programs and colleges seeking to initiate and further their internationalization efforts and highlights the latest research on the impact of internationalization on our students, campuses, and communities.

Specifically, it underscores the importance of faculty in internationalization efforts as the CIGE does. The monograph chapters were written by dedicated honors faculty and may serve as a faculty development tool for campuses wishing to address internationalization more strategically and intentionally by highlighting varied on-campus efforts, by exploring appropriate international partnerships (another step encouraged by CIGE), and by offering models for assessment of internationalization efforts.

The monograph’s first section, “Internationalizing Honors at Home,” includes five chapters that focus on internationalizing campus communities, including the honors curriculum, co-curricular

programming, and student body. The first three chapters offer models of comprehensive internationalization. Erin E. Edgington and Daniel C. Villanueva highlight the innovative curricular and co-curricular programs that they have implemented at the University of Nevada-Reno to internationalize their honors program. Craig T. Cobane and Audra Jennings detail the steps they took in their impressive program of intentional internationalization at Western Kentucky University. Kim Andersen and Christine K. Oakley explain how internationalization has been a core mission of honors education at Washington State University since the program's founding in 1960. The next two chapters outline strategies to leverage the contributions of international students and U.S. students who have studied abroad to advance internationalization efforts. Robert J. Pampel explains how "honors programs and colleges can engage international students at home in sustainable and culturally sensitive ways" through a language-learning partnership (74). Kevin W. Dean and Michael B. Jendzurski emphasize the significance of "keeping the program alive" after study abroad participants return home and offer strategies for encouraging those students to engage in further program and campus internationalization efforts (103).

The second section, "Internationalizing Honors through International Partnerships," consists of eight chapters that examine successful sustained collaborations between U.S. honors programs and institutions abroad, including honors programs, universities, governments, and not-for-profit agencies. The first chapter in this section highlights a long-term partnership involving U.S. and European honors programs. Leslie Kaplan, Sophia Zevgoli, and Andres Gallo's chapter features the summer study partnership between the University of North Florida and Deree—The American College of Greece; it integrates American and Greek students in classes, co-curricular experiences, and living arrangements where they experience transformational "cultural collisions" (136). The next two chapters focus on honors at international branch campuses of U.S. universities. James G. Snyder and Vanessa Nichol-Peters examine how the Marist College Honors Program has leveraged the unique resources of the college's branch campus in Italy to develop curricular and co-curricular opportunities for honors students

in Florence. Providing another perspective on the intersection of honors and the branch campus phenomena, Jesse Gerlach Ulmer writes about the development of a distinct honors program on Virginia Commonwealth University's branch campus in Qatar. The next chapters highlight honors collaborations with universities, governments, NGOs, and third-party providers that enhance international opportunities for honors students. Rochelle Gregory, Kyle C. Kopko, and M. Grant Norton introduce the Fulbright International Education Administrators Seminars and explain how the seminars provide pathways for honors administrators to develop international partnerships with universities in France, Germany, India, Japan, Russia, South Korea, and Taiwan. Craig Wallace explores the potential of partnerships with international universities to overcome barriers to education abroad and expand experiential learning opportunities for honors students. Kevin W. Dean highlights how drawing on the gifts of international students to develop international partnerships has offered, in his case, an extraordinary partnership with the Norwegian Nobel Institute. In the final chapters in this section, Misty Guy, Ellen Buckner, and their students—Heidi Evans Knowles, Stephanie Cook, and Zane Cooley—explain the origins of their partnership with an NGO that has led to service and research opportunities for honors health professions students in the Dominican Republic and at other sites around the world. Susan E. Dinan highlights interdisciplinary and international research programs offered through a third-party provider well-suited for honors students.

The three chapters in the final section, “Assessing Honors Internationalization,” explore assessment of honors student learning and program outcomes, including the impact of international initiatives on our programs and colleges, campuses, and communities. Michael Carignan and Maureen Vandermaas-Peeler offer valuable insights into strategies for assessing the impact of internationalization efforts in their chapter on their study abroad program in Turkey for first-year honors students. Chris J. Kirkman and Omar H. Ali explain how the Lloyd International Honors College shifted from an assessment model focused on growth to one focused

on student learning outcomes as part of comprehensive honors internationalization. The monograph concludes with Mary Kay Mulvaney's study of the long-term impact of study abroad participation on honors alumni and her discussion in an Afterword that briefly outlines new honors international initiatives that emerged following the study.

Our hope is that this monograph will serve multiple audiences: faculty wishing to develop new globally focused courses or partnerships; administrators looking to inspire and support faculty; advancement officers working to encourage donors to recognize the value of internationalizing campuses; and international education professionals striving to create and advance programs for some of the most talented and motivated students on their campuses.

Without doubt, as we face the increasingly complicated global challenges of the twenty-first century, societal needs escalate—the need for greater understanding of the common concerns of all humanity; the need for celebrating, not fearfully shrinking from, the rich diversity of our world; and the need for broader education than the traditional classroom can provide to prepare our students to tackle pressing global issues and to lead in a complex and interdependent world. These crucial needs can be met, at least in part, through the internationalization of higher education and, specifically, of honors education.

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INTERNATIONALIZING HONORS

PART I: INTERNATIONALIZING HONORS AT HOME

CHAPTER ONE

Making the Global Familiar: Building an International Focus into the Honors Curriculum

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DANIEL C. VILLANUEVA
CULTURAL VISTAS

Increasingly, American colleges and universities are seeking to prepare their students not only for professional success but also for life in a world whose interconnectedness and, indeed, interdependency, will require them to live as global citizens. That the term “global citizen,” or one of its many synonyms, now appears in numerous institutional mission and values statements suggests the significance that institutions of higher education attach to cultivating individuals able to navigate the transnational and intercultural complexities of twenty-first-century economics, politics, and ethics.¹ Honors programs and colleges have enthusiastically adopted

a global education orientation along with the larger institutions that house them; a quick internet search for “global honors” returns thousands of results, which include global honors programs, specialized pathways, and seminars. Although the prevalence of such global honors options is growing, many honors programs and colleges are still grappling with the challenge of developing honors-level offerings suited to the internationalizing landscape of higher education. Happily, integrating aspects of global studies into an honors program or college curriculum need not come at a premium. While institutional mandates calling for increased emphasis on the world beyond the campus tend not to be accompanied by across-the-board increases in resources to aid in their implementation, honors programs and colleges can nevertheless reap the benefits of such mandates if they act strategically and in accordance with defined institutional objectives. This article first describes the context in which the University of Nevada, Reno Honors Program has embedded global studies into its curriculum and then provides curricular and co-curricular options that can be adapted and modified to fit the needs of any honors program or college to enhance or deepen students’ global awareness and engagement.

Global awareness is one of the five pillars of an honors education at the University of Nevada, Reno (UNR). Alongside building students’ critical thinking skills and capacity for original thought within their academic disciplines, developing their understanding of and appreciation for the wider world is central to the honors program’s mission. In this respect, the honors program supports the university-wide strategic goal of preparing students “to be informed global citizens” (UNR 7). Support for the emphasis on internationalization within the honors program comes, in turn, from the varied and unique resources for international study available at the university.

Consistent with the goal set out in its current strategic plan to increase participation in study abroad from eleven percent to fifteen percent of undergraduates by 2021 (UNR 7), the university offers access to several different study abroad pathways. First, the University Studies Abroad Consortium (USAC), which serves students worldwide, is headquartered at UNR. USAC operates fifty-one

signature and partnership programs in twenty-eight countries and, importantly, allows Nevada students to apply most or all of their financial aid and scholarships toward study abroad. USAC also co-sponsors a scholarship available only to honors students. Second, the Office of International Students & Scholars coordinates traditional exchanges between Nevada and twenty-four international universities in fourteen countries that allow students to study abroad while paying the same tuition they would if they were in residence at UNR. Third, the Office of Undergraduate Research sponsors the International Research Experience for Undergraduates program, which targets, in collaboration with USAC, students in STEM disciplines. In 2018, students accepted to the program will work with one of fifteen research mentors at one of five USAC-affiliated universities. Finally, students in selected majors may elect to enroll in one of several short-term, UNR faculty-led study abroad experiences coordinated by the university's Extended Studies program. Because credit earned via these study abroad experiences transfers directly to UNR, careful attention is given to academic advising surrounding study abroad so that students continue to make progress toward completing their degrees while away.

Although students in the university honors program study abroad at a higher rate than the non-honors students (approximately twenty percent of honors students choose to study abroad at least once during their undergraduate careers), not all honors students are able or desire to study abroad, even with so many options available to them.² As Indira Nair and Margaret Henning note, "it is [. . .] critical to guide understanding of global learning beyond study abroad because, although study abroad is one aspect of global learning, it is synonymous with global learning on many campuses" (v-vi). Recognizing that only a portion of honors students will seek out direct international experiences during their undergraduate careers, our mission compels us to provide all students, including those who remain on campus, with meaningful exposure to the world. In order to accomplish this, the honors program consistently promotes global engagement via academic coursework beginning in students' first semester of study.

EXPLORATIONS IN HONORS: GLOBAL PERSPECTIVES

In fall 2016, the honors First-Year Seminar (FYS) was updated so that it both aligns more closely with the university's core curriculum and acts more purposefully as a gateway course to international study, in the broadest sense of the term, for all honors students. Hans Schattle posits that “awareness, responsibility, participation, cross-cultural empathy, personal achievement, and international mobility” are essential components of global citizenship (1). Our re-imagined syllabus (see Appendix 1) for Explorations in Honors: Global Perspectives, the reconstituted FYS, seeks to activate students' understanding of these concepts and foster their development of an internationalized perspective from day one. Historically, the FYS has functioned largely as an extended orientation seminar incorporating forays into essay writing, presentations on nationally competitive scholarships and fellowships, a faculty interview project, the creation of a culminating ePortfolio, and a service-learning component. To varying extents, each of these components of the course allowed students to engage with international contexts: the essay could draw on any scholarly sources the students wished; many of the scholarships and fellowships presented support international study; conversations with faculty frequently resulted in discussions of their work around the world; the ePortfolio could be designed according to any theme; and service learning could involve work with international/immigrant populations. Parallel-ing course assignments, exposure to university-sponsored study abroad opportunities occurred via presentations by more advanced honors students who had studied abroad and an honors-only USAC reception for students each fall. Although many of the raw materials for international engagement were present, the design of the course left most of the important work of making connections between these disparate international elements to the students. As a result, those students who already took an interest in global issues tended to make the greatest gains in this domain.

The redesigned course, which is a “theme-oriented course” that fulfills “a general education requirement” and “includes academic

skills components such as critical thinking and expository writing,” conforms to the definition of an academic seminar proposed by Anton Vander Zee et al. (121), and in this class all students engage deeply with global issues. Ensuring that such deep engagement could take place was partly a question of explicitly emphasizing the international aspects of certain existing syllabus components. For example, in the past many students inquired about international research while conducting their faculty interviews out of their own personal interest, but others did not; requiring that a question about the global implications of the faculty member’s work be included in the interview, however, solves this problem. Similarly, while the international dimensions of many nationally competitive fellowships and scholarships are apparent, students still need to understand how even domestic awards like the Truman and Goldwater Scholarships relate to the wider world. Because students are required to provide information on the benefactor or namesake of the award they choose to present to the class as well as briefly profiling one or more past recipients, a little supplemental instruction offered to students who select such awards makes these connections easier to trace. For example, students researching the Goldwater Scholarship might be asked to consider how the goal of increasing the number of highly trained scientists within the United States fits in with the narrative of global scientific and technological advancement.

The same kind of coaching is necessary to ensure that all students meaningfully connect their service learning to broader global issues, which is an aspect of the FYS that had not previously been intentionally oriented to an international perspective. Indeed, some students in the class serve as tutors for the Northern Nevada Literacy Council, which is a nonprofit that offers High School Equivalency, English Language Learner, and citizenship classes to foreign-born adults, and that activity brings some students into direct contact with non-native speakers of English from all over the world and affords them ample opportunity to reflect upon the internationalization of their own community. Other students may need to do a bit more legwork in order to link their service with

various community partners to global issues. Those who choose to complete their service with an organization that refurbishes bicycles for discounted resale or promotes the adoption of environmentally conscious farming practices, for instance, might spend some time reflecting on the related global issues of affordable transportation and food security. In the redesigned course, encouragement for this kind of critical thinking and reflection is built into the syllabus and the end-of-semester service-learning reflection essay.

Indeed, shifting the focus of the FYS toward global contexts, the core objective under which the honors FYS is classified in the university's core curriculum, has facilitated the integration of service learning with the academic content of the course in general, a tall order in a seminar that brings together students with majors in a wide variety of disciplines. One reason why this change has had this positive effect is that students in the FYS self-select into one of roughly twenty placements with community partners that provide services ranging from support for basic community needs (e.g., food pantries) to more specialized work (e.g., museums, mobile immunization clinics). While we still encourage students to choose their placement based upon connections with their academic major(s) or minor(s), we are now able to be equally accepting of selections based purely on personal affinity. Prior to the redesign of the FYS, the connections that students traced between their service-learning activities and their major were, in some cases, rather tenuous. On the contrary, the approach through global issues rather than individual academic disciplines has reliably deepened students' reflection on their service.

Although the quality of reflection has improved markedly across community partners regardless of the specific service work, the honors program remains open to more immersive service experiences capable of engaging an entire incoming cohort in a project with a common goal. In fact, such a project contributed to the impetus toward internationalizing the FYS. During the fall 2016 semester, in response to the city of Reno's decision to accept fifty-three refugees from Syria and Iraq, the incoming honors cohort worked as a group across class sections to aid resettlement efforts.

All students were placed with the Northern Nevada International Center (NNIC) and participated in a variety of integrated resettlement activities (discussed in more detail in the section on NNIC partnerships below) that added up to nearly 2,000 service hours performed by 126 students. While the FYS was already designated as a service-learning course, the nature of the fall 2016 refugee assistance project necessitated the implementation of additional reflection and assessment elements including:

- a pre- and post-service-learning activity focused on attitudes toward community service;
- academic research on the worldwide refugee crisis, including specific units and oral and written presentations on the countries from which the refugees arriving in Reno hailed;
- a minimum of two interim written check-ins during the semester on each student by the NNIC or their community partners in refugee assistance;
- interviews with a minimum of two co-volunteers or NNIC staff using a rubric provided by the honors program; and
- a five-page critical reflection essay due at the end of the semester.

The success of this enriched service-learning project was a contributing factor in our decision to be more intentional in seizing existing opportunities for engagement with the international element in the FYS, which has, in turn, helped to realign the course with the university's global contexts core objective.

The most significant change to the course, however, has been the introduction of a common read focused on a global theme. Common read programs often follow one of two patterns: "Some programs conclude entirely at the end of orientation, or offer only a few final co-curricular events during the fall, while others partially or fully integrate the reading into the first year" (Ferguson). Nevada's common read program is a hybrid of these two models; the reading is fully integrated with the course, but the course runs only in the fall semester. Because the course calls for sustained

exploration of contemporary global issues from multiple perspectives, instructors enjoy considerable flexibility in selecting internationally oriented texts that fit their interests and expertise. This flexibility is consistent with the patterns that Vander Zee et al. identified among various honors FYs in that it “reflects an eagerness to challenge high-achieving students with a rigorous, tailored approach to the FYs” (135). In fall 2017, for example, common read texts guided students in exploring such themes as immigration, nationalism, and cross-cultural communication. While the themes and genres of the respective common read texts may vary, instructors must nevertheless carefully select texts that are manageable for students in terms of length and complexity. In light of the fact that students in their first semester of study are typically concurrently enrolled in at least one text-centric humanities course, even honors students can find the amount of reading associated with a full load of college courses challenging. For this reason, many instructors have preferred to select succinct, contemporary nonfiction texts, but others have successfully incorporated more canonical literary and philosophical works.

Individual instructors are likewise encouraged to integrate the common read into individual course meetings in unique ways. For example, students in sections of the course that read Valeria Luiselli’s *Tell Me How It Ends*, which chronicles the perfunctory yet critical interactions between child immigrants and the American legal system, enriched their experience of the text by contributing to current events sessions that drew on the rich journalistic discourse surrounding the proposed elimination of the DACA program. Similarly, students participating in the service-based Honors Bonner Leader Program, who were grouped together in a service-oriented section of the honors FYs, focused on readings that helped them to distinguish between productive service work in other countries and potentially harmful voluntourism.³

Some instructors also enhance their chosen texts with film screenings. These have included Wim Wenders’ *Land of Plenty* (2004), a road movie of sorts portraying the psychological aftermath of the September 11th attacks from the perspective of a Vietnam

veteran and his Christian-missionary niece, and Hans-Christian Schmid's *Distant Lights* (2003), which explores shifting perceptions of borders and immigrants brought about by European integration. In fall 2016, with the focus on refugee assistance, *The Golden Dream* (2013), *After Spring* (2016), and several short films recommended by the United Nations High Commissioner for Refugees office were also screened. These films and texts encourage students to examine shared lived experiences, economic and political interconnectedness, and global citizenship and link them to their own perspectives on these issues.

Finally, all sections of the honors FYS integrate articles from *The New York Times* into weekly assignments designed not only to build knowledge of global affairs generally, but also to support the development of students' understanding of global citizenship. The students select news and opinion articles that interest them personally and then make connections between the global and local implications of the news or opinion articles they have chosen. While articles need not be explicitly international in theme, by following news reports over the entirety of a semester and exploring the international dimensions of what may superficially appear to be domestic topics, students learn to trace intellectual connections between issues and across borders and disciplines in a manner that will serve them long after the FYS concludes.

Overall, intentionally internationalizing the honors FYS has increased the coherence of the course by providing students with an engaging and flexible framework within which its various elements may be understood while also distinguishing it from the extended orientation seminars offered in the disciplines. Reimagining existing elements of the course within the broad category of global contexts and incorporating additional academic content by way of a common read have increased students' learning in and enjoyment of the course even as it has allowed individual instructors to retain a high level of autonomy with regard to their respective sections of the course. Certainly, equipping students with the practical skills and information they need to be successful in the honors program and at the university remains an important

goal of the FYS, especially in light of the fact that not all majors offer discipline-specific first-year courses. We have found, however, that an internationalized FYS functions as an appealing vehicle for developing such skills while simultaneously providing a unifying theme for the various assignments and developing students' global awareness.

AREA STUDY:

PERSPECTIVES ON GLOBAL CITIZENSHIP

Over the years, many honors students have been inspired to study abroad by their work in the FYS. Although data on students who have taken the updated FYS are not yet sufficient to determine what effect the redesign has had on our students' desire to study abroad, we certainly hope that the redesigned course will encourage even more of them, as Thomas Bernhard suggests, to travel because seeing "another country is always good for people" (361). Indeed, while one of the aims in the FYS is to impress upon students the fact that they have many opportunities for international engagement that do not require them to leave our campus, there is no denying that studying abroad carries significant developmental advantages for those students who participate. According to Carrie A. Kortegast and M. Terral Boisfontaine, "upon completion of a study abroad experience, students report higher levels of emotional resilience, openness and flexibility, perceptual insight, and personal autonomy" (813). Moreover, in terms of global awareness, Joshua S. McKeown notes that students often return "from study abroad experiences more culturally pluralistic and more aware of U.S. culture than before" (45). Such development, however, does not occur automatically; as with any other experiential learning opportunity, study abroad is most impactful when paired with careful reflection. A major goal of Perspectives on Global Citizenship, which is an upper-division area study course, is, therefore, to provide a context within which students who have recently studied abroad can reflect upon and make meaning of their experiences. (See Appendix 2 for the syllabus.) The course is doubly important within the honors

curriculum because, although UNR honors students can study abroad via a variety of programs for university credit, the honors program is not equipped to offer stand-alone honors courses abroad. In addition to providing a framework for students' reflection, the study abroad reflection course allows their study abroad experience to generate honors credits.

Crucially, integrating such structured reflection into the honors curriculum provides students with learning opportunities that they might otherwise lack. For instance, although students who study abroad necessarily have experiences that are relevant to their academic progress, individual academic departments may take little interest in students' time away from campus beyond monitoring the transfer of credit, and they do not offer courses like the honors area study option. In the absence of opportunities for structured reflection, Kortegast and Boisfontaine observe that "students [rely] upon opportunities with their friends and family to negotiate the meaning of their study abroad experiences," but these exchanges "[provide] limited opportunities for in-depth reflection on their learning and development" (817). On the other hand, according to Patti H. Clayton and Sarah L. Ash, in-depth reflection is

associated with academic learning outcomes, including deeper understanding and better application of subject matter and increased complexity of problem and solution analysis [. . . and] openness to new ideas, problem-solving and critical thinking skills. Overall, [. . .] challenging reflection [helps] to push students to think in new ways and develop alternative explanations for experiences and observations. (140)

Because the honors program concerns itself with students' academic, professional, and personal development, it takes seriously its responsibility to guide their reflection along these lines and to assist them in making meaning of an experience that it explicitly encourages as a means to such development.

The elective study abroad reflection course requires students to complete a variety of reflection exercises designed to enhance the learning associated with their study abroad experiences before,

during, and after their travel. In combination, these exercises align neatly with the “three content areas for reflection” on study abroad experiences identified by Victor Savicki and Michele V. Price: “dealing with academics, dealing with cultural expectations, and dealing with affective issues of change and loss” (589). Students first meet individually with the instructor prior to studying abroad in order to discuss the content and format of the course; importantly, students are provided with the guidelines for composing a required weekly travel blog, which later features in their final area study projects. Although the honors program is often aware of students’ intentions to study abroad for semesters or years before the travel takes place, this meeting serves as a dedicated opportunity for pre-departure reflection on students’ host countries, the courses they will take, and their goals for the experience. Because many students are already considering how best to integrate study abroad experience into applications for competitive fellowships and scholarships, the instructor also offers guidance concerning relevant awards.

Further reflection takes place once students return to campus when they write an essay in response to selections from Philippe Labro’s memoir, *The Foreign Student*, which is an account of the year the French author spent attending Washington and Lee University in Virginia in the mid-1950s. Reading as well as writing about this text allows students to compare and contrast their experiences of higher education around the world with Labro’s. Even though the rhetorical strategy of comparing and contrasting is fairly basic, the students’ firsthand knowledge of American culture empowers them to write simultaneously from the insider and outsider perspectives. A follow-up essay based on a chapter from Rebecca Solnit’s *A Field Guide to Getting Lost* permits reflection on change and loss, as well as providing an opportunity to (re)negotiate feelings of spatial, psychological, and linguistic disorientation experienced while abroad. Because Solnit’s text is more philosophical than Labro’s and can support a more challenging rhetorical exercise, the assignment asks students to write an essay in which they either thoughtfully affirm or critically reject several of her many definitions of getting or being lost using specific examples drawn from their own time abroad.

Cultural expectations, although they are unavoidably implicated in the two essays, are also explored via the skills-oriented exercise of preparing an updated résumé, which prompts students to consider how they will represent their study abroad experience in professional contexts. At the end of the semester, students submit their final project. It may take the form of a bound booklet, scrapbook, or journal, but the project must incorporate all of the elements described above, including students' edited blog entries, complete with a foreword that effectively distills students' multiple reflections into a single, dense reflective text.

In addition to providing opportunities for structured reflection to enrolled students, the area study course is designed to serve all honors students. The primary way in which other honors students are involved with the course is through presentations. As mentioned above, pairs of area study students typically visit FYS classrooms to discuss their study abroad experiences with first-year honors students who, by virtue of their ongoing engagement with global contexts, are generally curious about international travel and eager to hear from their peers. Presenters share information about their host countries and describe how their experiences fit into their broader plans for continued academic, personal, and professional development. In addition to these brief presentations, area study students also organize a formal presentation series entitled Honors Students Discover the World (HSDTW) during International Education Week. This multi-day event incorporates some of the same elements (overviews of the host country/city, an account of how the presenters conceptualize study abroad within their program of study, etc.) but expands both the scope and reach of the presentations. Recognizing, as does American Council on Education-affiliated scholar Heather Ward, that “a cultural event can easily reinforce stereotypes” and that “it is [. . .] easier to go with what is most recognizable about a region or culture, rather than diving into the lesser known complexities, diversity, subcultures and tensions that may exist” (“Part Two” 12), we have designed presentation rubrics to ensure that students include content reflecting depth of engagement with their host countries and cultures. (See

Appendix 3.) Accordingly, while FYS presentations are approximately fifteen to twenty minutes in length, HSDTW presentations are generally thirty minutes or longer and allow for substantive interaction between presenter and audience. Since several students present during a given session, this format has the added benefit of ensuring that audience members learn about multiple host countries because area study students are responsible for keeping country duplication to a minimum. Presenters are also required to bring a dish to share with the audience, which, as anyone who regularly plans student events can attest, serves as attendance insurance. Importantly, the presentations are open to all honors students as well as the entire university community.

Notably, although one of the goals of the area study course is promoting study abroad among honors students, it is not primarily a mechanism for advertising international opportunities. We acknowledge that exposure to the social, emotional, and practical challenges that inevitably factor into any study abroad experience is equally as valuable as hearing about the successes that such experiences may foster. Moreover, with so many units on campus devoted to designing and administering study abroad programs, no pressing need exists for returning students to address the curricular or financial specifics of individual programs; that responsibility rests with academic advisors and professional staff in their respective university units. While students are certainly not discouraged from describing influential courses or field trips in their presentations, the lack of an expectation that they offer a play-by-play account of their programs allows them to focus instead on the developmental progress they made while abroad.

CO-CURRICULAR ENRICHMENT OPPORTUNITIES

In an informative monograph series from the American Council on Education concerning higher education and globalization opportunities beyond study abroad, Ward stresses among other things that “the co-curriculum is an important vehicle for delivering global and intercultural learning” (“Part Three” 9). By supporting this belief as well as the internationalization of the

honors curriculum, we are committed to offering co-curricular and experiential options for honors students to immerse themselves in global issues without leaving the local community. In all of these efforts, we are guided by the principle that study abroad experiences, while ultimately desirable for all, are often not realistic given the complex web of honors student priorities and commitments. Indeed, recent research suggests that, if proper attention is paid to the content of co-curricular activities, “internationalization-at-home efforts conducted by colleges and universities have higher rates of student participation and engagement than some of the more traditional and formal study abroad opportunities” and that they can develop student global competencies as much if not more than traditional study abroad experiences (Soria and Troisi 273).

This section presents three co-curricular options that serve both those honors students for whom study abroad is not a viable option and those who have returned from abroad and wish to continue to engage internationally minded students and faculty on campus: the Northern Nevada International Center, International Education Week, and the Congress-Bundestag Youth Exchange.

Northern Nevada International Center

Research institutes on campus that focus on global issues may sponsor co-curricular activities. Some campus groups might support international visitors, young leader events, faculty exchanges, and the like. Other organizations worth investigating might include local chapters of the World Affairs Councils of America, international Chambers of Commerce, state and local economic development agencies (if internationally focused), Rotary International, and Peace Corps and U.S. State Department alumni chapters. Although local organizations offer different programming based on mission, community size, and funding availability, they rarely decline partnerships if the focus is on student cultural diplomacy. Two examples of our local World Affairs Council partnerships follow.

Reno has a globally focused, UNR-affiliated organization that allows the community to enjoy a significant international relations footprint: the Northern Nevada International Center (NNIC),

which is an affiliate of the national World Affairs Councils of America and the U.S. State Department International Visitor Leadership Program. In its over thirty years of existence, the NNIC has offered UNR honors students and faculty numerous opportunities for international engagement, including guest speaker collaborations, student internships, and Fulbright faculty exchanges. Of particular note among these opportunities are Academic WorldQuest and ongoing refugee relocation assistance projects.

Since 2013, honors student ambassadors have partnered with the NNIC to facilitate an annual local Academic WorldQuest (AWQ) contest for high school students in northern Nevada and northern California. AWQ is a flagship program of the national network of World Affairs Councils, in which some three thousand students across the country participate in competitions hosted by local councils testing students' knowledge of international affairs, current events, human geography, world history, and culture. In format and effect, they are similar to the national We the People high school competitions: the winners of local council-organized contests are invited to represent their high school and region at the national competition held every April in Washington, D.C., which all local teams are invited to view via livestream at a central location hosted by the local World Affairs Council affiliate.

At UNR, honors students are involved in everything from initial school recruitment to fundraising and event planning to post-conference publicity. Indeed, once the idea to hold the contest took root with honors program administrators, 75 to 80% of the work to hold the annual contest has been performed by honors students, with the remaining percentages divided between honors administrators and NNIC staff. This partnership between the NNIC and the honors program is unusual and unusually beneficial; indeed, most local councils put on the contest without university or college participation. In recognition of the centrality of honors students to the effective facilitation of the local AWQ contest, we schedule the annual competition in late January or early February to coincide with the return of honors students to campus after winter break.

The UNR Honors Program has benefitted from the partnership in two main ways: 1) enhancement of internationally themed programming and leadership opportunities, and 2) increased recruitment of globally minded students to the honors program. By recruiting participants as well as planning and facilitating the local contest, honors students enrich the honors events calendar with an international event and, in return, they receive useful leadership and event-planning experience with an international focus. Students also become aware—or are reminded of—salient foreign policy issues and current events as they proofread and fact check the official questions sent from the national organization to ensure they are understandable and accurate and will elicit only one correct answer. Honors students who have participated in AWQ activities during the last several years also recently presented on their experience at the 2018 Western Regional Honors Conference. The panel discussion reflected critically on intentionality in global engagement while also introducing AWQ facilitation as a viable internationalization option to students and staff from other honors programs and colleges within the thirteen-state western region.

Additionally, AWQ recruitment events at local schools function simultaneously as UNR Honors Program recruitment events. The honors program is thus the portal through which many local high-achieving, internationally minded students first encounter UNR students, faculty, and resources. Particularly in local private or college-prep schools where the first higher education choice for many high-achieving students may be an out-of-state institution in a big city, stressing the international orientation of an honors education at UNR and demonstrating it through facilitation of the AWQ contest have been key recruitment and retention tools. Equally significant in terms of recruitment is the fact that UNR professors and the honors librarian are available to mentor and provide access to enrichment materials to the winning local team to aid preparation for the national competition; this contact has been another effective way of familiarizing potential honors students with UNR resources. Since 2013, sixteen former high school AWQ participants have

enrolled in the honors program, and many other participants have enrolled as non-honors students at UNR.

A second NNIC opportunity for co-curricular international engagement emerged in fall 2016 with the participation of honors students in refugee relocation assistance. Even before the city of Reno and the NNIC began receiving refugee families in September 2016, honors students were preparing rooms and apartments for the families. They welcomed arriving families at the Reno-Tahoe International Airport, and by the end of the semester, the first-year honors cohort along with the NNIC and its partner organizations were serving eleven families comprising fifty-three individuals.

Associated service activities formed the basis of the curricular service-learning experience and included, but were not limited to, staging apartments for move-in; transporting furniture and other durable goods from donors to refugee apartments; attending a town hall meeting sponsored by the NNIC and Reno's local newspaper, the *Reno Gazette-Journal* (including taking active part in Facebook discussions of the meeting in real time); attending monthly refugee coordination meetings; researching and creating youth summer programs for refugees; offering ELL tutoring; providing childcare for refugee children during times when parents were in school or at work; creating coloring books for the children; organizing a winter clothing drive and book drive; and establishing a fundraising committee to support NNIC efforts. We were especially impressed by the honors students' initiative, self-motivation, and internalization of their potential for citizen diplomacy near the end of the fall 2016 semester when a group of first-year honors students organized a Thanksgiving dinner for refugee families and an appreciation dinner the following month for some eighty community volunteers actively involved in refugee assistance. Students fundraised to pay for food, organized the venues, and cooked (with appropriate dietary considerations for the Muslims among the refugees).

NNIC-sponsored refugee assistance supported the honors program's mission to develop students' capacity for active, engaged citizenship beyond our initial internationalization goals. Although the majority of community members in Reno welcomed the

presence of refugees in their midst, a vocal minority were less positively inclined. As a result, some first-year students independently formed a publicity committee charged with writing articles advocating refugee resettlement in Reno and addressing myths about Syrian and Iraqi refugees and the vetting process for refugee relocation in the United States. Such contributions began on the official NNIC Facebook page with the live feed of the town hall meeting and continued on student-created Honors Refugee Project Twitter and Facebook pages. Over the course of the fall 2016 semester, five articles written by honors students were published in the UNR campus newspaper, the *Reno Gazette-Journal*, the official UNR online media relations portal *Nevada Today*, and community newsletters. Students' far-ranging, interdisciplinary activism continues into the present, albeit on a more limited basis, because Reno continues to receive small numbers of refugees.

International Education Week

Sponsored by the U.S. Department of State and the U.S. Department of Education and held annually, usually during the second full week of November, International Education Week (IEW) is another component of the UNR Honors Program's efforts to partner with other on-campus units to offer its students broad exposure to international education and encourage them to make global connections to future careers regardless of major. What can especially recommend IEW participation for honors programs and colleges is that the scope and breadth of potential activities are limited only by the creativity of the organizers. There is no activity template, minimum number of required events, or any sanctioning or reporting requirements, although this activity can make a valuable contribution to programs undergoing assessment. At Nevada universities and colleges, events reflect the diversity of student and faculty perspectives on each campus and include active participation by international students. At UNR, IEW has enjoyed a long tradition of being a collaboratively organized series of events affording the honors program the chance to partner with university allies active in international education and global learning such as the

University Studies Abroad Consortium, the Office of International Students & Scholars, the Intensive English Language Center, the NNIC, and the UNR International Activities Committee.

As mentioned above, the fall Honors Students Discover the World presentations by students enrolled in our study abroad reflection course are typically scheduled during IEW. In some years, the honors program schedules internationally focused topics in our regular faculty lecture series to coincide with IEW as well. Because first-year and senior honors students are required to attend several honors events to complete the FYS and honors thesis sequence, IEW consistently engages roughly half of the honors population each year. Other activities have included exhibitions in the main library featuring photographs taken by honors study abroad participants, honors student panel discussions on study abroad and international service-learning experiences, presentations on international current events by exchange students from the Congress-Bundestag Youth Exchange for Young Professionals (CBYX), honors-hosted foreign film nights, and—the year honors students were involved in refugee assistance—two fundraisers benefiting NNIC relief efforts. As these varied examples suggest, rarely is there any difficulty in recruiting honors students who have studied abroad to present during IEW, a fact that illustrates Ward’s assertion that “students who return from study abroad are often looking for ways to share their new perspectives and continue engaging with international cultures” (“Part Three” 8).

Congress-Bundestag Youth Exchange for Young Professionals

While the percentage of foreign students on college campuses varies by institution and region, Ward notes, “despite wide agreement on the value and educational potential of international students on campus, they are largely underutilized as a resource for global and intercultural learning” (“Part Two” 19). This can be particularly true in the honors context, perhaps because international degree-seeking students do not easily qualify for honors admission or because they may not see value in affiliating with honors

programs as they pursue their degrees. Hosting a limited-term exchange student sponsored by the Congress-Bundestag Youth Exchange for Young Professionals (CBYX) or a similar organization may be a viable alternative, which it has been for several years at UNR, to recruiting international honors students.

Founded in 1983 and co-funded by the U.S. Congress and German Parliament, CBYX sends seventy-five young German professionals to the U.S. for a yearlong study and internship experience annually. Seventy-five American young professionals are likewise selected to study and intern in Germany during the same time period. Following a rigorous selection process, participants live with host families, take classes at the local university or college, and intern in their chosen field while in residence in their host country. Crucially, because CBYX pays all tuition, fees, and transportation costs as well as providing host families with a modest stipend each month, there is no direct cost to the host university to participate. Host institution responsibilities include securing a local host family, matriculating and then registering the student in appropriate classes, offering academic advising as needed, assisting in the internship placement search, and acclimating the German student to American academic life. While the administrative responsibilities fall on honors staff, honors students are tasked with ensuring appropriate social and academic integration into university life. As such, each German CBYX student is invited to attend the honors incoming student retreat prior to the beginning of the fall semester to meet other first-year students. There the student is also introduced to American university life in the honors context by participating in the honors FYS. Active honors participation continues throughout the year and allows the exchange student to remain in active contact with local honors students during both semesters of the exchange and beyond.

Hosting a CBYX student has proven beneficial in several important ways. First, since the majority of honors students do not study abroad as undergraduates, sustained contact with an international student in honors classes and activities affords many a unique chance to interact with a citizen of a foreign country. Often,

the exchange student's knowledge of the U.S. can open valuable windows on the world to honors students during in-class discussions and at social events. Likewise, honors students practice citizen diplomacy as they assist the exchange student in navigating the campus, community, and traditional cultural expressions of American life, such as attending a local baseball game to open the fall semester. Many honors students have also volunteered over the years to assist exchange students in proofreading assignments and formatting papers. Such collaborations assist the exchange students in improving English proficiency in a scholarly setting and enhance honors students' own awareness of English grammar and syntax. Finally, several honors students have successfully applied to study in Germany with the CBYX program upon graduation; the presence of a German CBYX student provided an incalculable advantage in recruiting honors students to apply for this and other similarly competitive international fellowships and scholarships.

CONCLUSION

For the UNR Honors Program, expanding internationally focused offerings to enhance students' global awareness has become second nature. In addition to the options detailed above, the honors program conveys its commitment to internationalization in a number of subtler but still influential ways. Since the Office of Undergraduate Fellowships and Scholarships is housed in the honors program, both honors students and the general student population encounter the supportive mentoring with an international focus that the yearly Fulbright, Rhodes, Marshall, Mitchell, and Boren application cycles afford. Likewise, in some years, the annual faculty Great Presentations series showcases scholars on campus who have received Fulbright grants or who have conducted substantive international research. Such programming not only provides honors students with visible examples of potential international role models across disciplines, but also offers faculty members opportunities to present their research to a wider audience beyond their department or university unit. Further, the honors director or assistant director has traditionally served on the UNR International Activities Committee,

contributing ideas and leadership to facilitate interdisciplinary, campus-wide initiatives that expand and deepen global perspectives in both curricular and co-curricular contexts. Honors faculty, have also taught USAC courses abroad as visiting faculty although, as mentioned above, not stand-alone courses for honors credit.

Creative integration of opportunities for global awareness, whether via the honors curriculum or elective co-curricular options, ensures our students' exposure to the varied dimensions of global engagement regardless of whether a particular undergraduate ultimately studies abroad. Some future initiatives we are considering to further solidify the program's international orientation include the introduction of an optional global studies certificate that would be similar to a minor and dovetail with existing honors program requirements; completion of the certificate would be reflected on students' transcripts along with their other honors achievements. Over the long term, the certificate would provide a structure for the development of more stand-alone honors courses with an international focus and support students in integrating their knowledge of the world into their honors theses. While the honors program is dedicated to encouraging its students to study abroad and experience the world, practicing global awareness at home via the honors curriculum and co-curriculum has become an equally important part of its mission.

NOTES

¹Some examples include the mission statements of Chapman University, the University of Connecticut, Cornell University, Missouri State University, the University of Washington, Webster University, and Wittenberg University. The mission and values statements of numerous other institutions offer similar language. If such language does not appear in mission statements, it often features prominently in other areas of their websites (e.g., global programs or global studies initiatives).

²According to data gathered by UNR's Office of Institutional Analysis, among honors students who graduated between 2001

and 2018, an average of 15% studied abroad compared to only 8% of non-honors students who graduated with distinction over the same period. The average for honors students over the last ten years (2008–2018) is a more robust 18%.

³The Honors Bonner Leader Program is an access-oriented scholarship program that provides honors students with a financial award equivalent to Federal Work-Study in exchange for 140 hours of service learning each semester. With regard to recruitment and selection, priority is given to first-generation and underrepresented students as well as to students who demonstrate financial need.

[The UNR Honors Program became an honors college in July 2020.]

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APPENDIX 1**Syllabus for Explorations in Honors:
Global Perspectives****Course Description**

This seminar introduces students in the University Honors Program to the rewards and responsibilities associated with earning an undergraduate degree, with an emphasis on honors education. Focused on the intersections between local and global contexts, it allows for sustained exploration of contemporary global issues from multiple perspectives. The thematically based curriculum serves as a point of departure for both in-class and co-curricular activities. Students are expected to practice global awareness and citizenship by participating in service learning; reading, writing, and presenting about global issues; attending research-based lectures; and reflecting on the semester's experiences. Throughout, students refine their communication skills while establishing academic and civic credentials with an eye to international study, nationally competitive fellowships and scholarships, and postgraduate options including employment and graduate/professional school.

Student Learning Outcomes

By the end of this course, students will

- demonstrate responsibility outside the classroom and practice global awareness, citizenship, and diversity sensitivity.
- apply critical and creative thinking, writing, reading, and reflection skills to assignments.
- engage in leadership development and community service through 15 hours of community engagement.
- demonstrate increased knowledge of the student's field and develop the ability to conduct research or scholarship in the student's area of interest.
- demonstrate awareness of multiple perspectives to understanding real-world issues and topics.

Requirements and Grading

No unexcused absences will be permitted. Each unexcused absence will result in your final grade being reduced by one half letter grade per absence. No credit will be given for late assignments and no exceptions to this policy will be made.

N.B. Each assignment and its sub-components below must be completed and submitted to your instructor in order to receive a grade for the course. If any individual assignment is not completed, you will receive a grade of “F” for the course no matter how excellent your completed components may be.

1. *Global Learning Essay*: Write a 500-word essay that incorporates reflection on the text you read and responds to the prompt given by your instructor. In order to support your arguments, cite at least three (3) outside sources in addition to the text. Use MLA style and provide a “Works Cited” list. (10%)
2. *Faculty Interview*: Conduct a face-to-face faculty interview (30 minutes minimum) with a tenured or tenure-track professor in the department in which you plan to major and complete your honors thesis. You must include questions addressing how the faculty member’s research and teaching contribute to global learning. Write a two- to three-page essay about your interview with the professor. (10%)
3. *Fellowship Poster*: In groups assigned by your instructor, design, produce, and present a professional-quality poster on a major national/international fellowship from this list on the honors program website. (10%)
4. *Service Learning*: Complete and log a minimum of fifteen (15) hours of service at a local nonprofit (consult the list of placements available on GivePulse) and submit a final reflection paper relating your service to the global issues you studied in class. (20%)
5. *E-Portfolio*: Document this semester’s work, reflect on your progress, and prepare for the future. Design, present, and submit an electronic portfolio using PowerPoint. (25%)
6. *Three Reflection Papers*: Students must attend one Great Presentations lecture (GP) and two of the following—a career development event (CD), an international event (I), or an honors-sponsored event (H)—and write three one- to two-page reflection papers. (15%)
7. *New York Times*: Read a minimum of two (2) articles per week. Choose articles related to global issues, your major, or honors education. For any assignment that requires you to cite outside sources, at least one (1) source must be a *New York Times* article. (5%)
8. *Attendance and Participation*: Attendance at and active participation in each regular class session, and the two evening sessions below, are mandatory. A sign-in sheet will be present at each evening session. If your name and signature are not on the attendance sheet, no credit for that session can be given. (5%)

- i. Introduction to Honors and the E-Portfolio
- ii. Introduction to Service Learning

Suggested Readings

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Anchor Books, 2014.

Altenberg, Peter. "The Practical Art of Living." *The Vienna Coffeehouse Wits, 1890–1938*, edited and translated by Harold B. Segel, Purdue UP, 1993, pp. 233–34.

Ariely, Dan. "Our buggy moral code." *TED*, Feb. 2009, <http://www.ted.com/talks/dan_ariely_on_our_buggy_moral_code.html>

Ashdown, Paddy. "The global power shift." *TED*, Dec. 2011, <https://www.ted.com/talks/paddy_ashdown_the_global_power_shift>

Awuah, Patrick. "How to educate leaders? Liberal arts." *TED*, Jun. 2007, <http://www.ted.com/talks/patrick_awuah_on_educating_leaders.html>

Buck, Leslie. *Cutting Back: My Apprenticeship in the Gardens of Kyoto*, Timber Press, 2017.

Dweck, Carol S. *Mindset: The New Psychology of Success*. Ballantine Books, 2016.

Loeb, Paul Rogat. *The Impossible Will Take a Little While: Perseverance and Hope in Troubled Times*. Basic Books, 2014.

Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions*. Coffee House Press, 2017.

Rilke, Rainer Maria. "Archaischer Torso Apollos." *Sporkworld*, n.d., <<http://www.sporkworld.org/guestartists/picot/rilke.html>>

Robinson, Ken. "Do schools kill creativity?" *TED*, Feb. 2006, <http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html>

APPENDIX 2

Syllabus for Area Study: Perspectives on Global Citizenship

Course Description

Critical reflection on students' just-concluded international experiences to develop and sustain multicultural awareness and integrate study abroad into their major and future career. Also introduces the honors community to cultural hallmarks experienced abroad, reinforcing the intentional culture of internationalism in the honors program.

Course Objectives

- Provide students an opportunity to reflect critically on time spent abroad—their initial reasons for study, their changed views both of their home country and the host country as time progresses, the relevance of their experiences to their domestic study, career choices, and future education;
- Develop and sustain multicultural awareness and appreciation of differences between and similarities among cultural groups encountered both at home and abroad;
- Introduce the honors community to specific cultural nuances (music, food, politics, dress, etc.) individual students experienced while abroad;
- Reinforce a positive, intentional culture of study abroad in the honors program community by informing incoming students and others of the benefits of studying abroad.

Student Learning Outcomes

By the end of this course, students will

- Demonstrate multicultural awareness through critical analysis of domestic and host-country culture as experienced;
- Refine oral presentation skills and persuasive speech composition via presentations to groups of honors students on individual experiences abroad;
- Refine high-level information literacy proficiency by creating and maintaining blogs reporting on their time abroad throughout their experience;
- Collaborate effectively on group work that combines cultural elements from a variety of countries;

- Integrate topical and experiential knowledge of foreign countries' cultures into domestic study at the university upon their return;
- Apply critical and creative thinking, writing, reading, and reflection skills to assignments.

Requirements

HON 410 students must:

- Attend all four class meetings as well as at least two honors events during the semester and complete all assignments as listed in the course schedule below;
- Present at *Honors Students Discover the World*;
- Participate in one additional international presentation or project (e.g., USAC, classes, etc.);
- Create a PowerPoint presentation and final project (travel journal) based on blog posts/updates submitted while abroad.

HON 410 students are entirely responsible for *Honors Students Discover the World* presentations.

- By the second class meeting of the semester, HON 410 students will have determined the date and time of the public presentation(s) and chosen a student coordinator.
- Each student must give a 20-minute PowerPoint presentation on his/her study abroad experience on a themed panel.
- Students must create a flyer to be used in publicizing the event(s).
- Each student is responsible for giving the student coordinator the following information for the flyer: name, title of PowerPoint presentation, food that s/he will bring.
- In addition to the PowerPoint, students should bring to the presentations their journals, scrapbooks, photos, items specific to the country, and/or other souvenirs.
- To show support for their classmates, HON 410 students are required to be present at all presentations. Excused absences must be approved at least one month in advance.

Requirements and Grading

In order to receive a grade, students must attend each class session and complete each assignment, including submission of a bound final project to the honors program at the end of the semester.

Suggested Readings

Labro, Philippe. *The Foreign Student*. Ballantine Books, 1988.

Solnit, Rebecca. "The Open Door." *A Field Guide to Getting Lost*, Viking, 2005, pp. 3–25.

Selected articles from *Foreign Affairs*, *Foreign Policy*, *International Affairs*, *International Security*, *Le Monde diplomatique* (English edition), *Orbis*, and *World Politics*.

APPENDIX 3

Rubric for Presentations in Area Study Course

Each presentation should last approximately 30 minutes and use PowerPoint or Prezi. Other electronic media may be used with prior permission of professor only. Give your presentation a title summing up your experience abroad, but resist the purely descriptive (“Germany, Fall 2015”) or clichéd (“My Journey of a Lifetime”). The overall presentation should be *reflective*, not descriptive, and incorporate aspects of the updates you sent the Honors Program while abroad as well as the Rebecca Solnit reflection essay. Your presentation should demonstrate why and how these are such important artifacts to your intellectual and social growth while abroad.

Presentations with content approximating a general travelogue (basic geographical or historical information, superficial “fun facts” about the country, or pictures mostly of beaches and castles) will not receive a passing grade. The rubric below with specific content points should be followed as far as possible.

Slide Content	Presentation Content
20-slide minimum	Length of presentation = 30 minutes
Slide with title of presentation (as above)	Factors leading to your choice of study abroad site
Slide introducing you, your hometown, your major(s), year in school	Expectations prior to departure of what country, people, studies would be like
Slide listing classes you took while abroad (internship(s) as well!)	Linguistic challenges faced abroad (whether you studied language prior or not)
Slide with country map, flag, other identifying symbols (if any)	Things you experienced abroad that were different from the USA
Slides depicting living situation (family/dorm, limit 3)	Things you experienced abroad that were similar to the USA
Slides depicting classes, internship (limit 3)	Things in your host country that were different from your initial expectations
Slides depicting host city landmarks, architecture, etc. (limit 4)	Things in your host country that were similar to your initial expectations

Slides depicting travel outside host city (limit 4)	Experiences of “getting lost” in the Solnit context (spatially, psychologically, etc.)
Slides depicting “getting lost” in Solnit terms (limit 4)	Whether your opinion of the USA, Reno, UNR, etc., has changed and, if so, how
Slides depicting your key cultural and academic activities while abroad	Specific examples of transformation in outlook as a result of study abroad (worldview, career/study plans, how you relate to friends or family back home)
Music from host country (pop songs, other) to support certain slides	Recommendations and tips for students considering your specific host site and/or study abroad in general

CHAPTER TWO

Internationalizing with Intention: A Case Study of the Mahurin Honors College

CRAIG T. COBANE AND AUDRA JENNINGS
WESTERN KENTUCKY UNIVERSITY

INTRODUCTION:

CHALLENGES AND BENEFITS OF INTERNATIONALIZATION

As an honors college in a predominantly rural, lower-socioeconomic, and conservative region of the country and in a state ranking third-lowest in the nation for the percentage of its residents holding valid U.S. passports (ChartsBin), internationalization required intention at Western Kentucky University (WKU). For most of its history, WKU had a small, underdeveloped honors program. In the early 2000s, it had fewer than two hundred active students, and only approximately ten students per year graduated from honors. Moreover, WKU had a modest education abroad office, and a small number of students went abroad each year. Of the students who did participate in an education abroad program, typically fewer than a handful were honors students. WKU had not yet recognized

the possibilities of a well-developed honors college to promote both internationalization and institutional change (Cobane; Ransdell and Cobane).

Like many public universities promoting internationalization, WKU had to overcome the significant financial and cultural barriers many of its students face. Kentucky's educational attainment rates remain below the national average. Just 22.7 percent of its residents over the age of twenty-six have completed at least a bachelor's degree, compared to the national average of 30.3 percent. Furthermore, Kentuckians are more likely to live in poverty; approximately, 18.5 percent of Kentuckians live in poverty, whereas the national average is 12.7 percent, and the median household income in Kentucky is more than ten thousand dollars below the national average (U.S. Census). Lower rates of educational attainment and higher rates of financial need across the state and region mean that students are less likely to have the economic resources to participate in education abroad. These challenges transcend the institutional and regional environment of WKU. Indeed, numerous higher education researchers have cited institutional culture and financial issues as the primary reasons why students do not study abroad (Dessoff; Gordon et al.; Vernon et al.). At WKU, honors led an institutional transformation that addressed these key challenges to internationalization within the honors context, creating pathways that ultimately extended to the broader university community.

In this chapter, we use WKU's Mahurin Honors College (MHC) as a case study to elucidate how a holistic approach to comprehensive internationalization can overcome these challenges and create a culture committed to global learning.¹ Many of the strategies we employed built on the work of George D. Kuh and others on high-impact practices (AAC&U; Kuh). Our efforts also drew on the GLOSSARI project on study abroad outcomes and its finding that study abroad participation could have substantial positive effects on at-risk students, especially underrepresented minorities (Sutton and Rubin). Utilizing this research and drawing upon our experience, we endeavored to intentionally internationalize the MHC and WKU. To accomplish this goal, the MHC spearheaded the development of some of the university's most successful education abroad

programs, played a leading role in bringing two non-profit education abroad providers to campus, and received multiple federal and international grants that supported international education. The college also fully integrated education abroad opportunities into honors advising, and it placed its education abroad alumni in honors and campus student organizations that focus on new student recruitment and advising.

These efforts are achieving results. Before our internationalization efforts began, national scholarship participation was not part of WKU's institutional culture; about one student earned recognition every few years.² In 2016–2017, thirty-nine honors scholars and recent MHC graduates won nationally competitive scholarship awards for international study. WKU also earned a place on the inaugural “Gilman Top Producing Institutions” and the “Priority Achievements” lists for diversity in students’ overseas destinations and for the number of our Gilman Scholars who are first-generation, racial or ethnic minority, and/or STEM students. In 2017–2018, eighty WKU students, including fifty honors students, earned recognition in national scholarship competitions.³ The 2017–2018 academic year also marked WKU's fourth consecutive year as a Top Producing Institution in the Fulbright U.S. Student Program, with MHC graduates earning ninety-two percent of the university's awards during the period. Taken together, these programmatic initiatives have transformed the lives of students who often arrive on campus with limited financial resources, little experience outside of the region, and significant apprehensions about education abroad. Equally important, this intentional internationalization has created an honors college that, based upon Institution for International Education (IIE) metrics, would compare favorably to the education abroad successes of some of the nation's leading private liberal arts institutions (Farrugia and Bhandari). This chapter analyzes how the MHC has implemented intentional internationalization.

INTERNATIONALIZATION OF THE MAHURIN HONORS COLLEGE

In 2005, WKU made honors education an institutional priority and hired Craig T. Cobane as its first full-time honors director.

WKU's president wanted to use a reinvigorated honors college to recruit a growing number of gifted and high-achieving students in order to advance the overall academic transformation of the university (Ransdell and Cobane). The new director authored an honors college strategic plan with internationalization as a central theme. Myriad ways to enhance internationalization exist, but because honors controlled limited aspects of a student's four-year academic experience, the strategic plan focused on creating an environment that helped students travel abroad early and often. We believed that increasing education abroad participation would provide the greatest potential return on our investment.

The honors college strategic plan outlined four key objectives:

1. create new programs to expand international opportunities;
2. enhance national scholarship participation to fund international opportunities;
3. use students with international experience to help recruit future students to the MHC who were more likely to want to participate in education abroad (e.g., students majoring in languages, international affairs, and international business); and
4. use targeted marketing to increase awareness of and knowledge about education abroad opportunities.

Together, these elements allowed the honors college to develop an international culture within honors so that education abroad would be an expectation and not an optional activity. We expected this education abroad culture would eventually become self-replicating and self-perpetuating.

EDUCATION ABROAD PROGRAMS, PARTNERSHIPS, AND GRANTS

First, we developed new education abroad programs and partnerships. We established our most successful and influential partnership with the University of Evansville in 2007. Evansville owns Harlaxton College, a nineteenth-century manor house located an hour north of London, and operates it as a branch campus. Our agreement allows WKU to market the experience as "WKU in England." Harlaxton

provides a range of study abroad options for honors students. They can study for a semester or eight weeks in the summer, or they can participate in one of numerous WKU faculty-led programs. The Harlaxton experience was initially restricted to honors students, but within a few years, Harlaxton opportunities were made available to all WKU students. At that time in our internationalization process, Harlaxton served as an ideal education abroad location. It was in an English-speaking country, students could travel with other WKU students, and families from rural areas who lacked significant international experience considered “WKU in England” a “safe” place to study abroad. Since 2007, over eight hundred students, predominately honors students, have studied abroad at Harlaxton College. The “WKU in England” experience has created a continuous stream of honors students who are either going to Harlaxton, currently at Harlaxton, or just returned from Harlaxton, which substantially increases awareness of education abroad and creates significant excitement in the MHC.

Although Harlaxton offered a great opportunity for many honors students, it did not meet the needs of all MHC students; therefore, we worked with the education abroad office to create additional options. These ranged from the grant-funded programs described below to more robust honors offerings in faculty-led education abroad programs and through affiliated providers such as the Kentucky Institute for International Studies (KIIS), which is housed at WKU. Taken together, this growing range of study abroad opportunities helped MHC students meet two of the college’s learning objectives—that students would gain greater global understanding and would engage in self-directed and integrative learning. Moreover, these opportunities allowed the MHC to serve as a leader in moving the university toward the goals outlined in its overall action plan for 2012–2018, “Challenging the Spirit,” which aimed to increase education abroad participation to ten percent of the full-time student population and grow national scholarship success fourfold.

As a result of these initiatives, the college’s education abroad participation continued to grow. In 2014, a national guide on honors colleges noted, “Based on [Institute of International Education]

Open Doors data and definitions, the Honors College at WKU has a higher ‘undergraduate participation rate’ than any private liberal arts college over the past five years” (Willingham 332). In addition to using the Institute of International Education’s (IIE) “undergraduate participation rate,” we track overall study abroad numbers based upon a series of variables including location, length of time abroad, program type, language acquisition, and the standard demographic information of gender, year in school, and major. These variables allow us to compare MHC metrics to nationally ranked private liberal arts colleges using other IIE data and for tracking and trend analysis at WKU. We utilize this information to measure our progress toward the university’s overall education abroad participation goal; develop and advocate for education abroad programming that meets the needs of MHC students; and encourage further institutional, private, and government investment in our internationalization efforts.

The second aspect of our strategy to internationalize the honors experience involved applying for grants to create and fund new international programs. The MHC and the Office of Scholar Development (OSD) applied for several grants to internationalize the college and the university, and it won two U.S. federal grants that have provided nearly five million dollars to support honors faculty, staff, and students.⁴ In 2008, the National Security Education Program (NSEP) awarded the MHC a Chinese Language Flagship grant. The new Chinese Language Flagship Program at WKU became the only program in the nation housed entirely in an honors college and not in a traditional language or area studies department. This program is designed to increase the number of American students with Chinese language proficiency at the “Superior” level (ACTFL scale). Students in the Flagship program develop language and culture proficiency to support their major area of study and career goals. The majority of Flagship students participate in an education abroad program in China or Taiwan at least once a year and spend their final year attending university in China with all instruction in Mandarin.

To meet students’ varied curricular needs, we also applied for and received a Department of Education Undergraduate International

Studies and Foreign Language (UISFL) Grant in 2008. This grant supported WKU faculty travel to China to create new and/or enhanced Chinese content in their courses. Further, it helped to internationalize our students' research and theses. We developed partnerships between WKU's Chinese-speaking faculty and the Flagship program to create research opportunities that would utilize students' expanding Chinese language skills. As a result, many of our Chinese-speaking faculty sought Flagship students to assist in their research, which led to more internationally focused honors theses and a significant number of co-authored international publications.

In 2009, we successfully applied to the Office of Chinese Language Council International (HANBAN), which is affiliated with the Chinese Ministry of Education, to host the first Confucius Institute (CI) in the Commonwealth of Kentucky. The CI at WKU focuses on language teaching in the area K–12 system and accompanying cultural programming. We intended for the CI to create a pipeline of students with Chinese-language training for our Flagship program and also provide cultural and academic programming for the MHC, WKU campus, and local community.⁵

OFFICE OF SCHOLAR DEVELOPMENT

Our efforts created a steady stream of students who had the experiences and interests necessary to be competitive for prestigious national opportunities. The third element in internationalizing the MHC involved creating the Office of Scholar Development (OSD). This unit, which serves all WKU students and reports to the MHC director, was tasked with identifying and working with students on nationally and internationally competitive scholarships (Cobane and Jennings). Created in 2006, OSD drew upon the expanding number of honors students with substantial international experience, many of whom had participated in multiple education abroad programs, gained significant experience with research abroad, and/or possessed superior levels of proficiency in one or more modern languages, to increase the number of applicants and the overall success rate with nationally competitive scholarships. These efforts have led to a dramatic increase in the number of students applying for

and being awarded Benjamin A. Gilman International Scholarships, Critical Language Scholarships, U.S. Foreign Service Internship Program Awards, Boren Awards for International Study, and Fulbright U.S. Student Grants. For example, WKU earned recognition as a top producer among masters' comprehensive universities of Fulbright U.S. Student Grants for the 2010–2011 grant year, a first in the institution's history, and the university made this list for four consecutive years beginning in 2014–2015. Unsurprisingly, almost all of these Fulbright recipients are honors students or recent honors graduates. Moreover, although not international scholarships, our achievements in internationalizing the MHC experience has encouraged success with domestic national scholarships as well, including the Harry S. Truman Scholarship, the National Science Foundation Graduate Research Fellowship, and the Barry M. Goldwater Scholarship. Our success has helped the MHC attract and matriculate internationally focused gifted and high-achieving students, who have further enhanced our culture of global and national scholarship engagement.

Drawing upon the first three strategies, the MHC integrates our student success stories into our recruitment literature, social media, and web presence to further highlight and develop a culture of international engagement. The MHC has used its emphasis on and success with internationalization in its recruitment efforts, which have attracted honors students who are predisposed to participate in education abroad. Anecdotally, these internationally inclined students create "positive peer pressure" and serve as role models for their more hesitant classmates. These students, alumni, and their families form the core of our most successful recruitment efforts. Kentucky is a small state with close familial and community ties, and therefore, social networks are important for disseminating information and developing a reputation, particularly given the fact that the majority of WKU's students hail from one of the twenty-seven counties in our state-assigned service area. Education abroad alumni are the most active and effective proselytizers to other students of the value of international experience. A significant number of prospective honors students express that study abroad was one of,

if not, the primary reason for their visits to MHC. In fact, they often mention specific study abroad programs that they have heard about from friends or classmates.

FINANCING EDUCATION ABROAD

Developing a culture of study abroad in honors and weaving that culture into the broader institutional fabric necessitated making the experience financially accessible to a greater percentage of honors and non-honors students. WKU developed several institutional funding mechanisms to support education abroad and created systems to encourage students to pursue nationally competitive scholarships that would finance their education abroad experiences. First, at the urging of MHC leadership, WKU allowed students to use institutional academic tuition and room and board scholarships for most approved education abroad programs.⁶ For MHC students, many of whom receive substantial scholarship support from WKU, this policy created a significant financial incentive for spending a semester abroad, as opposed to participating in a short-term program during the winter or summer terms. The MHC also prioritized education abroad scholarships in its institutional budget and private fundraising efforts and from the new academic activities fee. The MHC Travel Abroad Grant (HTAG) offers additional support for students participating in education abroad for a semester or longer and provides funding for students pursuing short-term programs not covered by institutional academic scholarships. Encouragement to participate in national scholarship advising is built into the HTAG selection process, and all recipients are required to visit with OSD upon their return. When applying for HTAG, students must detail the other funding sources they are pursuing, and preference is given to students who are pursuing the widest range of available opportunities. Students who receive an HTAG must attend workshops hosted by OSD when they return to ensure that they are aware of further education abroad opportunities. These workshops encourage students who, for example, had studied abroad for a semester to think about how they might leverage that experience to apply for a Fulbright grant to support further international study.

Beyond the MHC, the Office of Study Abroad & Global Learning (SAGL) administers the World Topper Scholarship program, which awards \$100 to \$1,000 scholarships for education abroad, depending on the length and quality of the program and the student's financial need. During the five-year period when the MHC director also served as WKU's Chief International Officer, new grant programs were created to increase access to education abroad. These programs included EDGE Grants (Enhancing Diversity in Global Education), Alternate Gilman Awards, Supplemental Gilman Awards, and Passport Scholarships. Any WKU student could apply for these grants, but the MHC, through its culture of intrusive advising, made sure that every underrepresented student and Pell Grant recipient in the college was aware of these opportunities. The institution awards Supplemental and Alternate Gilman Awards to recipients of the Gilman Scholarship who need additional funding to make education abroad possible and to students who applied for but did not receive the Gilman Scholarship. These grants lower the cost of applying for a Gilman Scholarship, increasing the number of students willing to apply for the awards and thus overall success. Based on the effectiveness of these and other initiatives implemented during the period when the MHC's Executive Director served as Chief International Officer, WKU was named the Diversity & Inclusion Champion by Diversity Abroad, as part of the 2018 Excellence in Diversity & Inclusion in International Education (EDIIE) Awards.

OSD contributes to the goal of making education abroad accessible by advising students about national scholarships that fund education abroad and helping students develop competitive applications. OSD hosts numerous workshops throughout the year to introduce students to a range of nationally competitive scholarships, share information about the application and selection processes, and provide instruction about how they might approach the writing process. For example, OSD held eight overview workshops and more than 790 one-on-one meetings with students in a year. The office offers similar programming focused on the Fulbright U.S. Student Program, the Boren Awards, and the Critical Language Scholarship. It also coordinates scholarship workshops specifically

for MHC and Chinese Flagship students who often pursue Critical Language Scholarships to continue their language growth through intensive summer instruction and Boren Scholarships for their capstone year in China. Most of the workshops are held in the Honors College-International Center building, which further promotes an international culture within the MHC.

SCHOLAR DEVELOPMENT PLANS

Helping students understand education abroad as an important tool in enhancing their academic and professional goals and not as a singular, unrelated experience has been a central component of OSD and honors advising. At WKU, the honors-OSD collaboration has been guided by the use of scholar development plans (SDPs), four-year plans that aim to shape and influence students' undergraduate experiences. The SDP advising process guides students in developing action plans that move aspirational thinking and academic and career aims into a set of concrete and actionable goals. Students reflect on their skills and talents, issues they find compelling, and future plans, and ultimately, they develop plans that link their curricular, co-curricular, and extracurricular engagement to their long-term goals. Students are encouraged to engage in a wide range of high-impact practices, from education abroad to research, and to envision how these experiences contribute to their longer-term development. In this model, national scholarships serve as an important tool for funding key experiences, but as we have argued elsewhere, national scholarships are a high-impact practice because students participate in a writing-intensive process, often across several years, and receive frequent feedback (Cobane and Jennings).

The SDP process is a central feature of OSD workshops and honors advising, and it is part and parcel of the culture of education abroad in the MHC. Starting with a presentation at the MHC first-year orientation, OSD offers numerous SDP workshops throughout the year, encouraging first-year students to situate their thinking about their honors and broader university experience in this aspirational, goal-setting framework. Students learn about a range of

high-impact practices, how to get involved, support offered in the MHC and at the university, and how national scholarships can serve as a tool to support their goals. Students hear from honors peers who have participated in a range of these activities, and they are given planning materials that help them think about which curricular, co-curricular, and extracurricular activities might best advance their goals. Through SDP workshops and follow-up advising, honors students are encouraged to consider how education abroad can be an important catalyst in their academic and professional development. Honors advising echoes and reinforces this approach, urging students to plan early, identify programs that advance their goals, and pursue the resources to make education abroad possible.

The OSD-MHC collaboration, built around SDPs and emphasizing high-impact practices, has produced notable national scholarship success, which has funded significant education abroad opportunities for our students. As mentioned earlier, WKU students and recent graduates were recognized in national scholarship competitions eighty times in 2017–2018 and collectively earned more than \$926,261 in funding for graduate school, language study, public service, and education abroad. The MHC's emphasis on education abroad and its intensive approach to advising has produced a significant record of participation in national scholarship competitions. Indeed, although honors students constitute less than seven percent of the student population at WKU, they submitted sixty-two percent of the university's successful national scholarship applications in 2017–2018. The intentional building of internationally focused programs in honors has also produced significant accomplishments. For example, students in our Chinese Language Flagship Program submitted twenty-five percent of our successful national scholarship applications in 2017–2018. Equally important, national scholarships and the OSD advising program have made education abroad more accessible to students for whom this opportunity might not otherwise be possible. Of our successful national scholarship applications in 2017–2018, 55 percent were submitted by students who receive the Pell Grant, 26 percent by first-generation college students, and 22.5 percent by students of color.

STUDENT LEADERSHIP AND INTERNATIONALIZATION

These successes and the consistent participation of MHC students in the transformative experience of education abroad has generated considerable excitement about and interest in sharing individual experiences of study abroad. As part of the overall strategy of utilizing our students' energy, passion, and social networks to create a culture that promotes honors values, the MHC intentionally recruits students for participation in a range of influential on-campus student clubs and organizations.⁷ In this way, we spread the honors culture campus-wide and further internationalize the wider university as well as the MHC. These campus leaders interact with current and prospective students, both in and out of the MHC, and share honors values, especially the importance of international educational experiences.

Our efforts to identify and cultivate campus leaders begin with a three-day, off-campus, pre-freshmen retreat, which is intended to help first-year students learn about and inculcate honors values. The retreat, Honors Freshman Orientation Retreat (HFOR or H₄), involves most of the incoming honors cohort of three hundred students and approximately fifty upper-class peer leaders/counselors. Peer leaders/counselors are chosen via a selective application process in which they articulate their co-curricular leadership participation, including participation in international education. We select a diverse set of role models who, in addition to campus leadership, have participated in a range of international education experiences and have the potential to convey their passion to others. Each peer counselor leads and mentors a small group of four-to-six first-year students, and the peer counselors share their own international experiences and those of their friends. During H₄, the peer counselors staff tables about international opportunities, assist OSD in presenting on SDPs, and, during the retreat's information fair, discuss at length with first-year students their personal experience with various education abroad options, costs, and funding sources. In addition to learning about education abroad, undergraduate research, community engagement opportunities, and national scholarships, H₄ attendees are made aware of campus ambassadorial and leadership opportunities.

As with most universities, many of WKU's academic departments, colleges, the admissions office, study abroad office, and even the president's office have created student ambassador groups to assist with recruitment and event management. These student organizations perform an important role, providing valuable volunteer services and authentic peer-to-peer voices. This section will focus on several such organizations and their role in internationalizing the MHC: HonorsToppers, SAGL Representatives, Spirit Masters, and MHC Peer Mentors.⁸ In addition to the over fifty H₄ counselors discussed previously, other groups, particularly those listed above, have significant honors student participation and contribute to institutionalizing the honors model and internationalization in the MHC.

The primary *raison d'être* of the HonorsToppers is to provide personal and highly individualized tours to prospective families. Typically, two HonorsToppers are assigned to each visiting family. In addition, they staff recruitment tables at various on- and off-campus events and assist in a range of recruitment-related endeavors, ranging from phone calls to follow-up visit cards and school visits. HonorsToppers are chosen through an application and interview process, and selected students participate in a weekend-long training process, which includes practice on how to talk authentically about their honors experiences. As with H₄ counselors, applicants are evaluated on a range of diverse criteria, including major, year, type of high school, regional geography, and experience with national scholarships. Participation in education abroad is also an important variable. Typically, over eighty percent of the HonorsToppers have studied abroad at least once. Therefore, every recruitment encounter has a personal education abroad dimension. HonorsToppers get prospective students and their families excited about education abroad because they understand that an international educational experience is an important part of the MHC culture.

The Spirit Masters are the university-wide ambassadorial group that works directly for the president's office. Selection of these approximately thirty students involves a multi-part interview process. Successful applicants participate in a mandatory training program so they are prepared to work with the Governing Board and important university guests and support recruitment and other

campus outreach projects. They are, in part, selected for their leadership ability, passion for WKU, and ability to convey their WKU experience to others. During the past several years, the vast majority of Spirit Masters have been honors students with at least one education abroad experience.⁹ These students give talks in the community and at large-scale recruitment events, and they lead group recruitment tours on campus. When they discuss their undergraduate careers at WKU, their education abroad experience is nearly always part of the conversation. The students are passionate about conveying the value of education abroad and the reasons why students should participate. Additionally, their visibility gives the impression that every honors student participates in an education abroad experience, further reinforcing the importance of education abroad in MHC's culture.

The MHC's peer mentoring program also reinforces the importance of education abroad. The honors college created a peer mentoring program to assist our faculty and professional advisors. In addition to talking with students about classes, majors, and internships, the peer advisors discuss other opportunities, including education abroad. These conversations reinforce what students hear from faculty and professional advisors regarding not only the value of education abroad, but also how to fit international experiences into their four years at WKU. These peer-to-peer conversations are invaluable in emphasizing our message about education abroad opportunities, further enhancing the honors college's international culture.

CONCLUSION

The intentional, layered process of internationalization at WKU offers an important case study in how to internationalize the honors experience. It also provides valuable and replicable lessons on how honors can be an effective tool in efforts to internationalize the institution as a whole. While the majority of WKU's students face cultural and financial barriers to studying abroad, our internationalization efforts have created a strong system to support broader access to education abroad, ranging from institutional education abroad

scholarships, university scholarship policies that allow students to use academic scholarships for education abroad, and scholarship advising. Honors and OSD advising, honors recruitment, and honors peer mentoring programs frame education abroad as an integral honors experience and help students select programs that contribute to their academic and professional goals. Moreover, this approach encourages honors students to plan their education abroad and gives them the knowledge to pursue internal and external funding. Finally, the MHC encourages students to participate in various ambassadorial programs across campus and share their international experiences, thereby amplifying, reinforcing, and expanding the international culture of the MHC to the wider university. These efforts have resulted in an honors culture that emphasizes internationalization and participation in education abroad.

NOTES

¹WKU created an honors program in 1962, the Board of Regents voted to establish an honors college in 2008, and it was renamed the Dixie and Peter Mahurin Honors College in 2015. For ease of reading, Mahurin Honors College or MHC will be used throughout the chapter.

²For example, from 1950 to 2005, eleven students at WKU earned Fulbright grants. In the twelve years since, more than fifty WKU students or recent alumni have been recognized with awards.

³Here, recognition includes attaining honorable mention or alternate status.

⁴The Language Flagship, sponsored by the NSEP, periodically publicizes RFPs for specific languages of interest to the federal government. The Department of Education has annual competitions for UISFL grants, and more information can be found on its website.

⁵The Confucius Institute at WKU was recognized as Confucius Institute of the Year (2013 and 2015) and selected as one of ten Model Confucius Institutes in the world (2014). To learn more about

applying for Confucius Institutes, go to the HANBAN English-language website, <http://English.hanban.org/node_10971.htm>.

⁶This policy includes federal and state aid as well as most third-party scholarships.

⁷We recruit students with the following experiences: education abroad, undergraduate research, national scholarships, being an agent of positive change, engaged citizenship, giving back to the community, and campus leadership. Of course, this essay focuses primarily on education abroad.

⁸Selected annually, approximately thirty-five HonorsToppers provide personal VIP tours to prospective honors students and their families. Over fifty percent of the twenty Study Abroad & Global Learning Representatives are honors students, and fifteen students serve as honors peer mentors.

⁹It is not uncommon for ninety percent of Spirit Masters to be honors students.

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CHAPTER THREE

Honors Internationalization at Washington State University: A Comprehensive Experience

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INTRODUCTION

The interconnected nature of the world economy, including the need for international cooperation in science, politics, the environment, justice, and all aspects of social development, is the reality in which higher education—and not least educational programs catering to the best and brightest—find themselves. The impact of globalization on the United States continues undiminished, and accordingly, honors programs must equip their students with the critical skills and practical knowledge needed to succeed in this global environment to the benefit of themselves, their local and national communities, and the world at large. The fundamental

nexus driving the Washington State University (WSU) Honors College is the realization of the importance for honors undergraduates of global citizenship as they prepare to live in and engage with a complex, integrated world.

According to international education scholar Hans de Wit, higher education has always been “international”; for example, travelers throughout the Middle Ages sought “learning, friends and leisure” in university cities (5). After World War II, however, the passage of the Fulbright Act, designed to “[foster] bilateral relationships in which citizens and governments of other countries work with the U.S.,” marked the beginning of intentional internationalization on college campuses throughout the U.S., and WSU was a part of that trend (“History”). Before 1950, then Washington State College (WSC) offered a smattering of courses with international content. The first course, which was on international trade, appeared in the 1910 catalog, and a course on international law followed in 1911. After World War I, a few more courses with international content populated subsequent catalogs, but it was not until the availability of Fulbright awards in the 1950s that WSC became more institutionally attentive to its role in international education. Although the first international student advisor was named in 1954, a formalized Office of International Programs was not established to “administer and coordinate international programs undertaken by the university to strengthen its perspective and role in international affairs” until 1966 (*Washington State University Bulletin*).

The establishment of the honors program in 1960 was one of the first attempts at WSU to structure an internationally focused undergraduate experience. Originally headed by Dr. Vishnu N. Bhatia, who concurrently served as the Director of International Education until his retirement in 1993, the program had always perceived “internationalization” as a core mission. A new honors curriculum implemented in 2008, however, brought a renewed focus on integrating global perspectives and experiences. This chapter will provide an overview of the process of honors internationalization at WSU, focusing on early efforts that evolved into more comprehensive internationalization. By analyzing key components of

honors internationalization as they evolved over time at WSU, we will offer programming models that could be adapted at other honors programs and colleges. While we hope the curricular features and history discussed in the following pages will be inspirational, it is likely that some will be more feasible or relevant than others to any particular honors program or college.

INTERNATIONALIZING THE HONORS CURRICULUM

When the WSU Honors Program was established in 1960, its purpose, as outlined in its founding documents, was to promote genuine intellectual curiosity to “abide long after graduation . . . to prepare students to become active and thoughtful citizens capable of assuming leadership roles in their professions and communities.” The mission statement undoubtedly reflected most honors mission statements then and since. In 1961 the task of building the program was given to Dr. Vishnu N. Bhatia, a visionary scholar and international educator. An immigrant from India who had obtained his PhD in pharmacy in the U.S., Bhatia was very much a man with a worldly outlook. He was Director of the Honors Program until his retirement in 1993. In 1973 he also became Director of International Education and was thus excellently positioned to shape the honors program curriculum and strengthen the international dimension he had envisioned from the beginning.¹

The honors curriculum that was in place at WSU from 1960 to 2008 was essentially a classic honors curriculum. Students were required to complete at least forty honors credits, and the curriculum attempted to mandate a fairly strict sequence for fulfilling the requirements. In their first and second years, students enrolled in six credits of English language and literature, three or four credits of math, nine credits of social sciences, and eight credits of physical sciences. During their junior and senior years, students took eleven credits of core honors courses, consisting of six credits of upper-division Western and Eastern civilizations, a three-credit arts course, and a two-credit honors seminar on a variety of specialized topics. Students also completed three credits of independent study, often in the form of individual contract-based summer reading

where a student would team up with a professor and read a selection of books, culminating in a paper or oral examination.

The original honors curriculum's notable international component was a foreign language option. Instead of completing three social science courses (a total of nine credits), the foreign language option required only two such courses (six credits), however, with the added requirement of the completion of four semesters of a single foreign language. Barring recognition of the value of speaking a foreign language and its fundamental importance as a gateway to understanding the nature of our interconnected world, let alone the multifaceted skills it affords as we negotiate it—that might seem a bad deal for the uninformed. Four semesters of a foreign language, including the clearly hard labor needed to master it in any practical sense, will typically involve twelve-to-thirteen credits. As with all requirements, however, substitutions and transfer courses were possible, including courses from study abroad experiences. Hence, as always, students may hit several flies with one swat, and the actual completion of the requirements could take a variety of paths and most likely be smoother than they may have seemed.

Although the original curriculum had only a single international element, Bhatia significantly enhanced the honors commitment to internationalization when he created the “Honors Program Certificate of Completion with International Emphasis.” Students could obtain the certificate by either completing the equivalent of five semesters of a foreign language or by study abroad in an approved program, regardless of the length of the overseas program. Obviously, more students would qualify by the latter than by the former. Bhatia's new honors certificate option highlighted the importance of international study, and many students went on to earn the honors certificate with international emphasis.

Another element of Bhatia's efforts to internationalize the honors program was his focus on developing international partnerships that would benefit WSU students. Bhatia had a clear vision for the development of overseas partners for WSU. He wanted to avoid WSU becoming the umpteenth partner university of notable institutions in Germany or England, for example; thus he instead

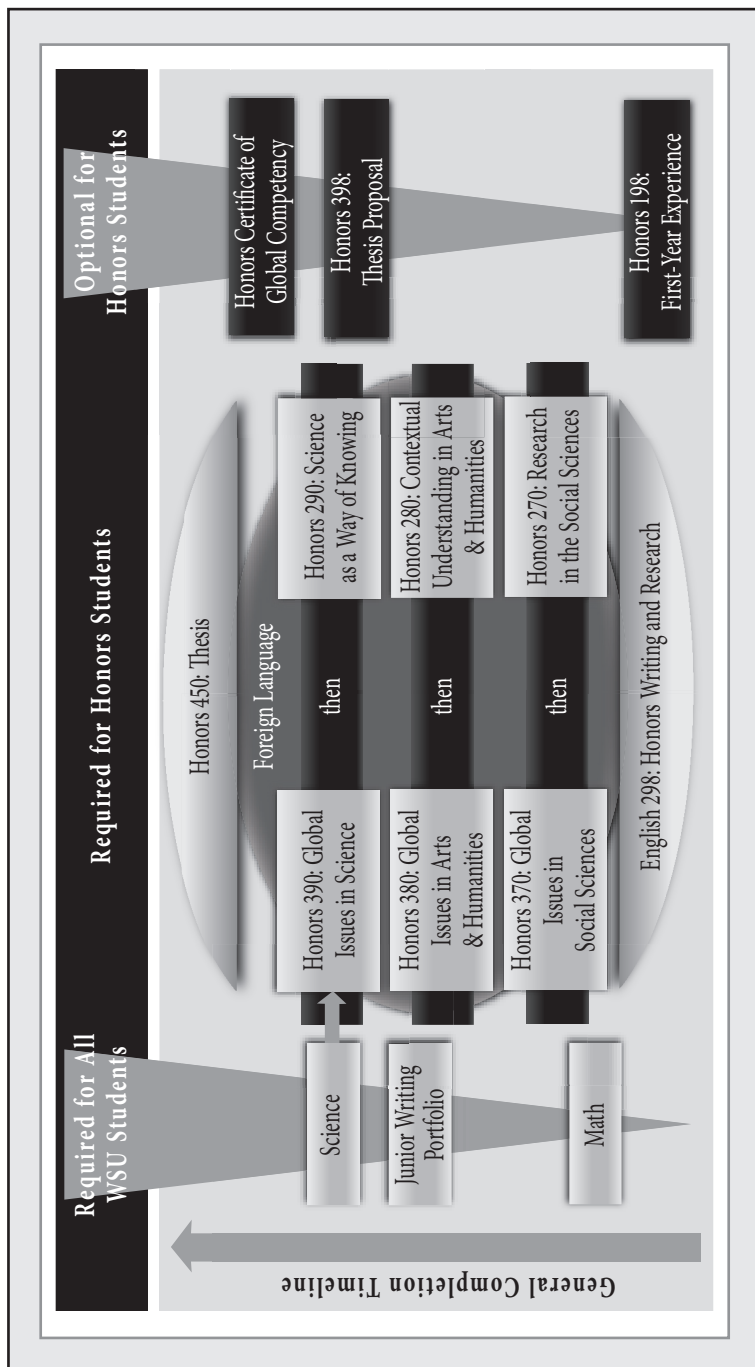
pursued partnerships in which WSU would gain a more prominent position. Hence, he developed enduring relationships leading to exchange and other study abroad opportunities in Denmark with the University of Copenhagen; Aarhus University; Copenhagen Business Academy; and D.I.S., Denmark's International Study program, which is a high-quality provider program. Bhatia's affinity for Denmark resulted in more than a thousand students studying abroad there during his tenure. He also initiated exchanges with Aberystwyth University and Swansea University in Wales.

The elements of internationalization described above were embedded in a traditional curriculum that catered to a more neatly categorized worldview with its more pronounced foundation in English language and literature, its clearly demarcated social science courses identified in separate fields of study, its rather categorical division into Western and Eastern civilizations, and its emphasis on the more classical notion of mentorship-education in small seminars on specialized topics and independent study.² In contrast, the new honors curriculum introduced in 2008 contextualized science, arts and humanities, and the social sciences within a global framework that enabled honors students to integrate classroom exposure to the critical issues affecting the world today with international experiential learning and self-reflection.³

The revised WSU honors curriculum (see Figure 1) was introduced in the same year that the honors program became the honors college.⁴ It has as its core eighteen credits of required honors courses prefixed in the honors college. The required honors courses (see left-hand side and bottom of Figure 1) build upon the original curriculum's traditional foundational requirements in mathematics, science, and a research-based English composition class. Optional honors course offerings (see right-hand side of Figure 1) include a one-credit first-year experience and a one-credit thesis proposal course.

The core of the new honors curriculum is illustrated in the center of Figure 1. All honors core courses emphasize global perspectives. The six required three-credit honors core courses are structured in three strands: Social Sciences (Honors 270 and 370),

FIGURE 1. WSU HONORS CURRICULUM, 2008–PRESENT



Arts and Humanities (Honors 280 and 380), and Science as a Way of Knowing (Honors 290 and 390). The 200-level courses may be completed in any order, but a 200-level course must be completed before taking the comparable 300-level course. Significantly, the core courses are not identified according to academic field (e.g., history, sociology, psychology), which occasionally causes some need for documentation for students pursuing graduate schools or for those who wish to use the honors course to cover a major requirement. Ideally, however, the course sequences provide coherent knowledge and understanding within each strand's area, culminating in examination of global dimensions of science, social science, and the arts and humanities.

The following brief content descriptions provide two examples of core course sequences, highlighting the ways that global perspectives are integrated into each sequence. The relatedness of sequential course topics in effect creates an interdisciplinary environment that allows students to acquire in-depth knowledge as they negotiate topics in sequential semesters. Obviously, scheduling issues often keep students from pursuing directly related topics in 200- and 300-level courses, or students may prefer to explore seemingly unrelated topics, yet the emphasis on global perspectives for all core honors courses, in particular those at the 300-level, ensures coherence within the internationalized curriculum.

For example, the social science strand includes Honors 270 and Honors 370. In an Honors 270 course such as U.S. Cultural Diplomacy in the 20th Century, students investigate how the United States interacts with other nations by examining both informal foreign relations and cultural diplomacy. A student who wishes to delve deeper into these issues in a practical, hands-on manner may sign up for the Honors 370 Model United Nations course, which involves traveling to the national Model United Nations conference in New York City to engage with international diplomats.

In the science strand, Honors 290, Dimensions of Environmental Change, is organized around the WSU Center for Environmental Research, Education and Outreach (CEREO) seminar series and explores a broad range of environmental issues and research currently underway to address these problems. A complementary

Honors 390 Global Issues in Science course argues that understanding the interdisciplinary nature of science is of paramount importance as students investigate the history of scientific inventions. When taken together, this Honors 290-390 sequence provides students with a scientific consciousness of global environments and, importantly, with a scientific understanding of environmental dynamics.

Students can also complete honors core requirements by studying abroad or enrolling in classes that include short-term, faculty-led study abroad experiences. For example, Honors 390, Interdisciplinary Iceland, has been taught in the fall semesters and offered as a summer study program in Norway and Iceland. This course explores the literature and culture of Iceland since its founding in the ninth century, drawing connections to Iceland's contemporary advancement of genetic testing and the possible cultural values associated with the Vikings to the nation's nearly catastrophic financial bankruptcy following the economic collapse of 2008. It functions as an interdisciplinary course at several levels by drawing connections from an overarching cultural perspective between seemingly separate events (Andersen and Thorgaard).

Another requirement that highlights the global orientation of the honors college curriculum is a foreign language competency requirement. The required level of competency is generally equivalent to that acquired through four years of high school classwork or four semesters of college coursework. The revised honors curriculum views proficiency in a foreign language as fundamental to providing students with an international dimension to their honors education and enhancing their post-graduate options. The WSU Honors College website cites an article from the *Financial Times of London*, which reported that companies "hire more multilingual employees, because these employees can communicate better, have better intercultural sensitivity, are better at cooperating, negotiating, compromising. But they can also think more efficiently" ("Building Language Skills"). Honors students have several pathways to complete the foreign language requirement. They can complete a minor in a foreign language or foreign language coursework through the 204-level course. Another option is that students

can pass a standardized assessment test, the STAMP test <<https://avantassessment.com/stamp4s>>, at the “intermediate low” level for most common foreign languages offered by the test and the “novice high” level for Chinese and Japanese. STAMP tests students’ competencies in four areas: Reading, Writing, Listening, and Speaking; honors students must pass three of the four and can retake the test to pass those areas failed previously. The foreign language requirement can be a significant challenge for the student who comes to honors relatively unprepared in foreign language. It has, however, caused surprisingly little commotion: most students manage one of these two pathways with few conflicts to their schedules of studies. Many freshmen take and pass the STAMP test during summer orientation before their first semester at WSU.

The WSU Honors College’s capstone requirement, the honors thesis, is completed by students on a breadth of topics spanning the university’s fields of study. Students are not required to engage with international issues in their theses, but they often choose to do so. For example, a student majoring in communication compared the issue of partisanship in media outlets in her thesis, “Objectivity in French and American Journalism.” Another student used a study abroad experience in London to research her thesis, “London’s Graffiti Scene.” Other recent honors theses with an international element include “Environmental Ethics in Costa Rica,” “Resistance through Religion: Liberation Theology in Central America,” and “FGM/C in Senegal: Intervention Approaches and Recent Findings,” which was completed by a student who did field work in Senegal and interned with an international organization working to end female genital mutilation/cutting. Although most international theses are in humanities and social science fields, honors students majoring in animal science have also explored international topics, such as “People or Wildlife? Conflict and Conservation in Madagascar: The World’s ‘Hottest’ Biodiversity Hotspot” and “Canada Lynx Conservation in North America.”

Students who are interested in a greater international emphasis in their honors curriculum have the option to earn the Honors College Certificate of Global Competencies. The certificate requires fifteen credits and includes the following four elements:

1. Advanced foreign language coursework (the STAMP test will not suffice);
2. Study abroad experience;
3. Public presentation on an international topic reflecting their international study-travel experience; and
4. Substantial international dimension in the honors thesis.

The certificate was created with flexibility in mind in order to accommodate student interests in particular aspects of global issues, and therefore, the fifteen required credits may be achieved in different ways. Students must complete three-to-seven credits at the 204-level or higher of a foreign language at WSU or at an approved program abroad. The study abroad experience must entail a minimum of six credits transferred from an approved study abroad program. A short-term, faculty-led program during summer will typically carry three credits; thus two such experiences would be needed to fulfill the study abroad requirement. Finally, the required public presentation should be based upon a course completed abroad although exceptions may be made depending upon the student's interest in a particular topic.

As evidenced by the measures of internationalization of the WSU Honors College curriculum discussed above, it is virtually impossible for a WSU honors student not to engage the world community by acquiring both intellectually critical and practical skill sets. In doing so, students benefit from the historical mission of the honors college and by extension WSU's Land Grant Mission.

THE HONORS CURRICULUM AND EDUCATION ABROAD

Honors at WSU has a compelling history of encouraging its students to study abroad and approving courses taken abroad to fulfill honors requirements. The honors curriculum allows students to substitute two of the three 300-level requirements (six credits) with credits earned abroad. A wide spectrum of exchange partners, provider programs, and faculty-led programs both managed and developed by the Office of International Programs in cooperation

with WSU's academic departments, gives honors students over five hundred different international education opportunities for enriching their academic and personal horizons while boosting their CVs with evidence of international competency. Because the honors college is fully aware that some education abroad opportunities may be more expensive than the cost of attendance for a semester at WSU, it offers scholarships for honors students. During the 2018–2019 fiscal year, for example, the Honors College provided \$84,610 in donor-supported scholarships to 120 students who applied for assistance for study abroad and experiential learning, the study abroad students by far constituting the bulk of the recipients.

Continuing Bhatia's legacy, the honors college took a leadership role at WSU in developing in-house programs led by honors college professors to Brazil, Chile, England, Guatemala, Holland, Ireland, Italy, Portugal, Scandinavia, and Spain. These faculty-led programs vary from two weeks to four weeks and are typically offered as summer experiences involving pre-departure meetings during the preceding spring semester. At these sessions faculty are able to familiarize students with materials for the course and to generate esprit de corps. Following the experience, students complete travel journals and research papers to earn academic credit.

The re-structuring of the honors curriculum has enabled more honors students to integrate a learning abroad experience into their undergraduate career. Students are able to meet their student learning outcomes (SLOs) both in their global issues courses at home or abroad. For example, cultural competency and integration of knowledge, two of WSU Honors College's seven SLOs, can be achieved by studying "the Troubles" in Ireland or in a more traditional honors classroom. Because of the variety of factors that influence a student's decision to study abroad, which are both internal and external to the honors college, we cannot attribute the increase in study abroad participation by honors students solely to the curriculum change. There has been, however, a 368% increase in the number of honors students studying abroad in the decade since the new curriculum was introduced in 2008. By comparison, the increase in study abroad participation by non-honors WSU students for that same decade

was only 30%. Table 1 provides a snapshot of honors study abroad participation growth from AY 2016 to AY 2017. It also identifies the disciplines of students who studied abroad in AY 2017 and their study abroad program types.

One hundred three honors students studied abroad in AY 2017, comprising 14% of all WSU students who studied abroad. This number is impressive because honors students made up only 3% of undergraduate students that year. This represented a substantial increase of 17% over AY 2016. Also worth noting is that over a third of honors students who studied abroad in AY 2017 were from STEM fields, compared to 26% of STEM students nationally (“Open Doors”). Although many STEM students participate in the honors college at WSU, their significant presence in study abroad programs is likely attributable to the college’s integrated emphasis on global learning and cultural and language competency. While many students across the country are choosing to participate in short-term programs, the national figure for participating in semester-long programs is approximately 30% (“Open Doors”). In contrast, 44% of WSU honors students enroll in semester-long programs.

GLOBALLY FOCUSED CURRICULAR PROGRAMS

WSU honors students are actively engaged in all three globally focused curricular programs available to them: the Global Leadership Certificate, Global Studies Minor, and the honors college’s own Certificate of Global Competencies. From 2012 to 2017, 461 students graduated from the honors college, and 37% of honors graduates completed at least one of these globally focused curricular programs. Sixteen students earned the Certificate of Global Competencies (available only to honors students); 52 earned the Global Leadership Certificate; and 101 students completed the Global Studies Minor. Since its inception in 2012, 93 WSU undergraduates have completed the Global Leadership Certificate; that 56% of the students earning the Global Leadership Certificate have been honors students is noteworthy.

Approximately 10% of the students who participated in the 2017 Global Case Competition were honors students, and an honors

TABLE 1. WSU HONORS STUDY ABROAD, AY 2016 AND AY 2017

Colleges	Honors Students Studying Abroad, 2017	Honors Study Abroad Per AY/Term		Honors Participation by Program Type	
		Term	2016	2017	Faculty-Led
College of Agricultural, Human, and Natural Resource Sciences	8		8	13	35
College of Arts and Sciences	44	Fall			
Carson College of Business	15	Spring	18	32	8
Murrow College of Communication	2	Summer	62	58	6
College of Education	2	Calendar Year	0	0	0
Eelson S. Floyd College of Medicine	1	Academic Year	0	0	Total
College of Nursing	5		Total	88	103
Voiland College of Engineering and Architecture	15				
College of Veterinary Medicine	11				
Total Honors	103				
Total WSU	736				
Honors % of Total	14				

Note: Only international for-credit experiences are included.

student was on the first-place team. The Global Case Competition is a co-curricular opportunity available to students across the WSU multi-campus system. Global Case places students on teams of four-to-six students from WSU campuses and colleges that are different from their own. Teams are given two weeks to write a two-page proposal outlining solutions to a complex global issue, and finalists present their solutions in a public forum. The first-place team travels to the location of the case, giving students the opportunity to assess their solutions in a real-world setting. The case topic in 2017 was researching viable solutions to digital inequality in Tanzania.

The integration and application of global learning throughout the honors curriculum and participation in additional scholarly opportunities have not only created global citizens, they have also produced students who have the confidence, intercultural competence and communication skills, self-awareness, and adaptability to lead and excel in our interconnected world. The intentional focus on a globalized education has enhanced and enriched the experience of WSU Honors College students.

CONCLUSION

This chapter has been our attempt to produce a comprehensive discussion of the history of the Honors College at Washington State University, from its beginning as a minor program whose key administrator from the outset was dedicated to infusing global perspectives across the curriculum to its blossoming as an academic unit implementing an ambitious new curriculum that features an international emphasis in its course requirements, specifically a foreign language requirement, and offers a Certificate of Global Competencies. It is undeniable that educated, cognizant human beings are proficient navigating international cultural environments and that they have, in particular, attained those qualities as a product of the educational system. The WSU Honors College has been structured with that goal in mind since its inception in 1960. The two curricula described in this chapter each have their strengths and weaknesses, which perhaps calls to attention that what ultimately drives the success of an educational vision rests no less with

the structure of requirements than with the fundamental components of any curriculum: the individual course, its instructor, its students, and the culture they together develop during the course of a semester. Graduating students with the knowledge, skills, and critical perspectives to contribute to the ever-globalized professional, political, and technical arenas, however, must be a core principle of both the curriculum and the individual course. Despite the complexities of assessing the effects of internationalization, the WSU Honors College is confident that the 2008 curriculum revision provides students with comprehensive exposure to global perspectives through coursework, research, and study abroad opportunities.

Recipes for success are precisely that: recipes on paper, on computer screens, and on web pages—as is the case with mission statements—must not fall prey to becoming degrees of rhetoric as the pressures of modern undergraduate education, both from within and from outside institutions, take their tolls. A curriculum will only achieve its lofty visions if the culture that permeates the program behind the scenes, with the support of the university, translates into every fundamental unit, especially the courses that give faculty the freedom to think, the incentives to explore, and the nurture to fail. And if that can be achieved, in such an environment, honors students will benefit greatly.

NOTES

¹Bhatia was also instrumental in the creation of the National Collegiate Honors Council, and he became president of the organization in 1968 (“NCHC Officers”).

²On a side note: Frank Potter, a WSU philosophy professor who was instrumental in the founding of the Philosophy Department in 1949, mentored students in his and his wife Irene’s beautiful 1940s craftsman campus home, which they donated to the honors program. Potter also achieved the truly extraordinary accomplishment of having ten of his students win Rhodes Scholarships. For years the Potter House was the popular venue for honors students for evening seminars and other functions. It was the place for stimulating

fireside conversations about ideas over a cup of tea. A few years after Bhatia's retirement, the Potter House reverted to the university and was eventually sold.

³The original curriculum was comfortable in its division into Western and Eastern cultures. Under the auspices of these two sweeping categories, a wide spectrum of course material was effectively covered through the years by faculty from different disciplines. Not having the current curriculum identify any particular cultural areas as a mandatory part of honors education may prove a fascinating topic for future monographs and curricular discussions.

⁴The current dean of the WSU Honors College, Dr. M. Grant Norton, a professor in the School of Mechanical and Materials Engineering, is a British native educated at Imperial College, London. Norton inherited the current curriculum and has fully embraced the college's traditional international emphasis.

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CHAPTER FOUR

Intercultural Conversations: Honors-Led Partnerships to Engage International Students on Campus

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At a time when many universities are interested both in enrollment growth and the prestige of academic selectivity, international student recruitment and honors education emerge as popular strategic initiatives on college campuses. An influx of international students can enhance campus culture, fill enrollment gaps, and increase tuition revenue. Meanwhile, a selective undergraduate honors community serves as an exemplar of scholarship and distinction, which may attract academically talented students to the institution. On the surface, these trends appear unrelated. Lee notes, however, that international students are often motivated by institutional prestige and reputation when deciding to study in the United States (317), which suggests the seemingly parallel conversations on international student recruitment and honors education

may intersect after all. This chapter details potential points of intersection to demonstrate ways in which honors programs and colleges can engage international students at home in sustainable and culturally sensitive ways. In the second half of the chapter, I highlight Saint Louis University's (SLU) International Partnership Program, which emphasizes sustained conversations between honors and international students as part of a credit-bearing opportunity within the SLU Honors Program. I situate the program in the context of other honors internationalization efforts, discuss the challenges and opportunities this program presents, and provide data from inchoate efforts to assess the program's effects on students' intercultural competence and sense of global citizenship.

INTERNATIONAL STUDENTS AND U.S. HIGHER EDUCATION

International students represent an increasingly larger share of enrollments at U.S. higher education institutions. The Institute of International Education reports there are 1,078,822 international students in the United States, primarily from China, India, Saudi Arabia, South Korea, and other areas of the Global South ("Open Doors Data"). This number has grown nearly eighty-five percent in the last decade, reinforcing the importance of international students on U.S. college campuses. Institutions around the country—from large research institutions to small, private, liberal arts universities—have capitalized on this trend by emphasizing international students in their enrollment management plans.

The financial implications of these student movements are significant. The Institute of International Education estimates that international students contributed \$36.9 billion to the United States economy in the 2016–2017 academic year ("Open Doors Data"). Meanwhile, NAFSA: The Association of International Educators reports that international students support (directly or indirectly) over 450,000 jobs in the United States ("NAFSA International Student Economic Value Tool"). In the state of Missouri alone, where my institution resides, nearly 23,000 international students contributed \$706 million to the statewide economy and supported over eight thousand jobs. These figures are impressive, and they drive

administrators at institutions of all kinds to invest heavily in international recruitment on their campuses.

When taken at face value, this financial strategy seems shrewd. As Altbach and Knight observe, institutions often turn to international students in their enrollment management efforts for the financial benefits they confer (292). Their contribution to the bottom line is difficult to overstate, especially at a time when state appropriations have declined and tuition discounting has become more and more common to attract domestic students (Ehrenberg 194–95). Jaschik reports that a large percentage of international students are considered “full pay,” meaning they finance the full cost of their attendance because they do not qualify for federal, state, or institutional aid. Even at institutions that have adopted merit-based aid mechanisms for international students, they often pay higher tuition and fees than their American counterparts. Stephens underscores this trend, reporting that international student recruitment has effectively kept some institutions “in the black” (Stephens).

Despite these encouraging trends, the argument in favor of international student recruitment is not ironclad. Indeed, much of the research on the benefits of international enrollment is found in periodicals that employ anecdotal examples of how international recruitment works at individual institutions (Fischer; Lewin). Cantwell breaks from this pattern in his study on international student enrollment and challenges the conventional wisdom on this topic. He examines data over a ten-year span at nearly five hundred research/doctoral and bachelor’s/master’s institutions around the country to determine whether institutions ultimately benefited from recruitment of international students. His conclusions suggest that research/doctoral institutions often realize higher net tuition revenues than their bachelor’s/master’s counterparts with respect to international students, but he notes that most institutions lack the “visibility, prestige, or programmatic offerings to attract large numbers of students from abroad” (Cantwell 522). Some, he argues, may incur net tuition revenue losses because of the costs associated with recruiting and retaining this cohort of students.

If Cantwell’s conclusions are accurate, what accounts for the rise in international student recruitment on U.S. college campuses

over the last half century? The answer stems, in part, from the efforts of a core group of stakeholders who value international student exchange beyond its financial implications. Smithee offers a helpful catalogue of these stakeholders to illustrate how they influence internationalization on college campuses. The United States government has historically played a critical role in this process. Policymakers control visa regulations and, in some cases, spearhead initiatives, such as International Education Week, that support efforts by higher education institutions to internationalize their campuses. This government intervention dates back several decades. President Lyndon Johnson's "Great Society" legislation included a bill designed to accompany the Higher Education Act that would have strengthened international ties in higher education. Although the International Education Act of 1966 was derailed by the Vietnam War, this stalled effort demonstrates the extent to which the government may support campus internationalization efforts for strategic purposes. Indeed, during the Cold War and post-9/11, many government-sponsored initiatives have promoted U.S. values and shored up U.S. "soft power" through educational programs, including the Fulbright U.S. Student Program, the Boren Fellowship, and the Critical Language Scholarship.

Other, more pragmatic reasons inform institutional support for internationalization efforts. Zumeta et al., for example, contend that students must possess intercultural competency skills to survive in the modern workforce. In response, many universities have undertaken massive efforts to internationalize their campuses as part of what Hudzik calls "comprehensive internationalization." Hudzik defines comprehensive internationalization as a phenomenon that includes not only international student recruitment but also "internationalizing" the curricula in academic programs to emphasize global themes, increasing international partnerships for research, encouraging more study abroad opportunities among students, and generally strengthening the global awareness of all university stakeholders.

Hudzik's framework relies on a network of campus services that support international students throughout their lives from

recruitment and their time on campus to after graduation. To achieve comprehensive internationalization and properly support international students, institutions must have a fully functioning international services office that can orient students to campus culture as well as to the U.S. more broadly. They must have physical space to accommodate new students, potentially in the form of dedicated residence halls and lounge spaces for international groups. They must also have faculty and staff members who are properly trained to instruct these new learners on campus. Support staff should include English as a Second Language (ESL) tutors, counselors with cultural competency and language skills, Designated School Officials (DSOs) and Responsible Officers (ROs) who understand visa regulations, and often an overarching chief international officer who can direct these internationalization efforts. Comprehensive internationalization also requires a consideration of how tuition revenues from international students will be allocated. What share of this money goes toward these support services? If international students are simply revenue drivers for other campus initiatives, the campus may not be able to support these students over the long term, which ultimately undermines enrollment growth and fiscal solvency.

These initiatives require investments in many areas, including faculty development, student and academic support services, and diversity training. Thus many scholars (Brennan and Dellow; Dewey and Duff) urge administrators to tread carefully in comprehensive internationalization waters. Absent faculty buy-in, campus infrastructure, and overall administrative leadership, perhaps in the form of a designated chief international officer, institutions may struggle to support their international populations. Of course, none of these initiatives come without a cost, and many of them carry considerable financial commitments. By taking these costs into account, one can understand Cantwell's conclusions regarding the financial risks of campus internationalization efforts.

Nevertheless, the general consensus seems to be that the recruitment and retention of international students are good things, and this process is where one may begin to make the connection to

honors education. Nightingale contends that intercultural awareness is critical to the development of responsible citizens in a globalized society. Both Andrews and Wolfensberger cite university honors programs and colleges as particularly fruitful venues in which to inculcate these cosmopolitan values because of their commitment to humanistic education. As Andrews writes, the brand of “enlightened thinking about the human condition” practiced in an honors context “feeds everything from the spread of recycling and organic farming to the celebration of diverse cultures and new forms of architecture and water wells for the poor” (7). One may conclude, based on these paeans to humanistic education, that internationalization of honors programs and colleges is a worthy goal.

COMPREHENSIVE INTERNATIONALIZATION THROUGH HONORS

Wolfensberger observes that honors programs and colleges have always served as laboratories for new kinds of learning, but that they must “invest in new, forward-thinking learning environments and teaching strategies” that account for a new generation of learners (281). Honors educators have succeeded in recent years in bolstering their study abroad options to promote global citizenship (Ransdell and Cobane). The NCHC’s previous monograph on international honors education, *Preparing Tomorrow’s Global Leaders: Honors International Education*, rightly celebrated the honors community’s success in short-term study abroad ventures, but the same spirit of innovation and cultural curiosity can drive honors internationalization initiatives on campus. There are many strategies a program or college might pursue to support an institution’s comprehensive internationalization efforts. In the sections that follow, I discuss a few of the ways honors programs have addressed this important challenge of “at home” internationalization by capitalizing on international student enrollment in the U.S.

Perhaps the most direct means of internationalizing an honors college or program is to admit international students. Such was the strategy of the Columbia College Honors Program under the guidance of Dr. John Zubizarreta. In an interview on Columbia’s internationalization efforts, Zubizarreta shared with me how

his program recruited several cohorts of students from Vietnam in recent years. These students were introduced to the institution by way of a former international student recruiter who was the spouse of someone in the upper administration. Thanks to this fortuitous connection and the administrative support to pursue an international recruitment strategy, the program enrolled sixteen Vietnamese students from 2014–2018.

Zubizarreta believes these students contributed in important ways to the intellectual community within the program. As an example, Zubizarreta cites his experience teaching a unit on heroes and mythology in an honors English class and describes how students from Asia offered cultural narratives that challenged traditional Western models. Students' willingness to share their diverse perspectives and life experiences enriched the discussion and opened American students' minds to alternative viewpoints. According to Zubizarreta, faculty and student affairs professionals also valued the international students' contributions to student life. Some international students even took on leadership roles, such as residence hall advisors, thereby extending their learning as well as the exposure for American students to international students beyond the classroom.

Although the Columbia College Honors Program did not undertake any systematic assessment of the Vietnamese students' experiences, Zubizarreta's close reading of the senior exit survey and his informal communication with graduates suggest the honors program had a salutary effect on them. Students reported satisfaction with the interdisciplinary nature of the program, the opportunities to publish or present their work at various honors conferences, and the structures to promote close-knit communities among fellow intellectually curious students. Based on Zubizarreta's review of the surveys, the Vietnamese cohort of students perceived the honors program as a central feature of their undergraduate education, and they appeared thankful for the distinctive intellectual and social opportunities afforded to them as honors students.

Zubizarreta concedes there were concomitant challenges to face when internationalizing an honors program in this fashion. Like many other honors communities, the Columbia College

Honors Program promotes critical reflection, integrative writing, and collaborative research activity. Anecdotally, Zubizarreta notes, these kinds of activities and projects challenged international students who were not accustomed to this approach to teaching and learning. Additionally, Zubizarreta shared that some of the best international students in the program had to overcome a culturally ingrained view that students should not express their own opinions or challenge their instructors' perspectives in class. Overall, while they eventually learned to navigate the requirements of the Columbia College Honors Program with aplomb, these students were initially uncomfortable in a liberal arts milieu. Another major challenge emerged just a few years after the initial wave of Vietnamese students joined the honors program. Despite the gains realized by the students and the intellectual vitality they brought to the program, international student enrollment stalled when the institution's financial fortunes waned. As a result, the program lost financial support to actively recruit new students from abroad. This problem frustrated the program's efforts to create a global cohort of honors learners. The last wave of Vietnamese students recently graduated from the program, and no new international cohorts are expected to follow.

Zubizarreta's example of international student recruitment brings to mind a few of the challenges associated with international student recruitment in honors. To begin with, the students' academic experiences demonstrate how campus or programmatic internationalization must be pursued in a thoughtful and culturally sensitive way. Honors education emphasizes "new subjects, approaches, and pedagogies" and "active . . . participatory education" ("Basic Characteristics"). Honors students are challenged to inculcate a critical, yet healthy skepticism in pursuit of "enduring questions" (National Collegiate Honors Council Board of Directors). At the same time, they are expected to take an active role in directing their learning and to engage in "creative scholarship" built upon their distinctive interests (National Collegiate Honors Council Board of Directors). On the surface, these qualities should speak to any intellectually curious and academically driven student

regardless of national origin. This idealism and attention to individual growth notwithstanding, many honors programs are crafted in a classical mold and driven by the study of great books. An implicit message exists among these curricula that intellectual inquiry in the Western tradition constitutes a good life, but an undue emphasis on this perspective may exclude international students from the intellectual community of honors education. In addition, an emphasis on active, participatory learning can be unfamiliar and uncomfortable for students accustomed to traditional pedagogy. Fortunately, at Columbia College, honors program leaders recognized how international perspectives could enrich the curriculum even if they meant departing from traditional models or topics such as heroes and myths.

Setting aside the pedagogical divide that exists for many international learners in the United States (Blanco), there are also financial pitfalls that might derail what is an otherwise laudable mission. Brennan and Dellow as well as Forbes-Mewett and Nyland note, for example, that increased revenues generated by international enrollments do not always yield equitable gains for all university stakeholders. When units most responsible for attracting and educating international students do not share in the bounty of increased tuition revenues, they may struggle to meet the considerable needs of this population. If honors programs are to join the march toward comprehensive internationalization, university administrators must consider how they will be supported in this mission.

This concern echoes some of the major reservations that exist in the literature on honors program growth and administration more broadly. Many leaders in the field of honors education have doubts about program growth. In particular, Sederberg and Goodstein worry that expansion may hasten a decline in the academic quality of the program. In the University of South Carolina Honors Program, for example, significant enrollment expansion in the 1990s led to increased demands on faculty resources and a dearth of available courses for students. Sederberg laments these negative trends and ultimately concludes that if an honors program “grows beyond its capacity to provide for [its] core mission, then it . . . will fail” (26).

Goodstein shares this concern, noting that faculty at her flagship New England university, when faced with the prospect of program growth, worried about the quality of instruction in larger courses and their ability to supervise honors theses properly. Quality of instruction and research are among the National Collegiate Honors Council's "Basic Characteristics of a Fully Developed Honors Program" ("Basic Characteristics"). To sacrifice these qualities for increased enrollment is to diminish the very nature of honors education.

Sederberg and Goodstein articulated their arguments in the context of domestic student enrollment, and each had relatively positive stories to tell about their programs' responses to program growth. Their basic objections, however, are instructive for the debate regarding international student enrollment. In regard to the additional resources needed to serve international students as part of a comprehensive internationalization plan, these students may need specialized advising from staff or faculty who possess intercultural competence or foreign language skills, especially given the vastly different pedagogical environment international students often face in honors classrooms. Staff and faculty members may even need some training in ESL teaching techniques, and they may require baseline knowledge in student visa regulations to guide students properly in their academic plans. Honors programs may also need to host specialized orientation programs, offer additional mentoring/tutoring sessions for specific classes, and develop special, internationally friendly spaces to help students assimilate to the culture of the honors program.

THE INTERNATIONAL PARTNERSHIP PROGRAM AT SAINT LOUIS UNIVERSITY

Not all honors programs can commit to a strategy of direct international student recruitment, whether due to lack of resources or institutional support. Nevertheless, they can contribute to the goal of "at home" internationalization in different ways. At Saint Louis University (SLU), the honors program features an initiative that borrows from these strategies. The International Partnership Program (IPP) places honors students in sustained conversation

with international students on campus as part of an experiential learning component of the curriculum. Students organize their meetings outside of a formal class, often frequenting events on campus and around the St. Louis community. Below is an extended discussion of the IPP: its structure and history on campus, the challenges and opportunities such a program presents, and the honors program's early attempts to assess its impact on students. (A copy of program guidelines is available in Appendix 1.)

Program History

Like many institutions around the country, SLU has had a concerted international recruitment effort for many years. Also like many institutions, the campus culture surrounding international students has evolved over time. In the fall of 2010, one of SLU's ESL instructors observed that her students were not engaged in campus and community life in ways that would enhance their speaking skills. She knew, based on her time as a scholar in Germany, that classroom instruction alone could not produce the kind of engagement and excitement she was looking for, so she created a "friendship program" that would expose international students to fun activities in and around the SLU community. The program was entirely voluntary and enjoyed modest success. American students volunteered to hold regular, but infrequent, meetings with international students.

During the fledging stages of the "friendship program," a senior honors student similarly sought opportunities to engage with international students at SLU. For her senior capstone project for the honors program, she developed the architecture for a program that could bridge the cultural divide. Much like the "friendship program," the International Partnership Program (IPP), as it came to be known, sought to place interested American students in sustained conversations with their international peers. A strategic partnership with the ESL program was the linchpin for both sides in developing accountability mechanisms for students. The honors program could supply eager students who were interested in cultural exchange and service to the SLU community, and the ESL program could offer a

collection of English language learners who could share their global perspectives and who would benefit from language practice with American students.

In its early stages, IPP oscillated between sponsoring specific events for partners, including service trips and community outings, and giving the partners free rein to plan their own activities. The IPP also alternated between prescribing certain topics for discussion, such as family dynamics and American culture, and encouraging students to converse freely. (Some of these decisions are discussed later in the challenges and opportunities section.) In 2015, SLU partnered with INTO University Partnerships, a private company that works with higher education institutions to achieve diverse and integrated international student communities on campus. The honors program now collaborates with the newly formed joint venture, INTO Saint Louis University (INTO SLU), to offer the IPP. As before, the honors program recruits interested students to serve as language partners, and the INTO SLU program identifies international partners at various stages in their language instruction at SLU. Importantly, the INTO SLU program provides the necessary supports for international students that fall outside the honors program's expertise, including visa guidance, space on campus for programmed events, and native speakers to troubleshoot issues. The IPP enrolls roughly forty students per semester.

Program Structure

From its origins as a voluntary friendship program, the IPP became a credit-bearing experience that counts toward fulfillment of honors program requirements. The course (HR4850) is part of a slate of required experiential credit opportunities, such as research and internship credit or study abroad, that encourage students to learn outside the classroom. The purpose of these required credits is to compel students to place extracurricular experiences in the context of their chosen major, their vocation, or their own cultural understanding.

Students can participate in the IPP at any point after their first semester at SLU. They are matched with an international student as

a language partner based on a variety of factors including age, year in school, major, and gender. Each semester, the honors program develops a schedule divided into five calendar sessions of roughly three-to-four weeks each. Students must meet at least once during each session, with each meeting lasting at least two hours. In total, students meet for roughly ten hours over the course of all five calendar sessions.

During each session, the honors program, in collaboration with the INTO SLU program, features one “sponsored event” to give partners a pre-set opportunity to meet. In some cases, this event, such as a kick-off event with food and icebreaker activities, will be tailored exclusively for participants. In others, the honors program partners with SLU’s International Services office to encourage attendance at events intended for the broader SLU community. Examples include a “Taste of . . .” series in which students can sample cuisine from international cultures, an “American Slang” event to introduce international students to various American idioms, and a Thanksgiving celebration in which students discuss the significance of the holiday and enjoy a traditional Thanksgiving meal with one another. Attendance at sponsored events is not required. Students may plan their own events, which often include dining in and around the SLU campus and visiting city attractions like the zoo, various museums, or an ice skating rink. Students have freedom to decide what an appropriate outing would be. The main requirement is that conversation feature prominently. A movie outing, for instance, is unacceptable unless students spend time discussing the film afterwards.

Beyond the conversation and experience itself, students must document their learning by composing a critical reflection of roughly seven hundred words following each meeting. The honors program provides optional reflection prompts on other topics such as preconceived notions of a partner’s home country, major social/political/economic issues, or understandings of diversity, but students also have freedom to explore other topics of interest. Students participating for a second or third time must enhance their reflections by including references to periodicals or journal articles

related to their conversation or by synthesizing observations from multiple semesters of participation. The purpose of these reflections is to encourage thoughtful consideration of topics like cultural competence, diversity, and global citizenship. Honors program staff members provide developmental feedback on each reflection, but the course itself is graded on a Satisfactory/Unsatisfactory basis. Students who participate in the required number of meetings and complete the assigned reflections pass the course.

Assessing Student Learning Outcomes

The IPP began with the goal to expand students' cultural horizons through conversation. As it grew and found a curricular home in the honors program, goals and learning outcomes followed. Today, the IPP has three goals and four learning outcomes. They are as follows:

Goals

1. Encourage cross-cultural communication among domestic and international students.
2. Raise cultural competency of conversation partnership participants.
3. Provide a service to the SLU international student population regarding second language acquisition.

Learning Objectives (Students will be able to . . .)

1. Describe similarities and differences between their culture and the culture of their international partner through a series of reflection papers.
2. Assess their international partner's conversational language proficiency and improvement over the course of the partnership.
3. Discuss the significance of their partnership in terms of changes to or refinement of pre-existing assumptions/beliefs/etc.

4. Examine the cultural lessons learned through the partnership and evaluate how these lessons relate to future goals.

These learning outcomes have existed for several years, and assessment has traditionally consisted of end-of-semester evaluations and close reading of student reflections. Students frequently self-reported, for example, that the IPP contributed “very much” to their learning in terms of cultural understanding, respect for others’ views and perspectives, the importance of diversity on campus, the process and challenges of second language acquisition, and the extent to which culture informs one’s worldview. During the last four years, over seventy-five percent of students described their experiences in positive terms and indicated a desire to continue conversations with partners beyond the confines of the IPP.

Students also wrote persuasively about their experiences in the IPP, particularly in their end-of-semester reflections. One student described how the program was “humbling” because it made her “more conscious of how I present myself to others.” Another student described the IPP as an “amazing experience” that provided an “opportunity to broaden my horizons and learn another culture.” Another recent participant observed how his international partner proudly greeted him during their final meeting with evidence of a speaking success. As the student observed, “In our last meeting he had become frustrated as he could not pronounce the word [statistics] . . . and informed me that he would practice. True to his word, he pronounced it clearly.” One of the most lucid reviews by a student regarding his learning outcomes came from a student who observed the mutual gains he and his partner realized over the course of the semester: “I, a SLU student, was able to build my own confidence in dealing with other cultures while expanding my own worldview. [My international partner] was given a person with whom he could feel comfortable speaking and sharing his culture, all the while helping with the development of his language skills.” These qualitative reviews of student reflections supported the results of the honors program’s limited survey efforts to assess learning outcomes in the IPP. We recognized, however, that such qualitative reviews were limited in scope and explanatory power.

Students in a pensive mood at the end of a semester in the IPP might overestimate or underestimate the value of the experience, which could skew the accuracy of our assessment.

In an effort to assess student learning in a more longitudinal fashion, we instituted a pre- and post-survey during the spring 2018 semester; it asked students to diagnose their self-awareness, skills, and knowledge related to interpersonal and intercultural communication. In building the survey instrument, we consulted several sources, including the Association of American Colleges & Universities VALUE rubrics (“VALUE Rubric Development Project”), but we were ultimately inspired by a rather obscure instrument—the Cultural Competence Self-Assessment developed by the Central Vancouver Island Multicultural Society (“Cultural Competence Self-Assessment Checklist”). (A sample of the honors-adapted survey can be found in Appendix 2.) We wanted to see the extent to which students’ responses changed from the beginning to the end of their participation in the IPP. Overall, forty-eight students participated in the IPP during the spring 2018 semester. Thirty-three students responded to the pre-survey and fifteen students responded to the post-survey. Although the end-of-semester response rates were lower than desired and despite the fact we did not capture unique identifiers to facilitate student-by-student comparisons, two interesting and related conclusions emerged.

First, students who responded to the initial survey ($n = 33$) tended to evaluate their cultural competence high prior to beginning the experience. On seventeen different items across the three dimensions (knowledge, skills, and awareness), an average of ninety-two percent of participants responded with “Always/Very Well” or “Fairly Often/Pretty Well” to the prompts. That is, these students believed themselves to be able communicators across different contexts, aware of their cultural blind spots, and confident in their knowledge of themselves and others. These initial results were at once surprising and expected. Of the thirty-three respondents, nineteen indicated on the survey that they had “significant exposure” to people of different cultures before beginning the partnership. Based on prior experience, they might evaluate their

cultural competency highly and adjust to the expectations of the IPP with little difficulty. Alternatively, as we expected, the intimate nature of the IPP could expose gaps in their knowledge and lead them to reassess their skills, knowledge, and awareness with respect to intercultural exchange.

We saw this second phenomenon reflected to a small degree in responses to the post-survey ($n = 15$). While students still tended to rate their knowledge, skills, and awareness highly, over half of the survey items (nine of seventeen) exhibited declines. For example, students, on average, reported lower levels of awareness related to personal, ethnic, cultural, or racial identity and lower confidence in skills related to demonstrating proper respect for the culture and beliefs of others. The results suggest the IPP had a humbling effect on students who might have overestimated their cultural competency prior to beginning their conversation partnership. Some survey items exhibited increases, such as confidence in the ability to interact respectfully with individuals and groups and an overall acceptance of the uncertainty inherent in cross-cultural communication. These increases in average responses reflected a more complex understanding of cultural differences, including an awareness of implicit assumptions held about people of diverse backgrounds.

The results above represent nascent assessment efforts for a program that has, until the 2017–2018 academic year, operated with the acceptance that limited qualitative review of student experiences was sufficient to demonstrate the program's worth. Therefore, the results above should be interpreted with caution. Much work remains to understand the effects of the IPP on students' awareness, skills, and knowledge related to cultural competency. For example, as we refine the survey and achieve higher response rates, we aim to determine how students' academic interests correlate with responses, whether students from different parts of the country respond differently, and how students' class standing influences their perceptions. In addition, we hope to distribute the survey with more intentionality by assigning unique identifiers to each student to facilitate more statistically rigorous assessment of the results.

Finally, we intend to develop a parallel survey instrument to be distributed to the international partners to assess their learning gains over the course of the semester. The strong bonds forged in recent years with the INTO SLU program bode well for ongoing and more robust assessment efforts.

Challenges and Opportunities

The International Partnership Program at Saint Louis University exhibits the spirit of “at home” internationalization that has been the subject of this essay. As the number of international students at the institution has risen, the honors program has developed a mechanism to place its students in continual conversations with their international counterparts to advance a comprehensive internationalization effort, broaden students’ intercultural competency skills, and serve the mission of the institution. Because the IPP does not rely on the direct recruitment of international students, the honors program avoids some of the challenges observed above regarding program composition and curricular structure. At the same time, by formally including an international component in the slate of extracurricular requirements, the honors program affords students space to take an intellectual and social chance to enhance their learning beyond the classroom. As indicated above, the program’s early assessment efforts are encouraging.

Various challenges accompany the successes of the IPP. Chief among them is finding parity in expectations for honors and international students. Honors students participate in the language exchange by earning class credit, which builds in a measure of accountability. They are motivated to hold meetings and complete the critical reflections because their grade depends on it. International students participate based on the interest and willingness of course instructors in the INTO SLU program, but meetings and critical reflections are not always formally tied to their overall course grade. This difference can make for uneven expectations among the participants. One solution is to create a shared course experience so both partners have incentives to meet.

Another challenge is the tension between supporting students through sponsored events or suggested discussion topics and expecting them to plan their own events and drive their own conversations. Students often desire structure, but they voice frustration if they do not have autonomy in the process. After all, the hope is to facilitate relationships that transcend the confines of the IPP experience, and contrived social situations or artificial constraints can frustrate these efforts. Our compromise has been to offer one optional “sponsored event,” which would be an internationally themed on-campus event, per session and provide a set of optional prompts for discussion. Students may follow the program’s suggested structure or depart from it completely. In either case, they will have occasions for reflection and growth.

One final challenge associated with this program lies beyond the honors program’s control, and it relates to the vicissitudes of international student recruitment. Although history shows steady increases in international student enrollment in the United States, including at Saint Louis University, recent political events including the proposed travel ban, divisive political rhetoric surrounding immigration, and negative publicity in the international press related to school safety all influence an institution’s ability to attract international students. Indeed, while the last decade has brought unprecedented numbers of international students to U.S. campuses, Redden reports that overall enrollments at U.S. institutions have declined in the last two years. SLU international enrollments remain strong, but declines could jeopardize the vitality of the IPP.

The IPP also presents intriguing possibilities for the SLU Honors Program. One such opportunity is to elevate the program beyond fruitful dialogue into mission-driven action. SLU is a Jesuit institution with a mission to promote social justice on campus and in the surrounding community. Engaging honors and international students in sustained volunteer work could produce different conversations about the value of service to community, the perceptions of vulnerable populations, and the meaning of social justice. These conversations already occur by happenstance among partners, but they could feature more prominently in a revised partnership structure.

Another growth opportunity for the honors program would be to use the IPP as a vehicle for international student recruitment to the honors community. International students who identify strongly with their honors partners and find value in the kinds of conversations facilitated by the IPP could be offered a gateway to honors program membership, assuming they have the requisite language abilities and intend to complete an academic program and not simply advanced language study at the institution. Their participation in the honors program could bring energy and insight to the overall student population.

CONCLUSION

Honors education has long been the testing ground for new approaches to learning and experiential education that serves as a model for the rest of the campus community. Internationalization efforts should be no different. Honors programs have succeeded in recent years by facilitating short-term study abroad experiences that enhance students' cultural competency and promote a sense of global citizenship. These efforts should be celebrated and continued, but they must not represent the apogee of honors internationalization. As the French novelist Marcel Proust said, "The real voyage of discovery consists not in seeking new landscapes, but in having new eyes" (qtd. in Braid 19). Not all students will travel to far-flung areas of the world during their college experience, but they can still benefit from "at home" internationalization efforts. This chapter describes a few of the ways honors programs can capitalize on international student enrollment trends through curricular and extracurricular programming that piques students' curiosity and gives them "new eyes" to examine their personal and intellectual growth.

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APPENDIX 1

**Saint Louis University Honors Program
International Partnership Program Guidelines****Program Overview**

Students may complete up to three upper-division honors credits (one per semester) by participating in the International Partnership Program (IPP). Participants are matched with an international student as a language partner and are required to meet with them at least five times a semester for a total of ten hours of interaction together. Five reflection papers are required along with a completed time sheet to receive honors credit. Honors students may receive up to three IPP credits throughout the duration of their honors program experience, but they are limited to one IPP credit per semester. Students may participate in the program beyond three semesters but will not be eligible for additional credit.

Honors Credit

The IPP experience counts as SLU credit and will be documented on participants' transcripts; therefore, students will be billed for IPP enrollment if they exceed eighteen enrolled hours. IPP credit *will* count toward University credits and will be coded as HR4850.

Participant Guidelines

The honors program will solicit interest in the IPP one semester in advance of intended participation. Students must complete an online interest form (distributed by the honors program via the weekly electronic newsletter) during the timeframe specified (usually before May 1 for Fall participation and before December 1 for Spring participation). The honors program will register students for the course upon confirmation of intent to participate. First-time participants must attend an orientation session before being eligible to participate. There will be a limited number of openings in the program for incoming freshmen, who will register upon enrollment at Saint Louis University.

After signing up for the course, students will be matched with a language partner, a student in the English as a Second Language (ESL) or English for Academic Purposes (EAP) program at SLU. In order to complete the IPP successfully, honors students must meet with their partners at least five times during the semester, according to the calendar established by the honors program. Students are required to meet *at least once during each calendar session*. A meeting must be at least one hour to count toward the required five calendar session meetings, though

we strongly encourage meetings of at least two hours. In total, students should meet for roughly ten hours over the course of all five calendar sessions.

Reflection Papers

Students must submit a written reflection by the deadlines listed in the program guidelines for the semester. Since honors credit is granted for participation as pass/no pass, no exceptions will be given for late submissions.

Style

Reflection papers must be at least seven hundred words (approximately two pages) in length. Papers are due by midnight of the submission deadline. Students must submit five reflection papers total in order to earn IPP credit for the semester. Reflections should include the names of all partners present, along with the time and place of the meeting. Papers should be submitted electronically as a Microsoft Word document to the course Blackboard site. Reflections that do not meet word count or do not fully cover appropriate content will be returned.

Reflection Content

IPP participation is expected to challenge students to engage in cross-cultural communication, raise their cultural competency, and provide a service to the SLU community. Reflection papers should thoughtfully consider these themes, not simply provide a synopsis of the meeting. A *brief* description of the activity is acceptable but only as a pretext to the larger discussion about cultural awareness/exchange. In other words, reflection papers should demonstrate critical analytical skill. Papers that merely summarize event proceedings will **not** receive credit.

Good questions to consider are:

- How is your partner transitioning to life in St. Louis or the United States, in general?
- How are you and your partner similar?
- How has your perception of your partner's home country changed by speaking with your partner?
- What struggles might your partner be facing currently? What resources might you be able to provide him/her? What might he/she need to succeed?

GREAT questions to consider are:

- How has your partner changed your perspective and/or challenged your worldview?

- What lessons or newfound knowledge did you gain from your partner?
- How is this experience changing you? What will you do in light of this change?

IPP Reflection Paper Requirements

In order to receive credit, reflections must:

1. Be submitted by deadline (as specified in the calendar below).
2. Contain at least seven hundred words (approximately two pages), including a brief (two sentence) synopsis of the meeting location and date.
3. Contain a critical analysis of each meeting, addressing and building upon questions like those above.
4. Use clear, concise language. Document should be free of errors, easy to read, and structured in an organized way.

Submissions that satisfy all of the above conditions will receive full credit. **No** exceptions will be given for late submissions. At the discretion of the honors program, reflections that do not address the stated criteria and/or exhibit poor grammar or punctuation may be returned for revision or **not** receive credit. If requested, revisions must be returned within forty-eight hours of notification. Failure to return a revised draft or submission of a revision that fails to improve upon a previous draft will result in **no** credit.

APPENDIX 2

Survey for International Partnership Participants

All International Partnership Program (IPP) participants responded to the survey items below before and after the semester in which they completed the program. Students could respond “Always/Very Well,” “Fairly Often/Pretty Well,” “Sometimes/Occasionally,” “Never,” or “N/A.” This survey was adapted from the Central Vancouver Island Multicultural Society.

Dimension	Prompt
Awareness	I view human difference as positive and a cause for celebration.
	I have a clear sense of my own personal, ethnic, and cultural identity.
	I am aware that, in order to learn more about others, I need to understand and be prepared to share my own culture.
	I am aware of the assumptions that I hold about people of cultures different from my own.
	I accept that in cross-cultural situations there can be uncertainty and that uncertainty can make me anxious.
	I feel comfortable respectfully asking questions and seeking more information about cultures with which I am not familiar.
	I take advantage of opportunities to put myself in a place where I can learn about differences and create relationships.
Skills	I am developing ways to interact respectfully and effectively with individuals and groups.
	I am able to adapt my communication style to effectively communicate with people who communicate in ways that are different from my own (perhaps in a different language, dialect, etc.).
	I can act in ways that demonstrate respect for the culture and beliefs of others.
	I work hard to understand the perspectives of others and consult with diverse colleagues about culturally respectful and appropriate courses of action.
	I know and use a variety of relationship building skills to create connections with people who are different from me.

INTERCULTURAL CONVERSATIONS

Knowledge	I can make mistakes in interacting with people from different cultures and nationalities and will learn from them.
	I can recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more.
	I recognize that cultures change over time and can vary from person to person, as does attachment to culture.
	I recognize that achieving cultural competence involves a commitment to learning over a lifetime.
	I continue to develop my capacity for assessing areas where there are gaps in my knowledge.

CHAPTER FIVE

Keeping the Program Alive: Internationalizing Honors through Post-Travel Programming

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WEST CHESTER UNIVERSITY OF PENNSYLVANIA

Every December, the world turns its eyes to Norway for the presentation of the Nobel Peace Prize, recognized as the “world’s most important, visible and prestigious prize,” according to Fredrik S. Heffermehl (xi). Since its inauguration in 1901, a pantheon of impressive individuals and organizations has assumed the title of Nobel Peace Laureate. Yet Alfred Nobel harbored a concern as he established the prize in his will: he wanted the prize to be a new beginning for its recipients, not an end to their stories. Nobel wrote, “I wish to help the dreamers, as they find it difficult to get on in life” (qtd. in Abrams 8). To this end, the Nobel Committee awards the peace prize not merely to congratulate a peacemaker or celebrate a lifetime of achievement but to “alter the course of a conflict, promote a cause, rebuke a disfavored leader or nation, or make a

moral statement” (Nordlinger 51). In short, the prize becomes most exalted when laureates use it as a force for amplifying their impact.

Similarly, study abroad opportunities provide students and faculty with opportunities to create social change. Proponents of international study champion its value for offering transformational experiences to its participants (Braid and Schrynemakers; Hoffa and DePaul; Karsan et al.; Lewin; Montgomery and Vasser; and Otero). Furthermore, research by honors education scholar Mary Kay Mulvaney shows that study-travel impacts students long after graduation. Reporting findings from a longitudinal study of honors alumni, Mulvaney found “positive long-term impact for students who study abroad as undergraduates especially in three of the four areas examined: career and educational pursuits; internationally oriented leisure activities; and institutional loyalty” (59).¹ Students who travel are positioned to attain a prized experience worthy of sharing with others. As international education professionals have emphasized, robust attention to post-travel engagement, both in the classroom and through co-curricular events, is critical to fostering and sustaining a culture of internationalization in the honors program and on the campus.²

INTERNATIONALIZING THE CAMPUS: WHO IS UNDERSERVED BY STUDY ABROAD?

While not as rare as Nobel Peace Laureates, students who study internationally constitute a definite minority of undergraduate students. Despite calls from educators encouraging more study abroad opportunities, fewer than ten percent of all U.S. college students participate in a study abroad experience (“Open Doors 2018”). Study abroad is often negatively characterized as expensive, elitist, ephemeral, and elementary (Dean and Jendzurski, “Using Post-Study-Abroad Experiences” 100–102). Those who seek greater investments in study abroad programs from university administrators must demonstrate impact beyond those privileged with international travel. Investing resources in study abroad programming actually represents solid institutional stewardship; these high-impact practices promote global citizenship and hone

intercultural competencies for those students and faculty who travel. Hope for globalizing honors and our campus communities depends on exploring ways for the ninety percent of students without direct travel experience to gain international exposure. Mulvaney clearly recognized this when she asserted, “More research is seemingly needed to confirm the value of study abroad, not only for the individual students involved, but for our communities and society at large” (47). When relatively few students study abroad, it is incumbent on those who have traveled to share their global experiences in ways that will impact their campus communities.

While honors scholarship heralds the value of study abroad, few honors conference presentations and publications address how international study benefits more people besides just the students and faculty who travel. A review of NCHC conference programs from 2014 to 2018 revealed only 6 of the 118 presentations related to international study focused on post-travel programming or commitments from faculty and students to sharing what they learned with others. Of those, Haydett and Studer discussed ways international community partners could facilitate undergraduate community-based research; Bauer and colleagues discussed strategies for creating international encounters on campus through programs such as living-learning communities, Fulbright language teaching assistants, events for International Education Week, and language conversation partners; and we presented a case for post-travel programming (Dean and Jendzurski, “Best Practices”). The remaining three relevant presentations were part of pre- or post-conference workshops by Dean, Mulvaney, and Jendzurski (“International 101: Strategies”). Pre-conference surveys (see the Appendix), which were completed by workshop attendees, commonly revealed three core challenges pertaining to study abroad programming: 1) recruitment of student and faculty participants, 2) institutional support, and 3) programmatic sustainability. Too often faculty and student participants focus their energy primarily on the travel portion of the program and assume no follow-up obligations upon their return.

We maintain that deliberate attention to post-travel engagement provides a key to addressing these concerns. Post-travel

programming continues the study abroad program, building upon the international experience by affording participants opportunities for deeper learning. These programs often inspire those who did not participate to develop their own desires to engage in global educational programs on campus and seriously consider international study for themselves. Therefore, we see programmatic sustainability, a hallmark of internationalized honors communities, linked inextricably to post-travel activities. Such efforts sustain programmatic impact and participant transformation and occur when lessons learned from international programs move participants toward greater awareness of their roles as global citizens.

Smith College international education administrators, Rebecca Hovey and Adam Weinberg, view students and professors who study abroad as untapped resources for promoting global education. They note:

Students return from abroad filled with energy and excitement, often transformed by their experiences, but struggle to find opportunities and outlets for channeling their newfound energies. We need to harness and direct this energy toward lifelong learning, growth, and engagement in communities back home. There has been a tremendous amount of chatter within higher education around civic engagement and undergraduate education. Harnessed correctly, study abroad may be as close to a solution as we will find. (38)

Failure to maximize international experiences by providing post-travel opportunities for continued growth leads to missed opportunities. Post-travel program extensions provide critical platforms for a deepened commitment to global citizenship and the chance to inspire those who did not, and may never, travel. Those directing international programs must view post-travel education as being equal in importance with pre-travel preparation and the travel itself. The claims from those who assert international experiences as transformational ring hollow if they fail to impact our campus communities. Yet making transformative cultural shifts, such as internationalizing honors, requires time and concerted effort.

Our efforts to maximize the impact of study abroad experiences on our campus focused on two short-term study abroad programs hosted by our honors college, the first to South Africa in 2001 and the second to Norway in 2015. These study abroad programs, while differing in scope and purpose, share two important commonalities. First, both programs began as Pennsylvania State System of Higher Education (PASSHE) Summer Honors Programs. Each year, one of the fourteen PASSHE universities hosts a three-week summer study abroad program for two students from each PASSHE institution. Each PASSHE institution provides a grant to cover the cost of its students' participation. During the program students spend a week of academic boot camp at the host school's campus and then travel internationally as a cohort for approximately two weeks. To be eligible to participate in the program, students must have at least one year of undergraduate studies remaining. Therefore, after their return, student participants are expected to share their experiences with their larger campus community. Second, PASSHE Summer Honors Programs are designed as one-time programs. Thus, particularly with our first program in 2001, no individual on our campus—from the university president and honors director to the two student delegates—presumed the program would continue beyond the summer experience. The expectation existed, however, that the students and faculty who traveled were responsible to *pay it forward* by making a concerted effort to find meaningful ways to share their experience with the larger community upon their return.

On our campus, both study abroad programs led to opportunities for faculty and student participants to share their stories. These have generated on-campus and off-campus initiatives that still increase internationalization for our honors college and campus today. More information about the history and programmatic elements of the South Africa model are chronicled in the first honors international education monograph (Dean and Jendzurski, "An Interpersonal Engagement Approach" 106–14). A discussion of our Norway program is included in Chapter 11 of this monograph (Dean, "Drawing on Gifts").

SUSTAINABILITY LESSONS FROM THE PASSHE SUMMER HONORS PROGRAMS

The PASSHE Summer Honors Programs dramatically assisted in the internationalization of our honors college and the larger campus. By hosting the two Summer Honors Programs, we acquired critical insights for sustaining international experiences. The first was not to promote global-travel programs as *senior reward* trips. Students who wait until their senior year deny themselves the opportunity for multiple international exposures. In our study abroad programs, we strive to create student cohorts comprised primarily of rising sophomores and juniors so that over ninety percent of student participants return to campus for at least one year following their international experiences. Although seniors can provide more mature peer leadership and greater depth of analysis during dedicated reflection times, we found that most seniors who participate in our study abroad programs have traveled previously or have been enriched by others who have traveled.

Emphasizing travel participation for underclass students serves three critical functions. Once participants return to campus, they experience additional opportunities for engagement with peers and faculty who shared the international experience. Through conversation, pivotal moments from the time abroad are relived, allowing participants to gain perspective from deeper levels of self-reflection regarding what global citizenship means to them. Such reflection makes them stronger advocates for international study when they interact with others. Students are also rewarded with a wider lens with which to view the remainder of their undergraduate careers. This exposure may include additional participation in international study, opportunities denied had they waited until their senior year. In addition, the best encouragement for students to travel comes from their peers. When students travel early in their undergraduate careers, they have more time to share stories and lessons with their peers that can inspire others to consider international study and travel. Finally, students can dramatically pique the interest of faculty who become intrigued by the accounts they hear from students regarding the lessons learned and the types of engagement.

These advantages become more likely when directors emphasize post-travel engagement.

Another lesson of the PASSHE Summer Honors Programs involves the overt commitment for participants to share their international experiences upon their return. Because our consortium is composed of public, state-funded institutions, students receive a clear message about the time-honored adage, "To whom much is given, much is expected." In this case, the expectation exists for student and faculty participants to utilize their unique gifts and talents to share their experiences once they return to campus. The last act students and faculty undertake before departing for their homes upon returning from an international experience involves crafting covenant statements articulating how they will keep the experience alive. They write their commitments on newsprint for public view, and the members of the group pledge to hold each other accountable. Our two student delegates to the South Africa program in 2001 were passionate and compelling as they shared their memories in a variety of contexts. When we first replicated the South Africa program in 2004, we had twenty-six student travelers, which dramatically increased the level of connectivity we could generate campus-wide. The students literally became ambassadors for disseminating information about South Africa to their peers; they pursued multiple opportunities in which they could share their insights. Aristotle famously identified three forms of proof: logos, pathos, and ethos. Of these, ethos, personal credibility, often achieves the greatest impact. Prospective students for international travel expect professors to champion involvement, but faculty impact is easily eclipsed by passionate, firsthand peer accounts of international engagement. Our intentional emphasis on post-travel reflection and presentation began our transformation from a domestic to an internationalized honors program and campus community. Indeed, we have run community-service-based research programs in South Africa nine times since 2001.

One other insight we adopted from our experience with the PASSHE Summer Honors Program involves developing international programs around a theme broad enough to engage students

from a wide range of disciplines. Pursuing this strategy has promoted the perception that the honors program is a champion of international education across the entire university. Historically, study abroad programs often focused on history, literature, and language, and they placed little emphasis on other disciplines, such as the sciences. Indeed, educational psychologist Larry A. Braskamp documents instances of professors actually discouraging STEM students from “disrupting their education on campus” to study internationally (2). International experiences should not be placed in silos, available to a limited number of academic fields; instead, they should be seen as attractive and accessible to a wide range of students. Thus, building programs around broad instead of specific themes will help to attract a wider student audience.

Our honors college’s curricular focus on the broad and interdisciplinary theme of leadership for the purpose of civic engagement, for example, appeals to a wide cross-section of the student population. To that end, we intentionally crafted international study programs that emphasize the theme of leadership, and our programs have attracted students from a diverse range of academic disciplines. Since 2004, students from fifty-four different majors have traveled to South Africa and shared their experiences with peers and faculty in their major programs upon their return. This tremendous academic diversity allows stories from honors-sponsored international travel to permeate almost every department on campus. Even non-academic departments such as the bursar, who is responsible for collecting travel fees for international programming, and the registrar, who builds the international course offerings, have shared how student perspectives about their global experiences have touched them. These connections often come from honors student workers assigned to these offices and from our intentional choice to seek opportunities for students to make time for face-to-face interactions with staff in campus offices. Once students have returned to the university from their time abroad, we actively engage and challenge these students by asking them two questions: 1) Who have you shared your experience with lately? and 2) Who in South Africa have you contacted recently? The act

of sharing a memory with other individuals gives the returned traveler the opportunity to revisit and sharpen meaningful observations and memories. Simultaneously, these interactions generate new awareness among those who have yet to or may never travel or study abroad. Through shared dialogue, people without direct study abroad experiences can grow as global citizens.

In the following sections, we review initiatives undertaken by the honors director and faculty and students to enhance their post-travel engagement. These initiatives ultimately transformed what were initially viewed as non-replicable study abroad programs into regularly offered curricular and co-curricular programs, establishing a culture of sustained international study and travel on our campus.

HONORS DIRECTOR- AND FACULTY-INITIATED PROGRAMS FOR POST-TRAVEL ENGAGEMENT

The following strategies are replicable for any program director wanting to build sustained international travel opportunities for students and faculty. Program directors and faculty should actively collaborate on two post-travel initiatives: 1) curriculum development, and 2) relationship cultivation of international partners, off-campus community advocates, and international students.

Curriculum development remains a cornerstone of student engagement. Through course development faculty operate a powerful tool for delivering lessons learned from international experiences. In her May 2012 keynote address at the Knowledge Crossing Borders: International Conference on Higher Education, Dr. Muriel Howard, President of the American Association of State Colleges and Universities, emphasized the need for major changes in curriculum that would involve global literacy for all students. On the return flight from the initial South African experience in summer 2001, the faculty from our institution felt compelled to provide a sustained forum where all those involved could share insights from the experience. Because all West Chester honors students must complete at least two special topics interdisciplinary

seminars, we decided to create a new seminar based on the South Africa experience. Although scheduling for the fall 2001 semester had already closed, the honors director worked with the registrar's office to offer a new special topics seminar: Personal Leadership Development: Lessons from South Africa. Student interest in the seminar exceeded expectations, and the course filled by the second day of the first week of classes. Because of its popularity, the course was offered again in the fall 2002 semester with hopes of sustaining the international experience from 2001 (Dean and Jendzurski, "An Interpersonal Engagement Approach" 110–11).

In 2002, student leaders asked about the possibility of replicating the summer 2001 program in South Africa. When students learned about the unavailability of PASSHE funding, they recognized financing the program would be their responsibility. They replied, "If you will give us two years, we'll raise the funds!" With the challenge in place, we ran the course again in fall 2003 and committed to taking students to South Africa in May 2004. Twenty-six students registered for the course and constituted the 2004 delegation to South Africa. Returning highly energized, the "alumni of 2004" proved themselves a catalytic force among subsequent first-year students who exclaimed, "If you give us two years to raise funds, we will commit to 2006." Because of this highly vocal student demand, alongside faculty support, we found ourselves on our way to sustainability.

In response to the concerted commitment by students, the faculty honors council endorsed a curricular change to our core program in spring 2004. Leadership Lessons from South Africa, initially designed as a special topics seminar, transitioned to a required, first-year component of the honors curriculum. (For a copy of the course syllabus, contact the authors.) The course serves as an introduction to theories of leadership and uses South Africa as a case study to illustrate various theoretical perspectives. Offered each fall term, we block schedule all incoming first-year students into the course. While we are proud of the over two hundred students who have traveled to South Africa, we are equally proud of the over fifteen hundred students who have never traveled to South Africa but who

have gained non-travel-based global exposure through the required Leadership Lessons from the South Africa seminar.

Currently, the team-taught course involves multiple guest speakers, including student and faculty alumni of our South Africa delegations. We strongly encourage any program director who has a sustained relationship with a particular travel destination to consider developing a course around those experiences and offering the course to students who have not yet traveled there. Such courses provide a wonderful platform for alumni of travel programs, both students and faculty, to share insights that will educate and inspire those who have not yet traveled. Moreover, alumni presentations deepen the impact of the international program as they recount their memories, insights, and subsequent experiences.

Building on the lessons learned from sustaining our South Africa program, our 2015 PASSHE Summer Honors Program in Norway also created opportunities for sustained internationalization on and off campus. Just as the South Africa program energized faculty to design new curricular offerings intended to impart knowledge and experience to students with little if any firsthand exposure to South Africa, the Norway program also generated two new internationally focused honors courses that did not involve a study abroad component and yet advanced the internationalization of our curriculum. One seminar, Environmental and Sustainability Lessons from Norway, addresses topics including climate change, water contamination, land preservation, and energy production. The seminar features active service-learning components through collaboration with a local water treatment and research facility and builds on 2015 projects conducted with a Norwegian NGO, Friends of Østensjø Lake. A second seminar, A Nobel Idea: Lessons of Leadership through Nobel Peace Laureates, culminates in a deliberative process resulting in the identification of a nominee for the Nobel Peace Prize. The overwhelming positive feedback from the course, from both students and university higher administration, generated plans to run the course annually for three years. (For a copy of the course syllabus, contact the authors.)

Beyond curricular development, another strategy that honors directors should consider for keeping the program relevant after the international portion ends involves cultivating relationships. In her celebrated commencement address delivered at Wellesley College in 1990, Barbara Bush urged her audience to “cherish your human connections” (Bush). These sentiments rest at the heart of advice offered by Cory Trenda, World Vision’s senior director: “The surest way to continue having an impact after your cross-cultural encounter is to intentionally foster ongoing connections with the people and places you visited or with the issues that affect them” (68). The task of networking and relationship building rests primarily with the director and faculty who actively engage in international travel. Directors should encourage faculty to prioritize networking practices while abroad and log their connections in a central data system housed with the director upon conclusion of the international experience. Unlike transient student populations, faculty are ideally positioned to sustain partnerships. We have identified three groups of individuals to build rapport with and cultivate: 1) international contacts, 2) local community stakeholders, and 3) international students on the institution’s home campus.

Honors directors can greatly assist faculty in cultivating relationships by making an intentional choice to focus international programming in a few rather than many locations. While remaining open to unexpected opportunities has value, nurturing relationships in a few locations shows a level of institutional commitment that builds trust with international partners and often affords greater access to people and locations while traveling. Developing sustained relationships debunks negative perceptions surrounding “parachute programs” where Americans drop in for their experience and just as quickly leave without any follow-up (Dean and Jendzur-ski, “Sounding the Call”). We recall a 2011 meeting with faculty at North West University in Potchefstroom, South Africa, which began with an audience member saying, “Before you begin, what is your end game here? Frankly we are tired of Western Europeans and Americans coming in for a few days to take photos with our native people to feel good about themselves, make promises, and

take off without ever hearing from them again.” We acknowledged the unfortunate stereotype and assured our guests this scenario was not our intent. The lead author shared how this occasion marked his tenth trip to South Africa and his sixth with students. After disclosing the names of some notable South African contacts and friends (primarily those associated with the Truth and Reconciliation Committee), naming the townships and communities where we previously conducted our research, and identifying local partner organizations, we noticed a shift in atmosphere. Within moments the tone transformed into one of genuine welcome, hospitality, and cooperation. Remaining in contact is vital to sustaining international programs. To this end, we offer the following recommendations for international program directors:

1. Gather as many business cards as possible from everyone with whom students and faculty interact. Place the data in a designated file that receives annual updating for accuracy.
2. Upon returning home, directors should send personal thank you notes, and they should check in with international contacts at least once per year, ideally at a holiday central to the international partner’s culture.
3. Motivate students to follow up with international contacts and, when possible, link such outreach to the curriculum. Integrating international dialogue into coursework affords evidence of engagement. For example, a major assignment in the Leadership Development: Lessons from South Africa course involves researching a current social challenge in South Africa and offering action steps community leaders might consider to address the given issue. To assist with the research, we create “dialogue partners” between our students and South African contacts. With the permission of our international partners, we provide their contact information to students who then reach out via email to gather firsthand information from an international perspective.
4. Invite international contacts to speak on campus should they visit the United States. Through the years we have hosted

numerous South Africans including Gail Johnson, CEO and founder of Nkosi's Haven; Rev. Cecil Begbie, CEO and founder of H.E.L.P Ministries; and several university professors. Most recently, we hosted Dr. Henrik Syse, vice-chair of the Nobel Peace Prize Committee. With advance publicity we generated audiences of well over two hundred for each event. The physical presence of such notable figures on campus becomes a gift honors provides to the university, and it fosters global citizenship for students who have not traveled internationally.

5. Offer any international partners photographs, video, or film clips that they may find useful in promoting their initiatives. One of our partners, Rev. Cecil Begbie, CEO and founder of H.E.L.P Ministries, currently features one of our student-produced videos on that organization's website. The presence of support from U.S. students gives organizations like H.E.L.P. Ministries greater leverage in justifying their global impact. Similarly, the visibility that comes from highlighting our students' impact internationally brings pride to our university and helps institutionalize the honors program's international efforts.
6. Assign a book in an internationally themed course and invite the author to campus to speak with students and the larger community. Have the author sign a copy of the book and donate it to the special collections division of the library. In past years we have hosted Mark Mathabane, author of *Kaffir Boy*; Jim Wooten, author of *We Are All the Same*; and Anne Firth Murray, author of *Paradigm Found*. These authors have shared additional contacts and allowed us to use their names as points of introduction.

Non-institutional community members with connections to the international site are another population of contacts worth cultivating by honors directors because they may provide immeasurable support of honors international education initiatives. We found such an individual in a senior pastor at a local Methodist church. In

planning for the 2001 program, our South African colleagues told us, “You cannot address the creation of apartheid and its inevitable transition to democracy without an understanding of theology.” The local minister, Pastor Steve, was a graduate of Duke Divinity School and had articulated connections to South Africa. Pastor Steve came to our attention through his expressed interest in South Africa and experience traveling with and mentoring youth groups. He ultimately filled the intellectual void we faced as a university with no formal religion department, and he expertly explained the theological nuances of the long history connected to the restoration of religious and economic freedom in a politically charged situation. Pastor Steve joined the leadership team for our 2001 South Africa program and returned as energized as any of our university faculty. Motivated by his experiences, he challenged his congregation, comprised of individuals with modest incomes, to raise seven thousand dollars in two months to support HIV-AIDS afflicted children in South Africa; his congregants exceeded that goal.

As our partnership with Pastor Steve quickly developed and matured, he invited students who had traveled to South Africa to attend his church’s administrative leadership meetings and worship services to share their stories. One member of the congregation, who had a technical production position with a television channel, volunteered to make a promotional video of our students’ work in South Africa. As the members of Pastor Steve’s church learned more, they also became engaged with South Africa service outreach. In 2004, Pastor Steve again joined the leadership team of our university group that traveled to South Africa, and in 2006 he launched a travel program for members of his congregation. The ongoing commitment of the local Methodist church to send service teams to South Africa, in conjunction with their support of our students in joint community ventures, has generated social change beyond travel components. For example, for eight years, the church invited students and community members to watch and discuss a movie that addressed a social injustice issue in South Africa. Students and church members who previously traveled to South Africa facilitated the post-film discussion by comparing their experiences

to the realities portrayed in the film. Furthermore, the church fully funded a young community worker and missionary who lived and worked in a South African township near Potchefstroom from 2008 to 2011. There, she connected with a young South African husband-and-wife team who started a non-profit organization, MOSAIC, which provides housing, education, and job training for women who serve as caregivers for orphaned children afflicted by HIV-AIDS. Current technological enhancements afford regular connections between the church and South African families served by MOSAIC. Vicki Pry, the church's current Pastor of Spiritual Formation and veteran of six ventures to South Africa, shared how the international outreach has caused the church to focus much more in their local community: "This congregation is now deeply involved in mission in our local borough, working out of a community center which we purchased and renovated. Members now engage as never before in neighboring towns, in the city of Philadelphia, in coastal areas in need of hurricane relief, and in Haiti." The church frequently extends invitations for our students to participate in many of these local and regional events. We also benefit from church members regularly supporting our annual Aid to South Africa philanthropy. Thus cultivating relationships with community members has kept the program alive and heightened the university's internationalization efforts.

A final recommendation for honors directors seeking to internationalize their programs involves building relationships with international students. More than 975,000 international students currently study in the United States; these individuals can become tremendous partners whose very presence can internationalize honors (Turner). In our case, an international student became an invaluable liaison between the university and organizations in his homeland of Norway.

In fall 2012, a second-year Norwegian transfer student came to the honors office to inquire about admission into the honors college. This student's impact on both honors and the university ultimately proved monumental because he expanded campus awareness of Norwegian culture and cultivated relationships that helped make an honors travel-study program in Norway a viable possibility. After

graduating in 2014, the student returned to Oslo, and as a proud alumnus of the honors college, he continued giving back by providing critical support as we planned our 2015 PASSHE Summer Honors Program in Norway. He expedited networking by making initial connections to the Norwegian Nobel Institute (NNI) and remained a consultant on forthcoming projects with the NNI and the Nobel Peace Prize Committee. (More information on our Norway program is contained in Chapter 11 of this monograph: Dean, “Drawing on Gifts.”) Although all of the university personnel who know this student believe that he is exceptional, he, nonetheless, demonstrates how international students on our campuses have the potential to play dramatic roles in shaping global programs in honors and the larger community. We encourage honors directors to keep a watchful eye for and open door to international students because they can greatly assist with expanding opportunities for global education. Their mere presence exposes native students to different cultures, and the networking they can provide to those who might wish to explore the international students’ homelands is vast. Their potential to become partners with honors is boundless.

STUDENT-INITIATED PROGRAMS FOR POST-TRAVEL ENGAGEMENT

In addition to director and faculty-led efforts, honors students returning from study abroad programs can be the greatest forces for internationalizing the honors community. These students serve as articulate advocates for global education when speaking with members of the university’s administration, and they are effective ambassadors for building enthusiasm for international study among their peers.

In the 2013 NCHC monograph *Preparing Tomorrow’s Global Leaders: Honors International Education*, we reported that eighty-four percent of our students who traveled to South Africa returned to campus in the fall term following their international experience; the current proportion of returning students is more than ninety percent (“Interpersonal”). Moreover, we found students were more motivated to seek leadership and service roles in both honors and campus initiatives after their return (“Interpersonal” 123). These

leadership positions provide highly visible platforms for students to promote the values of sustained international study. Honors directors should emphasize their expectations for students to continue the international program when they return to their home campus by sharing their experiences with their local communities, educating and inspiring others to achieve increased global awareness.

While myriad opportunities exist for student contributions, our focus remains on co-curricular avenues. In a previous publication, we distinguished between co-curricular and extracurricular, where the latter addresses activities independent of the classroom and academics and the former embraces an overt educational mission ("Sounding the Call" 22). Co-curricular activities provide students with opportunities to apply theory and internalize knowledge gained through international experiences. We have identified three co-curricular areas where students can actively lead the internationalization of honors: 1) honors student associations, 2) student/faculty research initiatives, and 3) intentional reflection time and space.

Our robust Honors Student Association (HSA) functions as the social and service arm of the honors college and as a laboratory for honing student leadership skills. Honors directors who have such organizations should encourage their student leaders to focus on international outreach as part of their mission. In 2013, our HSA established an international outreach committee (IOC), which serves as the HSA's liaison to the university's Center for International Programs (CIP). The student-led, collaborative effort between the IOC and CIP offers opportunities for direct student-to-student interaction between honors and international students. These connections foster welcoming relationships, and international students often want to learn more about honors membership. For example, the IOC has hosted food festivals, where international students share dishes and recipes from their home countries, as well as field trips to introduce local sights to international students. The IOC is also responsible for planning an annual program involving some element of international travel for bi-monthly HSA meetings and promoting international study among students and faculty.

A second avenue for students to promote internationalization comes through their involvement in research focusing on global issues. As honors students consider post-baccalaureate opportunities, graduate or professional school is often part of their plans. Mulvaney found honors students who study abroad have a twenty-seven percent higher likelihood of earning an advanced degree (49). Students who complete international study programs have a rich resource base to contribute to scholarly research and creative initiatives, activities that not only enhance students' international travel experiences but also bolster their preparation for graduate and professional school. We intentionally include a faculty-student research element in our international study programs. Specifically, we prioritize ethnographic research projects where students can work with faculty to gather data and incorporate it into various projects once their international travel ends. To further promote students' academic and professional development, we also encourage students who engage in international research and creative projects to seek out professional forums for sharing their projects. Several of our students have presented their research and creative projects at state, regional, and national conferences (Dean and Jendzurski, "Interpersonal" 111-14). Student enthusiasm often advances faculty interest in global projects. Most recently, under the tutelage of a professor of English, students are editing journals kept by students during their time in South Africa. Their goal is to publish a book focusing on the impact of regular and intentional journaling during international study. The students not only actively contribute to valuable cross-cultural research, but they also learn the painstaking process of textual accuracy as they develop their editorial skills and gain insights into the publication process.

While student research that advances internationalization often follows traditional scholarship methodologies, it can also enter the arena of creative projects. Students come to college evermore savvy with respect to technology, including video and film production, and our students have used these skills to create visual projects based on our South Africa programs. Creating a short film, which was once cost-prohibitive for most students, is now possible

for anyone with a cell phone. Our students have partnered with faculty in the education technology, film studies, and computer science departments to design programs and materials that capture their South African experience. One group of students, the majority of whom did not travel, took film footage shot in South Africa by students on location and created mini-documentaries that were shown on campus.

Beyond co-curricular and scholarly activities, students can play critical roles in campus and honors internationalization by designing and utilizing opportunities for sustained reflection on their education abroad experiences. Creating space for dialogue and continued reflection is essential to keeping the program alive for those who participated. For more than a century, American pedagogues have used reflection as a vehicle for learning. John Dewey proclaimed, “We don’t learn from experience. We learn from reflecting on experience” (13). Educational theorist Donald A. Schön and countless others who have built upon Dewey’s work distinguish between reflection-in-action (reflection during a learning event) and reflection-on-action (retroactive reflection). Post-travel programming addresses the second reflective form and grants students time and distance to consider the impact of a learning experience. As Harvard leadership theorists and practitioners Ronald A. Heifetz and Marty Linsky note, the act of moving off the court, floor, stage, or epicenter of activity and into the balcony provides a unique vantage point for critical analysis. As participants remove themselves from the immediate, they can often visualize the larger experience and draw more holistic insights (51–74).

Because of our practice of not encouraging seniors to travel in our programs as “graduation reward trips,” robust numbers of student travelers return to campus for at least a year following their study abroad experience. Each fall we host “reunion” events, bringing those who had the shared international experience back to a common space. Usually over a meal, we make time for participants to share memories of their time abroad and articulate the ways they have shared their experiences with others. We also use the time together to envision ways participants can further educate

others in the campus and broader communities about the benefits of global study.

One simple, cost-effective, and direct way that students can keep the program alive and vibrant comes through creating a physical space for intentional and continued focus on the places they experienced and the lives of the people with whom they interacted. Our student workspace in the honors office has a bulletin board where students can post news reports covering a host of international topics such as the water shortage crisis in Cape Town, the political turmoil surrounding the ex-Presidency of Jacob Zuma, and reactions to the announcement of the most recent winners of the Nobel Peace Prize. It is also where we place cards from students studying abroad and messages from international partners. A student committee is responsible for updating the bulletin board and making it engaging to those who pass by. The posting wall is not a passive space; it often engenders lively conversation and the sharing of additional memories and insights among students. It creates opportunities for both reflection-on-action critical thinking as students relive experiences and reflection-in-action as they explain to peers the relevance of a given article, photograph, or message posted to the board. Because those who have not traveled engage in the conversations, these exchanges inherently heighten their awareness as global citizens.

CONCLUSION

We cannot view study abroad programs as “mission accomplished” as soon as the international flight home lands on American soil. For all the diligent work done in preparing students for international study, honors directors do a great disservice to programmatic design as well as to students, professors, and institutions when they neglect the possibilities to share lessons learned abroad with the home campus community. Trender notes, “The most enduring cross-cultural lessons are those tied tight to your own experience. However, experience is only the beginning” (33).

By viewing the return to campus as a vital part of international study programs, honors directors maximize international travel’s

transformational impact on participants, honors programs, and the larger campus community. Both faculty and students engaging in study abroad programs have multiple avenues at their disposal to assist in the valuable work of sharing their international experiences with others. Such sharing sustains honors international programming and its importance in many ways, including implicating those who might never travel but are witnessing the positive impact of global study. Ultimately, the two case studies offered from our institution, the South Africa and Norway programs, marked milestones in the internationalization of our honors program and the university community.

Honors directors should prioritize post-international travel programming and tap into the wealth of experiences embodied in faculty and student participants in study abroad programs. All members of an international study program return with their own stories of what they witnessed and learned. Before our travelers disperse after every international program, we hold one final debriefing session where every participant publicly shares the story they will tell others when asked, “so, how was the trip, what did you do?” When students and faculty return to campus, honors directors need to help them find space where these accounts of wonder and discovery can be thoughtfully shared with others. Opportunities to share lessons learned abroad with the larger campus community can take a wide array of forms, including curriculum development, partnership cultivation, co-curricular programming, research opportunities, and reflection space; these avenues are vital components for sustaining global education and internationalization.

On the day following the presentation of the Nobel Peace Prize, the NNI and the University of Oslo host the annual Nobel Peace Prize Forum. Dignitaries and invited guests file into the historic auditorium of the University of Oslo’s Law School for an event that features a keynote presentation from a past Nobel Peace Prize laureate. The speaker is tasked with updating the audience on the issue the laureate championed to initially earn the prize. The 2018 forum featured former U.S. Vice President and 2007 Nobel Peace Prize Laureate Al Gore. As a result of our Norway program, five students

from our university sat in the front row at the event. They listened as Gore explained how the prize became a catalyst to create greater opportunities for propelling his cause. The program booklet distributed at the event, contained these words:

Following his Nobel Peace prize award, Al Gore redoubled his commitment to fighting climate change by investing the peace prize money back into his 'Climate Reality Project.' The Project aims to raise public awareness in order to leverage global momentum for the preservation of the earth's ecosystems. Since 2006, Gore and his team have held nearly 40 Climate Leadership Training seminars. By training ordinary citizens to effectively communicate the dangers of climate change and its countermeasures, the Climate Reality Project has amplified its message to reach a vast global audience. (*Nobel Peace Prize Forum* iii)

Gore's actions since receiving the peace prize in 2007 embody the vision Alfred Nobel held for the prize: it was meant to be a beginning and not an end. Similarly, honors directors must envision international study as the start of a process to build bridges for cross-cultural exchanges rather than a line for students to affix to their resumes. Making the commitment to view study abroad as a start rather than an end maximizes the investment of institutional resources used to support the program. Moreover, such a vision assists with program sustainability as more members of the campus community gain exposure to international programs and experience the benefits global education can offer. Well-designed post-travel programming utilizes travel as a spark to transform students into more thoughtful, global citizens. In that process, honors students assume central roles in inspiring global citizenship among their peers, a noble act and a prize worth celebrating.

NOTES

¹Readers can also find this work in Chapter 16 of this volume.

²Numerous institutions incorporate re-entry components to their students' study abroad experience. Examples include the websites

of the University of California-San Diego, University of Notre Dame, Arcadia University, and George Washington University. In addition, outstanding resources for all stages of study abroad are accessible under “Professional Resources” on the Institute of International Education and NAFSA: Association of International Educators websites at <http://www.iie.org> and <http://www.nafsa.org>, respectively. Recent relevant NAFSA publications include *Education Abroad and the Undergraduate Experience*.

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APPENDIX

Sample Pre-Workshop Survey

**Participant Survey for International 101:
Workshop on International Program Development**

NCHC Atlanta—Wednesday, November 8, 2017—2:00-5:00—Ainsley I

Name _____ Institution _____

Email contact _____

1. Please discuss any previous experience in planning an international program and/or traveling internationally with students.
2. What, if any, international option currently exists for honors students at your campus?
3. If you have done international programming, what, if any, commitments do you ask from participants (both faculty and students) upon their return to campus?
4. What level of institutional support do you perceive exists on your campus for honors international study?
5. What barriers do you foresee to pursuing international study with your honors students?
6. Please indicate the topics that you would like information about from this session:
 - a. Site selection
 - b. Staff/leadership selection
 - c. Content selection
 - d. Recruitment of student participants
 - e. Service-learning component
 - f. Planning for safety
 - g. Financing
 - h. Enhancing administrative support
 - i. Planning for sustainability

- j. Post-travel assessment
 - k. Post-travel investment by faculty and students into the campus community
 - l. Other_____
7. Part of the workshop will involve allowing you to plan an idyllic international short-term (2–3 week) program for your students. With this in mind:
- a. Where would you like to go? Why?
 - b. What theme(s) (academic content) would you like to emphasize?
 - c. What experience(s) would you want your students to have that are linked to the specific location?
 - d. Realistically, how many students would you see traveling to such a destination with this program focus?

INTERNATIONALIZING HONORS

PART II: INTERNATIONALIZING HONORS THROUGH INTERNATIONAL PARTNERSHIPS

CHAPTER SIX

“Let’s Get a Coffee!”:
A Transformative International
Honors Partnership

LESLIE KAPLAN

UNIVERSITY OF NORTH FLORIDA

SOPHIA ZEYGOLI

DEREE—THE AMERICAN COLLEGE OF GREECE

ANDRES GALLO

UNIVERSITY OF NORTH FLORIDA

INTRODUCTION

Advocates of study abroad have emphasized that semester- and year-long programs offer greater opportunities than short-term programs for students to enhance their personal, academic, and professional development (Dwyer). But can carefully constructed short-term study abroad experiences, which are increasingly popular choices for undergraduates, have similar effects? One study suggests they can achieve important outcomes, such as encouraging

tolerance for ambiguity, appreciation for diversity, and openness to experience (Shadowen et al.). Another study shows that even short-term exposure to other cultures can enhance creativity (Leung et al.), and a third demonstrates that creative problem solving was improved by cultural study in a process independent of the experience of living abroad, suggesting that studying a culture in addition to visiting it can have a similar effect (Cho and Morris). One mechanism that seems to cause this change is the ability to notice cultural collisions and examine the logic of multiple cultures simultaneously (Leung et al.). Honors programs and colleges, which traditionally have featured interdisciplinary teaching and reflective pedagogies, are particularly well-positioned to offer programs that utilize these insights. In this chapter we describe the evolution of a partnership between the honors programs at the University of North Florida (UNF) and Deree—The American College of Greece (Deree)—that employs this research in its design. What began as a small summer study abroad program for American students in Greece has become a thriving cross-cultural experience that has positively impacted both student populations and both campuses.

“THE HONORS DIFFERENTIAL”

Neil H. Donahue, former associate dean of the Hofstra University Honors College, refers to the emphasis in honors pedagogy on critical and reflexive thinking as “the honors differential” (47). Its existence suggests that honors is predisposed to be the learning laboratory in which these insights can be integrated into study abroad programs (Braid and Schrynmaker 26). Honors pedagogy has long included not only a focus on how we see and think about unfamiliar cultures but also a recognition that our own culture should be thrown into relief and made visible for equal scrutiny. Honors scholar Bernice Braid offers a starting point to challenge students to think differently about home and self as well as away and other. Applying ideas from anthropologist Clifford Geertz’s *Local Knowledge*, she promotes an experiential and ethnographic lens to stimulate students to “see with new eyes,” emphasizing both

seeing difference and recognizing the “new eyes” that are able to see differently (“Promoting” 157). Offering specific suggestions for incorporating this ethnographic viewpoint into classes, Braid promotes a reflexive gaze, helping students recognize how they “look and see, how they interact and with whom, and how they make maps of their uncharted wanderings” (“Promoting” 161). Her thinking on this topic is embodied in the important City as Text™ pedagogy that she developed in the 1970s (Long ix). City as Text is designed to illuminate multiple perspectives from which students can observe and interpret their experience while also helping students to recognize their own cultural perspectives, which they unconsciously use as the norm against which they measure everything new.

Braid’s City as Text methodology relies on a mix of ideas from several theorists: ideas about experiential learning as defined by David A. Kolb, the postmodern definition of a “text” that invites students to “read” places as they might read books offered by Geertz, the emphasis on the value of collaborative learning endorsed by Kenneth Bruffee, and the recognition that learning is a dialogic process as promoted by Mikhail Bakhtin (Mulvaney, “Short-Term International City as Text™” 50–55). Braid’s model of four strategies (mapping, observing, listening, and reflecting) implements those theories about experiential learning; places as “text”; and collaborative, dialogic learning into a systematized method (Long xi–xii). The central feature is the “walkabout”: a four-to-five hour, unstructured expedition into a new space in which the group observes the neighborhood and listens to people living there in an analytical way, collaboratively mapping and reflecting on their experience as they go (Braid, “City as Text™” 51). The activity not only gives participants a deep understanding of a specific place in a specific time, but it also serves to “hone observational skills” (Braid, “City as Text™” 52) by teaching students to be “attentive to detail, to search for connections, and to reflect upon observations in writing, and then to compare observations and synthesize reactions” (Mulvaney, “Short-Term International City as Text™” 49). We devised a program in Athens, Greece, for students from UNF and Deree, using

the research on study abroad with the City as Text model as the central pedagogy.

PROGRAM DESCRIPTION

After a personal connection among the authors revealed a common interest in a study abroad partnership, the program was initiated in summer 2011 as a traditional study abroad experience in Greece for American students. Honors students from UNF traveled to Deree for a six-week summer session. Students enrolled in two classes: a class on modern Greek culture taught by a UNF faculty member (Dr. Leslie Kaplan) and a second class selected from the Deree curriculum. The classes were supplemented by a series of non-credit workshops in “survival Greek” with a Deree faculty member (Dr. Sophia Zevgoli). In the first year, students chose a random selection of Deree classes; they took courses that would fulfill their general education requirements, but they were not necessarily considering classes that would enhance their study abroad experience. One student took a math class and spent ten hours a week in a classroom in Greece studying college algebra. Another took an Italian language class and spent the summer confused about which language she was learning. Other students, however, reported having engaging and fascinating experiences in humanities or social science classes that were aimed at Greek students but were taught using American textbooks. The natural contrast between the two perspectives inspired lively discussions focused on cultural comparisons. As we processed our own observations as well as student feedback from the initial summer programs, the experience evolved. It became a true partnership between the two honors programs as we designed and incorporated experiential and collaborative encounters that benefitted both American and Greek students.

By the third year, we had developed two Deree honors classes specifically for the partnership (a photography class and a humanities class) and enrolled equal numbers of American and Greek honors students in each class. We also altered the weekly class schedule to expand opportunities for collaborative field experiences:

instead of holding classes for two hours a day, five days a week, we rearranged classroom time to two hours a day, three times a week. This schedule revision allowed us to add a four-hour, field-trip day, which provided more time for the American students to explore Greek culture alongside Greek students. By observing the American students' culture shock and engaging in discussion with them, the Greek students gained significant cross-cultural experience as well. In the fourth year, we redesigned all the courses to incorporate City as Text pedagogy as a central feature that binds the different parts of the experience together. The purpose of using the City as Text pedagogy in all classes is to equip students with skills to look at cities as both readers and writers. We want them to learn to read the city, which means analytically breaking their experience down into smaller categories and then reconstructing it into larger categories that reflect patterns in what they experience. They are also writers, creating and sharing their own idiosyncratic texts of Athens through blog posts and group discussion. Furthermore, City as Text pedagogy's emphasis on reflexivity helps the students to recognize their own cultural lens, and its emphasis on synthesizing observations promotes integration.

The Deree courses—Documentary Photography (an honors course), Strolling Incognito (an honors sociology class), and City as Myth (a literature/culture class)—are now taught as City as Text classes with equal numbers of Greek and American students. (For a copy of a course syllabus, please contact the authors.) Two of the three courses are offered each year, and students choose one of them. The Deree honors courses include weekly structured walks around Athens with reflective discussion. One of them also includes a City as Text exercise set in an archive. At the same time, we redesigned the required UNF class on modern Greek culture taken by all American students. It became a team-taught class incorporating survival Greek workshops that engaged American students in authentic interactions with the host community to augment their immersion into everyday Greek culture. It also employs modified City as Text assignments for several archaeological sites, museums, and neighborhood explorations. The UNF professor teaches and

grades eighty percent of the reflective work in the UNF class. The Deree professor teaches Greek language and culture workshops, which account for the remaining twenty percent of the course grade for the American students. The field trips are conducted with the help of Greek honors student facilitators, called International Honors Program (IHP) peers. The IHP peers are selected based on their expressed interest in cross-cultural activities. They are familiar with Greek culture but also possess English language skills, allowing them to bridge the two cultures. Before the beginning of the program, the director of the Deree IHP conducts a training workshop for the IHP peers. Participants are prepared to support the American students' authentic interactions with locals during the experiential classes that take place in the city, and they are also trained to participate meaningfully in cross-cultural discussions and activities. The structured discussions consist of cross-cultural dialogue about issues relevant to students, such as the notion of politeness and appropriacy, the nature of friendship, the understanding of time, the role of alcohol, gender relations, family dynamics, and individuality vs. group relations. They therefore foster peer collaborative learning, enabling both American and Greek students to gain a better understanding of their own and each other's culture. Even more interestingly, the dialogue creates authentic opportunities for both groups to not merely discuss but also experience, through their intellect, senses, and feelings, the values of the target culture so that they can critically assess and reconsider their beliefs, biases, and attitudes through their interactions. This process aims to be potentially transformational for students, both those at home and those abroad.

While the partnership is focused on the joint summer program, it also encompasses an exchange agreement between the two campuses, so it includes traditional semester study abroad students in both directions. The longevity of the relationship has allowed for close collaboration and repeated experimentation to explore the pedagogical strategies that will best benefit both campuses and all students, both hosts and guests.

CONCERNS ABOUT STUDY ABROAD

One common criticism of study abroad is that it can easily devolve into a glorified sightseeing tour or a voyeuristic venture where students observe but do not meaningfully interact with individuals of the host culture, much less allow the experience to penetrate into their own understanding of the world. They return with a camera full of photos and stories about their adventures but without fundamentally changing the way they see themselves or other cultures. The National Collegiate Honors Council (NCHC) has devoted two previous publications to exploring the contributions of honors pedagogy to international education: a themed journal (*Forum on Honors Study Abroad, JNCHC*, vol. 12, no. 1) in 2011 and a monograph in 2013 (Mulvaney and Klein). Several of the journal articles and monograph chapters articulate these concerns. The opening essay in the themed journal is a troubling review of ways in which some study abroad programs fail to live up to the hype about their benefits, including programs that do not emphasize intercultural understanding, that allow students to remain in an American bubble, or, worse yet, that become mere social exercises (Haynes 17–20). The first chapter in the monograph argues:

If study abroad students return home from Oxford knowing only that home is different from Oxford, then their program leaders have not given them a transformative experience. Rather, they have provided a temporary experience of another place, one which is contingent on being in that place, and they have not equipped students to think differently about home or to challenge the simple binary of home and away. (Baigent 5)

Another journal article describes the problem of “lost opportunity” in study abroad experiences, by which they mean that students gain in self-esteem, but not the “perspectival flexibility,” and “global understanding” that represent more consequential change (Braid and Schrynemakers 25, 26). Significant challenges to creating meaningful study abroad experiences exist; however, the psychological research described at the beginning of this chapter identifies

how study abroad programs can address these concerns and impact student thinking about themselves and other cultures.

HOLISTIC STUDY ABROAD

“Holistic study abroad” might be a good term to describe programs that focus on the broad cultural exposure that has traditionally been the main goal of semester and year-long programs, as opposed to programs that are in a particular discipline or have a particular focus on art, engineering, medical systems, or business practices. Holistic study abroad has the potential to be “an intentional way of engaging with difference, a different way of learning. [. . .] A meaningful study abroad experience requires students to modify the way they perceive and engage the world” (Frost et al. 240). Our students’ understanding of the host culture should be changed and so should their understanding of themselves. Adaptation to the local culture is the key to this transformation, and therefore programs ought to be structured to maximize the likelihood that students adapt (Nguyen 35).

The specific aspects of study abroad that confer these benefits have to do with the concept of “integration”: incorporating an understanding of a new worldview into an existing worldview as the focus of critical reflection that includes attention on both the self and other, and the degree of integrative complexity was an important mediating factor (Tadmor et al.). The marker of a successful study abroad experience, then, is a shift in the student from gazing at the culture as an object and instead interacting enough with people to begin to embrace the culture from the inside. The next step is to turn the gaze back on oneself and one’s own culture, integrating the two into a new, broader, more nuanced worldview. The process of reflexive gazing (at the self as well as at the other) alters worldviews. It is an activity that is both dialogic and potentially transformational, depending on the degree of depth.

Psychologists suggest several mechanisms through which integration is achieved. One is depth; living abroad (as opposed to traveling abroad) improved the likelihood of adaptation to the customs and culture of the host country (Maddux and Galinsky).

Depth has long been held to be the gold standard for holistic study abroad: a long-term, stationary, independent sojourn of a semester, or, even better, a year, especially if it includes homestays and use of the local language (Camarena and Collins 85). The weakness of the traditional depth model is that it lacks the structure that emphasizes deliberate study of the culture and requires students to have the maturity and discipline to engage in significant reflexive and critical reflection on their own.

For the sixty-two percent of study abroad programs, according to the Institute of International Education, that are less than a semester in length, utilizing the research about the value of deliberate cultural study and reflexive discussion offers the promise of achieving integration without requiring long stays (“Fast Facts 2016”). This is because the deliberate and detailed study of a worldview and culture also seems to lead to integration (Cho and Morris 945). The presence of a thoughtful faculty member on a carefully constructed short-term experience abroad can offer important benefits that may be lacking in more independent longer experiences (Otero 41–45). Faculty can facilitate integrated learning in many ways: they can structure students’ background reading and reflection to emphasize worldview and culture, motivate students to step outside their comfort zone, require interaction with the host country, create opportunities to deliberately adapt to the culture, and require students to reflect on the meaning of the changes to their worldview that this necessitates. Other researchers have described a structured process that begins with noticing differences and recognizing the functions of those differences in each culture and then grappling with both the home and foreign culture in order to make sense of them together, thus integrating rather than foregrounding one or the other or rejecting both (Maddux et al. 733; Tadmor et al. 521). These findings are interesting because they suggest that experiences beyond the traditional semester or year abroad can also have a powerful effect. The outcomes of holistic study abroad experiences and the strategies that can achieve those outcomes are suddenly much clearer and more evidence-based, and existing honors pedagogy seems to align with this research.

THEORETICAL INSIGHTS APPLIED IN THE PROGRAM

We applied these theoretical insights when developing our courses, including the language and culture workshops, to achieve synergies in our faculty collaboration and student interaction. We have reversed the focus that is often used, where language is taught with some attention to culture. Instead, we are teaching culture using language as a way for the learners to gain insight into an emic point of view and develop intercultural competence. To this end, we use intertwined pedagogical strategies to apply the aforementioned insights into our collaborative venture. We implemented the following strategies:

1. collaborative, structured cross-cultural learning with peers; and
2. experiential learning, entailing:
 - a. observation,
 - b. structured interactions, including City as Text methodology, and
 - c. intentional reflection with a focus on transferability.

All experiential learning taking place in this synergy includes observation, interaction, and reflection. To address the theoretical insights, we have selected particular interactive strategies including language learning emphasizing intercultural competence and City as Text methodology. Furthermore, our reflective practice includes a focus on transferability, the deliberate pointing out of methods that could be used in other contexts. Of course, the notion of the transfer of knowledge or skills, which underly instructional design in a broad array of contexts, draws upon several psychological theories of learning. As professors of learning design and technology, Peggy Ertmer and Timothy Newby succinctly state: “Transfer refers to the application of learned knowledge in new ways or situations, as well as to how prior learning affects new learning” (49). From the perspective of social constructivists, “transfer can be facilitated by involvement in authentic tasks anchored in meaningful contexts”

(Ertmer and Newby 57)—a concept undoubtedly informing the City as Text methodology. Enabling re-entry students to seriously reflect upon what they learned from studying abroad extends the value of the experience significantly beyond the early-return rapture stage that many students report.

Collaborative Learning with Peers

The heart of the experience is collaborative learning with peers. Many study abroad programs feature a group of American students learning about a foreign culture with guides or a faculty member as cultural broker. There may be guest speakers or site visits with local experts. Since our program is a true partnership between two honors programs, much of the learning is collaborative, occurring in structured reflective discussions in a setting that includes both Greek and American students so that both groups of students are learning about themselves and each other together. The reflective structure that the courses use, which asks students to think about their own culture and the other culture, emphasizes this process. The discussions we describe are both collaborative and structured so that we make it comfortable to ask questions about the other culture and share candid observations. In fact, in our experience what begins as a structured discussion between the two groups of students often turns into an open, frank conversation in which students talk about cultural differences and even personal feelings with curiosity and understanding. The learning environment we create extends beyond the classroom environment, leading to organic conversations and friendships that often produce lasting international relationships.

Experiential Learning

Experiential learning is easily adaptable to a wide variety of educational settings, especially to classrooms where project-based and task-based learning form the core of the curriculum (Knutson 53). Experiential learning involves senses, feelings, and personalities—in other words, the whole person and not just the intellect

(Andresen et al. 227). It “is synonymous with ‘meaningful-discovery’ learning . . . which involves the learner in sorting things out for himself by restructuring his perceptions of what it is happening” (Boydell 19–20).

Tapping into this synergy, immersive experiences may take several forms: in our example, students come into contact with Greek writing formally in street signs and informally in graffiti on buildings anytime they walk out their door. Students live in Deree-owned apartments in the neighborhood, which are equipped with kitchens. Because they do not have a meal plan, students have to shop in the produce market, butcher shops, and grocery stores or frequent restaurants to eat, and these daily activities intensify their immersion experience. With our encouragement and instruction, they interact with Greek people every day as they feed themselves, journey to class, explore the city, and go about daily tasks as residents of the city rather than tourists.

The success of our experiential teaching depends not only on exposing the students to new customs and ways of thinking but also on having each student reflect on these new experiences and restructure their perception. To encourage this outcome, we have designed experiential assignments combined with reflection. All of the sightseeing activities center on themes: we visit Delphi and combine it with a monastery on a trip we call “sacred spaces.” We visit the Athenian Agora on the same day that we visit the central produce, meat, and spice market and discuss public space and commercial space. These themed excursions are aimed at placing reflection into the structure of the experience as well as into the classroom discussions and blog posts students are assigned to write. On many of the trips, we use a modified City as Text approach, asking groups of students to explore a site using a particular viewpoint or lens: looking at the chronological layers of a site or focusing on multiple functions for which a site has been used. When examining the city of Athens, students first explore the central core, the ancient center, which is also the main tourist area. They must choose a particular museum; their assignment is to create a video convincing others to visit. Then we push small groups of students

out in concentric circles into the living neighborhoods contiguous to the central core. They ask City as Text-style questions on their visits, then research the neighborhood's history and current identity. We encourage reflection by having students write a brief essay on each excursion and post it on their blog. The faculty members read the posts, and they urge students to read each other's posts: the themes gleaned from those reflections are raised in the weekly class discussions.

Observation

Students are constantly encouraged to observe, and they document their observations with photographs and daily blog posts for the required UNF class. The blog posts document activities and help students remember the chronology of the experience, but they also describe moments of cultural collision and reflect on both cultures' logic to help them integrate their experience. Students are also encouraged to make observations in the two City as Text honors courses. In Documentary Photography, students are asked to take photographs when traversing the city, and in Strolling Incognito, they are asked to become "flâneurs" by observing their environs deliberately and methodically without being obvious about their intentions.

Interaction

The most genuine interaction between American and Greek students occurs in the language and culture workshop. Although these interactions may seem superficial given the learners' limited ability in Greek, they are authentic and effective since they are taking place within the cultural milieu of the host country in the native language. In this workshop, language teaching entails a great deal of culture teaching (Byram and Grundy 1; Jiang 328; Tseng 11), which aims to develop speakers who are both linguistically and culturally competent (Berwick and Whalley 326). What is meant by "culture" here is the things that are shared by members of a community, such as social habits and conventions, rules of etiquette (i.e., polite

behavior), daily life, and cultural connotations of words and phrases (Damar 753; Stern 213). The purpose is learning the culture of the target community or country. The pedagogy proceeds by using the target country's language (Shi 233), which reinforces and supports the learning of that language. Learning the target culture plays a central role in developing communicative competence in the target language: the learners are supported in developing appropriate behaviors and attitudes and in using the language appropriately by interacting in different social settings. They develop intercultural competence because the learners are immersed into the everyday culture of the target country and come into direct contact with people and places. In this workshop, "culture learning entails a subtle balance among observation, interaction and various degrees of reflection on experience" (Berwick and Whalley 328).

Although culture teaching is often implicit in language programs, in this workshop it is made explicit. This synergy draws the students' attention to the particular values or worldviews associated with specific ways of using the language. For example, we explicitly explain to the students that in Greek the request for exchanging a larger bill for smaller bills can be formulated as something equivalent to "Can we break this [bill]?" We explicitly draw attention to how the language and culture intertwine: the inclusive "we" reflects the collaborative and participatory orientation of this culture.

The students in the workshop are learning survival Greek, which is calibrated to the most common experiences they will have: exchanging pleasantries, understanding numbers, buying produce at the weekly outdoor produce markets, going to a coffee shop, and eating at restaurants. Each on-campus class is followed by an experiential off-campus class, where they apply their knowledge in a real-life situation with the faculty present and with the help of the Greek students who have volunteered to be IHP peers; this structure allows learners to acquire cultural expertise through experience (Berwick and Whalley 326). The first experiential class takes place at the produce market, where students practice vocabulary and numbers for making purchases. The next two allow students the chance to order food, first in a coffee shop and then in a taverna.

In these activities, students are accompanied by IHP peers because peer learning can powerfully support and promote language learning and help them transfer their learning to real contexts (Sharif et al. 445).

The three activities are scaffolded, and they are combined with collaborative learning and reflection. The workshop develops learners' intercultural communicative competence as well as empathy for and tolerance toward different assumptions, values, and beliefs (Damar 755). The workshops include a cultural discussion where the American students and IHP peers discuss cultural differences. The American students venture into the conversation primed to think about "coffee shop culture" because before they left the United States, they completed an observational activity in a local coffee shop. In the discussion with Greek students, we start with questions about coffee shop culture (How long do you spend in a coffee shop? What do you do there?) and then move to more personal questions about appropriacy and intimacy (How do you treat your close friends and family differently from how you treat acquaintances?) and then to friendship (How often do you visit, call, text, use social media with friends? What do you call them? What do you do with them when you get together? How long do you stay with friends? What do you talk about? How do you get enough to eat and make sure that food moves around the table in a communal meal?). One of the ideas often discussed during the coffee shop experiential class is the emphasis that Greek culture places on in-group relations and involvement with them (Sifianou 41). An in-group includes one's family, relatives, friends, and friends of friends (Triandis and Vassiliou 141). Being very formal to a member of an in-group by using "thank you" and "please" frequently is actually not polite in Greek culture because these phrases become a distancing device that actually shifts a person into the out-group. Another frequently identified cultural difference in Greece is that maintaining a bond among friends is important, which explains why they spend so much time drinking coffee with each other. We explain to the students that if they are invited for a coffee as in "Pame gia kafe" (meaning "Let's go for a coffee"), they may end

up spending an afternoon in a taverna or a bar or even catching a movie. “Pame gia kafe” becomes a code phrase meaning “Let’s spend time together.” Some serious conversations take place over coffee in Greece, which is why this setting is chosen for this particular experiential class.

Having this collaborative reflection among peers is powerful. Experiential learning “means that learning that occurs when changes in judgment, feelings or skills result for a particular person from living through an event or events” (Chickering 63). The experience should cause changes—transformation—in the students. In our experience the students report being startled by seeing their culture from an outside point of view, causing changes in their understanding of their own culture. When we engaged in this discussion in 2018, about half the group stayed late, some as much as two-and-one-half hours late, continuing the discussion on their own because they found it so eye-opening.

At the taverna, students order food in Greek with the help of the peers, and then we hold a discussion about social lives and the role of alcohol, the role of family, and nonverbal communication in multiple situations. These conversations are equally engaging to both sets of students since they are welcome to ask questions of the other group and are often startled to see their own culture through the eyes of outsiders. American students in particular are surprised to learn that access to alcohol is no big deal and that getting drunk is never the point of a social engagement for Greek students. They begin to see what American attitudes toward alcohol look like from a perspective outside their culture, which is revelatory because attitudes toward alcohol are so homogenous in the culture on American campuses that it seems like they must be universal.

Reflection

In the weekly class meetings that include only the American students, these individual insights are raised and developed. Structured discussions about cultural differences contribute to constructing meaning and interpreting phenomena. The students connect the large cultural trends they read about before arriving in

Greece with their experience abroad, in particular what they find strange or frustrating. This formal practice occurs in addition to the informal experiences and discussions that we are aware of but do not monitor. The American students are also required to write two essays, one about American culture before they leave the U.S. and one reflective essay after they return to the U.S., and they also complete pre- and post-surveys of their experience. The surveys are discussed below in the Data section.

Finally, the reflection always includes an emphasis on transferability. We have tried to include sufficient meta-cognitive discussion to help students recognize the strategies we were using to facilitate their deep learning so that they could import them into other situations involving cultural contact. We talked about using readings and research to create a generalized framework for the culture based on more than one's own experience. We discussed the structured reflective process. We mentioned that part of the reason for the experiential assignments was to push students continually out of their comfort zone and deeper into the foreign culture. We talked about creating a collaborative research community where it was acceptable to address cultural differences directly.

DATA

In an effort to identify our program's student learning outcomes, we administered surveys at the beginning and end of the program in 2018. (For a copy of the surveys, contact the authors.) The pre- and post-surveys attempt to measure previous multicultural experience, intercultural competence, global-mindedness, and the impact of transformational learning activities (Hersey; King; Leung and Chiu; Scally; Ward and Rana-Deuba). We also gave the post-test to students who participated in the program from 2011 to 2015 to measure differences with participants from previous years. We examined the differences between the pre- and post-test for each group (American students and Greek students separately), and then we compared them both before and after. We also compared the post-test of the American students with the previous students who went abroad to see if we could generalize

from the data we collected in 2018 to determine if there was a long-term impact on students. Sixteen of the twenty American students who participated in 2018 took both surveys (80%), and four of the fourteen Greek students took both surveys (29%). Fourteen of the seventy-one students who participated in the program from 2011 to 2015 responded (20%).

The most important question was whether we could find any evidence that the students' worldview about themselves or about Greece had changed, and we did see some statistically significant differences as we compared pre- and post-survey data. Table 1 identifies these changes. We hoped to see a shift in the perception that students had about either their own or Greek culture to show whether and in what ways the experience had affected them. Both anecdotally and according to this evidence, the 2018 American cohort left feeling less American (but not more Greek) in their attitudes than when they arrived in seven of thirteen areas measured, and most of these were broad conceptions of culture: worldview, customs, standard of living, communication, friendship styles, perceptions of Americans in general, and perceptions of Greeks in general. In contrast, they felt more like other Americans at the beginning and end of the experience in some specific areas. The specific topics about which they continued to recognize differences were topics that came up in class discussion (political ideology and employment) or they had direct experience of (food, pace of life, and sense of time) or both (gender expectations). The results demonstrate that while the students' perceptions of their own identity shifted in many areas, they continued to see some cultural differences that made them aware of how American they were, countering the overgeneralization sometimes made in class discussion that people are "just the same everywhere." In sum, the data suggest some shifts in identity and a simultaneous development of a more nuanced view of the cultural differences between the two countries.

Qualitative data in the form of short answers to a question about American identity also offered evidence that students' sense of what constitutes American identity had shifted. On the pre-test more students referred to freedom as the essential characteristic of

American identity, while on the post-test, more students invoked individualism, which seems like a softening of nationalist sentiment. In the context of class conversations, that shift suggests a recognition that our strong preference for choice focuses on the individual rather than the family or group; choice entails freedom, an obvious good, but it also encourages individualism, which has trade-offs (weaker family or group identity). We will need to collect longitudinal data to confirm whether the students' idea of American identity and their attachment to it shift over the course of the experience.

Both American and Greek students' sense of similarity to their own group and difference from the other was strengthened in their perceptions of topics they discussed together: social customs, communication styles, and employment. Both groups' views of their similarity to their own culture also strengthened for political ideology. These examples suggest that through cross-cultural discussion,

TABLE 1. PRE- AND POST-SURVEY RESULTS: AMERICAN STUDENTS' PERCEPTION OF SIMILARITY TO AMERICAN AND GREEK ATTITUDES AND VALUES

American students' perception that they are most similar to other Americans decreases (a statistical significance at pre-test disappears)	American students' perception that they are most similar to other Americans stays the same or increases (a statistically significant difference remains or increases at post-test)	No statistical significance: students did not expect or experience a difference between the two cultures (there is no significance before or after travel)
Standard of living	Pace of life (stays the same)	Family life
Worldview	Food (stays the same)	Values
Social customs	Political ideology (stays the same)	Role of alcohol
Communication styles* (+ more similar to Greeks)	Employment (stays the same)	
Friendship	Sense of time (stays the same)	
Perception of co-nationals	Gender (increases)	
Perception of host-nationals		

students began to recognize the edges of their own identities, which is part of the process of acculturation.

We were surprised to see how many of our findings suggested that students saw the two cultures as being more similar than they anticipated. Before they went to Greece, the American students expected that they would be different from the Greek students in terms of standard of living, employment, communication styles, gender roles, and social customs (in that order). At the end of the program, their sense of difference had lessened. This shift was reflected in many of our class discussions as well as in the data; when we highlighted areas that we expected to be different, such as cultural differences about obligations of friendships, the students resisted the idea that the cultural mores were different. This attitude might be because the culture has changed dramatically for this generation with the impact of Greece's inclusion in the European Union and the economic crisis or the flattening effect of a global media culture that relies on images rather than languages. Another possibility is that they were unconsciously looking for similarities in order to help themselves maintain cognitive closure or simply that our expectations were incorrect (Leung and Chui 738). Again, more research might clarify this point.

We also wanted to know if the students' degree of change had increased as we developed the program during the past eight years. For the most part, the students in 2018 seemed representative of all student participants. Most of the differences between the groups can be explained by contingencies of a particular year, including the deliberate changes we made. For instance, we gradually increased required contact between the Greek and American students through the years, adding joint classes in 2013 and facilitated conversations between Greek and American students in 2014. The 2018 group had contact with more Greek people on the whole: fifty-seven percent reported at least ten significant contacts with Greeks compared to forty-six percent of those who traveled from 2011 to 2015. This increase reflected our greater emphasis on interaction between Greeks and Americans.

Some differences also seemed to reflect particular conversations that happened in a given year. For instance, in 2018, the conversations students had about politics and employment were more intense and focused than in previous years. Many students in 2018 learned about anarchists, communists, and neo-Nazis in Greece when they asked their Greek peers about the graffiti they saw in the city. The American students were shocked at the Greek students' acceptance of anarchists, and the Greek students were shocked by the American students' shock. This conversation had not occurred in previous years, and that seems to be reflected in the data.

Through our surveys, we also hoped to gather information about the long-term impact of the program. A recent study of honors alumni has examined differences between students who studied abroad and those who did not in the areas of educational and career trajectories, personal (non-business) international activities, alumni activity, and civic engagement. The study revealed that in terms of the first three areas, there are positive long-term impacts based on self-reports (Mulvaney, "Long-Term Impact"—also reprinted in this volume). The data in our study compared students who studied abroad between 2011 and 2015 to the students who studied abroad in 2018. When asked what it means to be American, most of the students who participated in 2018 gave answers that referenced common clichés, writing about freedom, individual choice, and hard work. The alumni who participated in the 2011–2015 programs used many fewer clichés and were more critical when describing their understanding of American identity, with seven of the twelve offering original answers, for instance, mentioning American optimism, inclusivity, possession of American "cultural fluency," or "using the privilege of democracy to strive for universal equality among all citizens." One mentioned being embarrassed to be recognized as American while traveling, and another described being American as "being too focused on work." Perhaps the process of understanding American identity evolved during the course of the six-week experience and continued to develop for years afterwards. That students were willing to take a survey about an experience that took place three to seven years ago itself speaks

to its importance to them. They were still thinking about it and still willing to think about it. Our conclusions, however, are limited because our sample size was small. As we continue our assessment efforts, we hope to gain a more precise understanding of the impact of our program.

CONCLUSION

This study abroad experience was deliberately designed to create opportunities for students to observe and interact meaningfully with another culture. They reflected on “cultural collisions” using the following questions: When did you feel frustration or surprise—markers of a cultural collision? What expectations were colliding? How does each set of expectations make sense within the cultural logic of home or host culture? What other examples does it connect to? What can you learn about the function of that expectation or behavior from the contrast? How do you now see each cultural collision as a result of going through this process? We wanted the students to have an experience that demonstrated how examining a contrast in cultural logic can lead to novel insights. Some students integrated their insights into a deeper understanding of both cultures in an ongoing learning process. In addition to their interactions with people, they engaged in deep interaction with the place through multiple City as Text exercises. Our assessment revealed that the program impacted students’ sense of their own cultural identity, both lessening their sense of being typical Americans and refining their sense of what it means to be American, and that change seemed to continue as the students matured in the years after the program ended.

Success in this study abroad program requires a good deal from the students. They need to be willing to engage outside their comfort zones and be comfortable with some level of cultural discomfort (Leung and Chiu). These demands can be challenging for late adolescents. The quality of the students’ experience and how they navigated these challenges often depended upon guidance by faculty familiar with the local community. Having the questions put

to them by teachers who were also immersed in the culture created a safe space for discussions about both countries' youth cultures.

The goal of holistic study abroad is more than giving students a broader view of the world. It is about creating lasting change in their views of themselves as well. Bernice Braid argues: "Perhaps the most radical difference between site-specific learning and typical campus-based study is the expected outcome: finding out vs. being told" ("Promoting" 156). Honors faculty, with their focus on facilitating experiential learning rather than telling (Finkel), their expertise with critical reflection, and their intentional use of pedagogy, are particularly well equipped to build powerful study abroad experiences.

Combining a strong focus on integration and employing structured self-reflection allow faculty to address the dual objects of study—the host and home countries. Moreover, they help students learn to understand the foreign and to recognize the contingency of the familiar. These ideas can be put into practice to enhance any experience abroad regardless of length or purpose. The goals of holistic study abroad are to help students become open-minded, lifelong learners, because as students they have adapted their thinking to that of another culture while recognizing their own cultural preferences in order to become flexible, creative thinkers who can integrate complexity and ambiguity.

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CHAPTER SEVEN

Balancing International Aspirations with Honors Expectations: Expanding Honors to a Branch Campus in Florence, Italy

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INTRODUCTION

Education abroad has the potential to leave a deep and transformative impact on the lives of honors students. That education abroad and a broader focus on the larger world beyond the boundaries of campuses comprises a core value of many honors programs and colleges comes as no surprise. In addition to providing a rigorous education and undergraduate research opportunities, many honors programs aspire to making their students more cosmopolitan in their worldview. The philosopher Kwame Anthony Appiah explains that cosmopolitanism blends two important values: it

stretches us “beyond those to whom we are related by the ties of kith and kind, and even the more formal ties of a shared citizenship,” and helps us recognize that “[p]eople are different . . . and there is much to learn from our differences” (xv). Cosmopolitanism has intrinsic and extrinsic value for honors students and indeed for all students studying abroad. Studying abroad exposes students to art, languages, philosophies, and cultures that can enrich their understanding of the range of human expression and ideas, and they learn important lessons about their own humanity and the world around them. On its own terms, this engagement with an increasingly complex world, opens their eyes to relevant and living alternatives to many of the beliefs and practices they embrace, often only through the force of custom, habit, or convenience. Education abroad also has an instrumental purpose in building and sharpening essential intellectual and interpersonal skills that play a critical role in students’ academic, personal, and professional development (Dwyer; Dwyer and Peters). While abroad, students may develop important critical reasoning skills and intellectual virtues (Nguyen), as well as greater confidence, maturity, empathy, and creativity (Gray et al.; Maddux and Galinsky). International experiences are also linked to the honors thesis project in unexpected but significant ways, and they sometimes alter career paths and graduate degrees pursued after graduation (Markus et al.). Finally, education abroad uniquely prepares students to compete for selective international post-graduate opportunities, including the Fulbright Student Program and the Marshall and Rhodes scholarships. These benefits appear to impact students positively long after graduation (Mulvaney, “Long-Term Impact”—also reprinted in this volume).

Honors programs and colleges place high expectations on their students. Students are encouraged to make the most of all academic experiences, including international ones. This ideal places a burden on students traveling internationally and on honors programs to deliver an enriched academic experience far from home campuses. The problem can be stated simply: as honors internationalizes, how can honors programs better deliver an enhanced

academic experience and access to research opportunities for high-achieving undergraduates? While the opportunities for academic and cultural enrichment abound abroad, students, including honors students, need specific facilitative structures to take advantage of them, just as they do the general resources—such as seminars and undergraduate research opportunities—available on their home campuses. The added element of study abroad is important in helping students develop the drive and initiative necessary to seek out and take full advantage of opportunities regardless of the country and situation. Honors programs must balance a wide range of important academic challenges, however, when they encourage students to pursue an honors education abroad. Challenges abroad include maintaining academic rigor, ensuring the integrity of honors curricula, and supporting students' adaptation to the culture of the study abroad site. Openness and creative problem solving by honors program and education abroad administrators and faculty can effectively bridge the gap and maintain the standards at the heart of honors education while students are immersed in their international experiences.

One internationalization strategy is creating dedicated experiences abroad for honors students. According to Karsan et al. and Arens et al., short-term abroad courses generally take the form of on-campus honors seminars that culminate in a faculty-led study abroad trip to a relevant destination after the conclusion of the traditional semester. Another strategy, however, is to create stand-alone honors courses abroad. Our program has pursued the second strategy.

Until 2017, the Marist College Honors Program did not offer any unique international academic opportunities. Instead, honors requirements could be completed only on Marist's domestic campus, and the honors program did not take an active role in advising or promoting study abroad opportunities to its students. Despite the lack of promotion or advertisement, the number of Marist honors students spending at least one semester abroad during their academic careers was high. The solid majority of honors students—more than fifty percent in most years—who study abroad choose

the most popular international education site, Marist's branch campus in Florence, Italy, known as Marist Italy. The honors approach to education abroad has changed dramatically in recent years. This chapter is a case study detailing how Marist's Honors Program leveraged a high volume of students studying abroad, as well as a significant institutional footprint and resources in the city of Florence, to develop an international presence without compromising the integrity of our honors curriculum. The challenge was ensuring that the honors program in Florence provided the structure and opportunity for honors students to make the most of their time abroad, both academically and culturally. We have directed the core of our efforts toward developing honors seminars in Florence that are structured to create an honors-enriched classroom experience that engages students with the city, the surrounding area, and important social and political problems facing Italians today. In addition to seminars, Marist Honors and Marist Italy have created undergraduate research opportunities for our students in Florence. Not all of our initiatives in Florence, however, have been strictly academic in nature. We have built a growing but stable honors community in Florence by developing special honors events and leadership opportunities. In the end, these initiatives have strengthened Marist's Honors Program and improved its academic offerings, undergraduate research opportunities, program flexibility, and even our program enrollment and retention.

HONORS AT MARIST COLLEGE: DOMESTIC AND INTERNATIONAL

Located in New York's historic Hudson Valley, Marist College is a private comprehensive institution with a liberal arts tradition. Marist enrolls approximately five thousand undergraduate and one thousand graduate and professional students. The Marist College Honors Program was founded nearly thirty years ago, and its core mission is to enrich the general education requirements through smaller, seminar-style classes and encourage undergraduate research by sponsoring credit-bearing projects with faculty

mentors. In addition, the program places a strong focus on ethics and international education. Marist Italy, thus, plays a critical role in the education of honors students who choose to study at our branch campus.

In recent years, the Marist Honors Program has gone through significant changes in its scope and nature. Since 2013, it has seen dramatic increases in enrollment, retention, and graduation rates. Enrollment has more than doubled from 225 students to approximately 525 students. Twenty-four students graduated from the program in 2013, and 110 students will graduate in spring 2019. The program's recent growth is likely the result of several related variables, including a new curriculum, an infusion of resources, a change in leadership, and the creation of honors living-learning communities. In 2012–2013, the honors program curriculum went through a large-scale revision. In 2016 the program started to take a more direct role in advising students about international education, and in 2017 honors offered its first seminar abroad. The new, eighteen-credit curriculum requires that students take Honors First-Year Seminar (four credits) and Writing for College (three credits) in the first year and at least two other seminars (six credits) toward their general education requirements. One seminar is thematic, focusing directly on ideas, problems, and research in a wide range of academic fields. The second seminar focuses on civic engagement and service learning, and in this seminar students learn about civic engagement from the perspective of different academic fields. In addition to seminar requirements, students complete two credit-bearing research projects, including an Honors by Contract (one credit) and an Honors Thesis Project (three credits). Finally, students take a Senior Seminar (one credit) that asks and answers important normative questions about happiness, purpose, and meaning in life after graduation. Every semester the program offers approximately twenty-five seminars, sixty to seventy-five Honors by Contract, and fifty Honors Thesis Projects.

Honors enrichment at Marist is not limited to academics. Like many programs, honors at Marist operates first-year, sophomore, and upperclassmen housing units. In any given year, approximately

two hundred students live in honors housing. The honors housing units host a wide range of academic and social events that celebrate and promote undergraduate research, campus-wide lectures, scholarships and grants, diversity, and education abroad opportunities. In addition to a director, the Marist Honors Program employs an assistant director, an administrative assistant, and three resident assistants. The program is advised by a council of faculty members who represent the college's six academic schools. All stakeholders have played a role in expanding and supporting the program's work in Florence.

The Institute of International Education's (IIE) "Open Doors 2018" reported that approximately ten percent of American students study abroad during their undergraduate careers. Marist College has a particularly robust education abroad program; nearly half of our students study abroad at least once during their undergraduate years. Marist earns consistently high rankings in the IIE's reports for student participation in study abroad, and this is a result of wide-ranging support from faculty, staff, and administration, together with a dedicated team of education abroad professionals who have built a diverse portfolio of international programs. Working together, these colleges have developed and nurtured a strong appreciation on campus for the importance of international experiences as an integral part of students' academic and personal journeys. The branch campus in Florence has played a critical role in building a tradition of study abroad at Marist. As Kinser and Lane note, branch campuses exist "where universities create physical presences in multiple countries" (3). They have evolved from small organic extensions of the home campus in areas where personal connections might already exist to large centralized endeavors often at the invitation of a particular government, such as the United Arab Emirates and China (Altbach and Knight 293–94). The Marist branch campus falls into the former category, and its partnership with an Italian educational institution, Istituto Lorenzo de' Medici, provides students with a robust catalog of over three hundred course offerings each semester as well as access to academic and cultural networks throughout the city of Florence.

That the Marist branch campus in Florence is the most popular study abroad site for students from the home campus is not surprising. Marist students have several options in terms of the length of time that they study at the branch campus, ranging from a summer or semester to their entire undergraduate career. The college offers a Freshman Florence Experience (FFE), a program that allows students in most majors to spend their entire freshman year at the Florence campus. A handful of FFE students are in the honors program. For uniquely motivated students, the option also exists to complete their undergraduate degree in Florence in one of eight majors: Art History, Studio Art, Digital Media, Conservation Studies, Interior Design, Fashion Design, Italian, and Global Marketing Communication. Finally, the branch campus is also home to a Master of Arts in Museum Studies program. Approximately a quarter of all Marist students choose to study in Florence sometime during their undergraduate years, and more than half of the honors students who go abroad study in Florence.

The scope and popularity of education abroad at Marist has put pressure on honors in several ways. Unfortunately, honors students at Marist, as well as other institutions, suffer from the misperception that they must choose between satisfying their honors requirements and pursuing other academic priorities, like double majors, pre-med programs, and education abroad. Some undergraduates believe that the requirements of their majors, especially in the natural sciences, prevent them from studying abroad (Krummrich and Burton 173). When it comes to education abroad, students also report being fearful of learning a new language and being intimidated by the cost. Krummrich and Burton, however, have shown that in most cases “these deterrents have more to do with perceptions and misconceptions than with reality” (179). Some students operate under the false assumption that they cannot satisfy their honors requirements if they study abroad. Further, many enter college with a narrow sense of what undergraduate research means, typically informed by research in the humanities and sciences, and they do not consider the possible overlap between their education abroad experiences and their Honors by Contract options and

Honors Thesis Projects. These general perceptions persist among some students despite the fact that the Marist Honors Program has a relatively small credit footprint, and honors requirements overlap with or replace common general education requirements.

These problems and their solutions are primarily rooted in advising. Students at Marist receive abundant advising, but not all of it is sound. Students are frequently advised to satisfy a significant part of their general education requirements while studying abroad. This strategy presents a problem for honors students because postponing general education requirements can potentially erode the impact of an honors-enriched curriculum or at least the range of possible courses students can take toward their honors requirements. This challenge is compounded by the increasing number of A.P. and I.B. credits that students are earning in high school. Many A.P. and I.B. classes replace general education requirements, putting additional pressure on students to make tough decisions between taking honors seminars or going abroad (Guzy). The solution to these problems is also rooted in advising: the flow of information from the program to students about education abroad needs to be increased. The Marist Honors Program has adopted an aggressive advising strategy in order to combat the perception that honors curricular requirements are incompatible with education abroad.

For many years the honors program and Marist's office of international education worked in relative isolation from one another. Many honors students studied abroad, but the honors program took no active role in promoting international educational opportunities or advising students about completing honors requirements while abroad. There are many reasons, not all of them good of course, for not engaging directly with study abroad; for example, maintaining the honors operation on the main campus is challenging enough without international expansion. The honors director and council were concerned about maintaining strong enrollment in the domestic honors seminars because offering honors requirements abroad was perceived as a challenge for enrollments and the vitality of our program on the main campus. Today the honors program actively advises honors students who are preparing to study

abroad. All incoming honors students must complete an advising document that asks them, among other things, to elaborate on their intentions to study abroad. The honors program follows up in the first year with students who have indicated an interest in studying abroad, and they receive additional advising, both individually and in group settings. Students who intend to study abroad and who enter Marist with over twenty-one credits are flagged in their first semester, and they are required to meet with the honors director to discuss their honors program requirements. In short, we try to learn early and often who plans to study abroad, particularly in Florence, so we can apprise them of honors seminar and research opportunities at Marist Italy. Furthermore, we emphasize the importance of education abroad through social events in our housing units and at our student-run Honors Research Forum. This aggressive advising strategy has created a cultural change in the honors program. Without doubt, students who go abroad receive special attention. Advocating and embracing education abroad have resulted in an increased number of students integrating international experiences into their honors research projects, completing their projects abroad, and, ultimately, finishing their honors program requirements.

INTERNATIONAL HONORS SEMINARS

Since the adoption of the current honors curriculum in 2013, the program has emerged as a place for Marist faculty to engage motivated and high-achieving students by experimenting with new courses, employing innovative pedagogy, and developing research topics. The honors program has invested significant resources in developing a wide range of seminar topics, and in the past five years, honors has offered over sixty distinct seminars that are taught by a wide cross-section of faculty from all academic schools at the college. This focus on seminars has been instrumental in stabilizing enrollment and building strong retention in the program. Students are generally enthusiastic about taking honors seminars and often take more seminars than their general education requirements demand, providing evidence that they are making the most of their

general education requirements and living up to the program's mission to encourage breadth and depth in academics.

Honors seminars at Marist are designed to align with the spirit of the National Collegiate Honors Council (NCHC) "Definition of Honors Education." They are structured to create unique learning environments that encourage creative research, provide forums for discussing enduring intellectual and social problems, and offer opportunities for civic engagement and service learning. Two honors seminars in particular—Ethics of Food and Environmental Explorations of the Hudson—are representative of the innovative approach faculty have taken, and these two seminars have shaped, to some extent, the goals for honors education in Florence. Ethics of Food and Environmental Explorations leverage Marist's unique regional and institutional resources to augment the learning environment for students. Ethics of Food studies the production, consumption, and distribution of food. In many ways, the Hudson Valley is an ideal location for this seminar because students visit farms and restaurants and learn firsthand about migrant labor. Furthermore, Marist is situated on the edge of the city of Poughkeepsie, and two adjacent neighborhoods qualify as food deserts according to USDA standards (Nevarez et al. 4–5). This seminar, therefore, encourages students to consider important questions related to food justice. Ethics of Food was the first seminar we adapted to offer in Florence, and it will be discussed at greater length below. Environmental Explorations of the Hudson makes use of Marist's location on the banks of the Hudson River. Students spend the first two months of the fall semester, weather permitting, on Marist's research vessel, learning about the natural and political processes that have shaped the Hudson Valley, and they are encouraged to become stewards of the environment. Both Ethics of Food and Environmental Explorations lend themselves to interdisciplinary exploration. In this way, the seminars encourage students to consider how their chosen field of study intersects with the course content, and this approach indirectly impacts how students conceive of the scope of undergraduate research projects, like the Honors by Contract and Honors Thesis Projects.

In many respects, the Florence honors seminars closely resemble honors seminars at Marist's main campus, especially in terms of their focus and structure. The Florence seminars satisfy honors and general education requirements. They are designed to leverage the city's artistic and cultural resources to encourage unique learning experiences for students and interdisciplinary exploration. But we had to consider several additional factors when developing our seminars in Florence. In any given semester, approximately twenty-five to forty honors students study abroad in Florence. The Florence honors community is comprised of three distinct groups of students: FFE students, traditional semester study abroad students, and four-year undergraduate students. The honors seminar offerings need to satisfy the differing general education requirements of these three groups. FFE students are at the beginning of their undergraduate careers, so they can take nearly any honors seminar offered in Florence. Yet because FFE students often satisfy many of their general education requirements while they are in Florence, it is imperative that they do take honors seminars while in Florence if they are to graduate with a degree in honors. In contrast, four-year students who are completing their undergraduate degrees in Florence have little freedom when it comes to selecting honors seminars; they can enroll in only the seminars we offer in Florence in any given semester. Meanwhile, semester students generally have the fewest remaining general education requirements; although they are not required to take honors seminars while studying abroad in Florence, many do, so their curricular needs must also be accommodated. A further factor we had to consider when developing seminars is that the seminars would include students at different points in their undergraduate careers, ranging from first-year to fourth-year students. Despite the challenges of developing seminars that meet the needs of all students, the seminars are enriched by this student diversity in several ways. The four-year and FFE students augment the understanding of the semester students with a depth of knowledge and a curiosity for the city they have made their home. The semester and four-year students often become mentors to their younger classmates.

Finally, when developing the Florence seminars, we must work with full-time Marist faculty who have been selected to spend the semester teaching there because they will be staffing the honors seminars as part of their responsibilities. Some faculty who teach in Florence may not have any honors teaching experience while others may teach regularly in the honors program at the home campus and be quite familiar with the honors program's mission and values. That said, we work closely with all faculty to either adapt a preexisting honors seminar for Florence or to consider assigning Florence-specific readings and projects, and we advise faculty who want to teach an entirely new course that is relevant to Florence in an interesting way. Marist Italy and honors program administrators collaborate closely with faculty to ensure that they are prepared to teach an honors seminar in an international setting; we place a special emphasis on encouraging faculty to take students outside of the traditional classroom while in Florence.

Since 2017, the Marist Honors Program and Marist Italy have offered three seminars in Florence: Ethics of Food (fall 2017), Ethics and Migration (spring 2018), and Florence between Art and Life: Travel in and around Florence (fall 2018). We offer at least one honors seminar at Marist Italy every semester. Ethics of Food and Ethics of Migration satisfy the Ethics/Applied Ethics general education requirement; Florence between Art and Life satisfies either the Fine Arts or Literature requirements.

The Marist Honors Program has offered Ethics of Food for nearly a decade, and the course has emerged as one of the most popular seminar offerings. The seminar was originally developed and continues to be primarily taught by Dr. Joseph Campisi, professor of philosophy, whose research interest is in food ethics. Each year honors offers on average four sections of Ethics of Food at Marist's main campus; approximately sixty to seventy students enroll in the course each year. Campisi adapted Ethics of Food and taught it in Florence in fall 2017. The Florence seminar shared many features with the seminar at Marist's main campus. Students were still required to engage with philosophers from the three main ethical traditions of deontology, utilitarianism, and virtue

ethics. Students also read many of the classic articles and books, and they considered many of the central problems of the course, including meat consumption, GMOs, the organic and slow food movements, and injustices in the global food distribution system. Yet, the course took on a decidedly Italian dimension when taught in Florence. With its thriving slow food, organic, anti-GMO, and vegan cultures, Florence offered fertile ground for a seminar on the ethics of food in an international context. *The Italian Way: Food and Social Life* by the anthropologists Douglas Harper and Patrizia Faccioli was a focal point of seminar reading. Students compared American and Italian foodways by visiting markets, restaurants, and supermarkets. The course resonated differently with students in Florence than in the Hudson Valley; it is one thing to read about Italian foodways, and it is another to live them. Students recognized the value of this distinction. Peggy Chiang, for example, reflected on the special connections she made between the seminar topic and location: “There was something magical about learning about the slow food movement a stone’s throw away from where it began. Food is important for all cultures, of course, but for Italians food is often their greatest love.” Matthew Ganguzza noted how the course helped him make deeper connections with Italian culture and draw comparisons with home. He explained that “as we integrated ourselves into the Italian culture, we were able to compare the factors of the Italian food industry to that of our home country. This all contributed to our perception of the ethics of food, while expanding our knowledge of the topic on a global scale.”

The second seminar that we offered in Florence, Ethics and Migration, focused on philosophical and ethical problems that arise from the movement of people across borders. Dr. Sasha Biro, professor of philosophy, developed and taught Ethics and Migration in spring 2018. The migration crisis in Italy and the European Union and the election of a far-right, anti-immigration coalition government in Italy made this seminar a particularly timely one. Furthermore, students had firsthand experience of the massive protests that occurred in the wake of the murder of a Senegalese migrant by an Italian in Florence in March 2018. As they did in

Ethics of Food, students in Ethics and Migration learned about the three main traditions of ethical theories, and they applied these theories to ethical problems related to migration. The seminar focused primarily on questions of identity. Seminar topics included citizenship and democracy, forced migration, labor migration, and open and closed borders. Students engaged with the ideas of Kwame Appiah, Hannah Arendt, Jacques Derrida, Lucre Irigary, Julia Kristeva, and Emmanuel Levinas in order to address questions related to the ethics of crossing borders. Honors student Raphael Beretta reflected on how ethical issues in migration were clarified by the tragedy in Florence:

An innocent man was shot on the very bridge I used to cross the Arno daily because of his origin, which sparked demonstrations across the city. Protests on either side of the voting line occurred frequently in the Piazza Santa Maria del Fiore, (Piazza del Duomo) a short walk from the classroom. Our final meeting for the course was in a café called La Citta, a self-proclaimed haven for refugees in the city. Street merchants from the countries we studied in class came into the quiet café to rest momentarily, chat with the owner, and listen to the eclectic music that continuously played.

Another student, Jenna Vanadia, discussed how Ethics and Migration brought to light another side of Florence: “As beautiful and breathtaking as Florence is, Ethics and Migration opened my eyes to the less beautiful yet equally important takeaway of studying abroad: new cultures, identity and adjustment.”

In fall 2018, we offered a third honors seminar in Florence, Florence between Art and Life: Travel in and around Florence, which was developed and taught by Dr. Joseph Zeppetello, professor of English. The seminar took students to less frequented points of interest around the city such as Museo della Pietra Dura, Chiesa di San Salvatore di Ognissanti, San Miniato al Monte, and the Florence Synagogue; it also included trips to Parco Pratolino and Fiesole. Students read books and articles that were either set in Florence or about Florence, such as *A Room with a View* by E. M.

Forster, *The Stones of Florence* by Mary McCarthy, and *The City of Florence: Historical Vistas and Personal Sightings* by R. W. B. Lewis. This course was designed to use Florence as a classroom, foster interdisciplinary work, and encourage a cosmopolitan worldview. Thus, the course aligned with our program's fundamental mission to create scholars and global citizens.

INTERNATIONAL UNDERGRADUATE RESEARCH OPPORTUNITIES

In addition to our honors seminar offerings, Marist Italy and the Marist Honors Program have also developed research opportunities for honors students in Florence, and our branch campus has become a hub for student research. Since 2017, students have completed Honors by Contract research projects and Honors Thesis Projects while studying abroad.

Engaging in undergraduate research holds the potential for students to build mentoring relationships with faculty members that are critical for academic and professional success in college and after graduation. Unfortunately, too few undergraduates benefit from mentoring relationships with faculty members during their time in college (Gallup-Purdue Index). Obviously, significant barriers to the development of successful faculty-student mentoring relationships exist (Johnson 138), and studying abroad can create further challenges because building long-term mentoring relationships with study abroad faculty may be difficult for students. Further, going abroad for a semester can put on hold critical mentoring relationships with faculty mentors at the home institution.

Honors programs with credit-bearing research requirements have an advantage when it comes to building faculty-student mentorships. These requirements provide a formal framework for students and faculty to build mentoring relationships (Anderson et al. 9–10). The new relationship between the Marist Honors Program and the Marist Italy staff means that honors students in Florence can be continuously supported by staff and faculty during their time abroad. This support includes working on research projects with faculty mentors. To date, about a dozen students—both semester students and BA students—have completed Honors

by Contract research projects in Florence. At Marist, Honors by Contract is a one-credit research project typically completed in the sophomore or junior year. Contracts expose students to undergraduate research in honors, and they are typically developmental projects related to the senior thesis project. Students completing Honors by Contract projects have either selected a visiting Florence faculty member as the Honors by Contract mentor, or they have recruited a mentor from the Marist faculty the semester before going abroad. If they are working with a faculty mentor on Marist's home campus, students communicate with their mentor through a course website. Students who want to register for an Honors by Contract abroad must submit all required forms and signatures to the honors director before leaving, which is a departure from how contracts are generally processed at Marist. All Florence contract students are encouraged to relate the project in some way to their education abroad experience. This element deepens the student's exposure to Florence and helps them see how their majors or interdisciplinary areas of interest intersect with Italian life, culture, and science.

Students from a wide range of majors have completed Honors by Contract projects in Florence. For example, Steven Jacobs, who is majoring in Italian and French, created a language learning video series, Language Lens, for his contract and thesis projects while abroad for semesters in Italy and France. English major Meghan Jones composed a children's book while studying abroad in Australia. Communications majors Brianna Paganini and Tara Kinsella redesigned the brand and created a marketing campaign for a sandwich shop in Florence. Anna Velasquez, an education major, studied educational resources for refugee children in Florence. Contract students are required to present their research to the academic community of Marist Italy. These presentations have helped to establish an honors academic community in Florence, and they have also assisted FFE students' understanding of the nature and scope of undergraduate research projects. When they return to Marist's main campus, some contract students also present their projects at the Honors Research Forum, which occurs twice monthly.

The first four-year BA student in Florence completed her honors thesis project during the 2018–2019 academic year. Cassandra Miller, a fashion design major, wrote a thesis related to honors international education. Miller's thesis focused on best practices for honors enrichment on our branch campus in Florence. She is also developing a proposal for a Florence-based curriculum that would expand the current efforts to internationalize the program. The new curriculum would include a one-credit seminar for first-year honors students, which would focus on creating a community of honors students from FFE and four-year students through discussions of important questions related to meaning, purpose, and value. The seminar would also encourage students to participate in the cultural and academic life of the city through honors enrichment activities. Miller's work is the first thesis project presented at the branch campus.

CO-CURRICULAR INITIATIVES

The Marist Italy campus has become an international home for honors students. In addition to academics, we have created cultural and social events for honors students when abroad; these honors-enrichment events are, in many ways, just as critical as academics for engaging students in the honors program. Just as honors students on the home campus are required to attend a certain number of academic lectures each semester, honors students in Florence also must attend a similar number of talks or participate in other experiences each semester that offer students an insider's view of the city and Florentine culture. An added dimension to the enrichment activities in Florence is that they bring honors students together with other students, faculty, and guests whom they might not otherwise have had the opportunity to meet, thus expanding the depth of their engagement with the city. Co-curricular activities have included guest speakers on political trends in Florence and attendance at local festivals such as the Florence LGBTI film festival. In the spring semester students are fortunate to participate in a growing Black History Month Florence movement, a celebration of the African diaspora in Italy, and visit museum exhibitions curated by

students in Marist's MA in Museum Studies program at museums such as the Stibbert Museum and Casa Buonarrotti. Finally, honors and Marist Italy have created leadership opportunities for four-year and semester honors students. These students have the opportunity to mentor FFE students, assisting them with the adjustment to the academic and cultural life of the college. These relationships are instrumental to FFE students adapting to campus life when they ultimately relocate to Marist's Poughkeepsie campus.

CONCLUSION

Cosmopolitanism is one of the core values of the Marist Honors Program, and international education is instrumental to the intellectual and cultural development of the honors students. Thus, the program has worked diligently to increase curricular and co-curricular opportunities at our domestic campus and the branch campus in Florence. Although internationalizing the honors program certainly poses significant challenges, especially because many of the critical resources available at the home campus must be duplicated abroad, these challenges are insignificant in light of the impact education abroad can have on students' lives.

Marist's Florence campus offers honors students diverse opportunities that are not always apparent or available to traditional education abroad students. In a short time, Marist's Honors Program and Marist Italy have built an honors community in Florence and offered honors seminars that strengthen academic opportunities for the students and enrich their experience in Florence. Students in Florence have also completed rigorous undergraduate research projects and built mentoring relationships with faculty members while abroad. These initiatives have assisted with honors retention by creating diverse paths to degree completion. The first cohort of honors students who took seminars in Florence will graduate in 2019. Approximately 25 of our 120 graduates enrolled in honors seminars in Florence. All current seniors who took Ethics of Food in Fall 2017 and Ethics and Migration in 2018 are expected to graduate from honors in 2019. Moreover, the first cohort of honors FFEs, approximately 8 students, are all on track to complete their honors

requirements and graduate in 2020. Perhaps most importantly, we have started to create an academic culture in Florence that embraces cosmopolitan values and encourages students to make the most of their time in Italy. While expanding honors to embrace education abroad has certainly been challenging, the Florence initiatives have not compromised the academic integrity or autonomy of the honors program, and seminar enrollments and student engagement remain strong on Marist's home campus. Despite the impediments to internationalizing honors, Marist Italy and the Marist Honors Program have benefited greatly from these education abroad initiatives.

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CHAPTER EIGHT

“Same Same, But Different”: Trans-Nationalizing Honors in a U.S. Branch Campus

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In July of 2013, I was appointed to lead the Honors Program at Virginia Commonwealth University’s School of the Arts in Doha, Qatar (VCU Qatar), a branch campus of Virginia Commonwealth University in Richmond, Virginia. I attended my first National Collegiate Honors Council (NCHC) conference the following November. The location was New Orleans, Louisiana, a twenty-something hour flight from Doha, Qatar’s capital city. My goal was simple: to engage with honors directors like myself who were running honors programs outside the United States. Jet-lagged beyond belief, I stumbled through the conference in a stupefied, nine-hour time difference haze, rarely straying far from the coffee table. I managed to meet a number of individuals in a position similar to mine, but overall they were few and far between. I tried to attend

every session that included the word “international” in its title, but by the end of the conference, I realized that the notion of “internationalizing honors” in the context of NCHC denoted study abroad, wherein American honors programs dispatch students outside the U.S. for temporary periods of study. While interesting and valuable, discussing study abroad was not going to help me tackle the specific challenges of leading my program in Qatar. While disappointed, I should not have been surprised. I was attending a conference in the United States dedicated largely to honors education in the United States. Branch campuses of American universities in far-flung locations like Qatar are rare. Even rarer is for them to house honors programs.

In fact, according to my research, of the approximately eighty or so U.S. satellite campuses currently in existence, less than ten percent include some type of honors education. Within this select group, honors tends to assume the form of departmental, thesis-driven programs. In terms of fully developed programs, I can count them on one hand, with a finger or two to spare.¹ Their scarcity, however, should not dismiss their value. Given the recent expansion of honors education outside the United States, a trend of which VCU Qatar is part and parcel, much can be learned from such programs, which live, rather than study, abroad. While honors has historically been an American phenomenon, it now exists and flourishes in locations as diverse as Australia, Brazil, Chile, China, Mexico, The Netherlands, and Singapore. The internationalization of honors is a notable development in the field because it raises the question of what “honors” might mean when situated and practiced in cultural, social, and institutional contexts that are markedly different from those that operate across the U.S. This fresh vantage point offers useful insights that can, in a global feedback loop, enrich and redefine the meaning and practice of honors in the U.S. I posit in this essay that an important challenge faced by any institution running an honors program outside the U.S. is how to draft a program that operates effectively and meaningfully within its local context while also identifying and retaining the salient aspects of its American roots. How can programs in other countries practice honors in a

way that incorporates the best of what the U.S. model has to offer while leveraging the strengths and opportunities of their local settings? I will address this question by reflecting on a recent effort to revise VCU Qatar's honors curriculum in collaboration with the VCU Honors College in Richmond, Virginia. The goal of this project was to refigure the curriculum in a way that would allow VCU Qatar to create a distinct identity within the context of its unique setting in tandem with preserving the academic excellence of, and vital relationship to, the honors college on the home campus. This "same same, but different" approach, as I term it, was conducted through a close, sustained collaboration that, rather than attempting to duplicate the program of the home campus, developed a flexible framework that emphasized equivalent rather than cloned outcomes, a subtle distinction that proved to be a powerful agent in concocting an effective synthesis of the branch and home campus programs.

Many higher education professionals are cognizant of the international branch campus phenomenon; however, few are familiar with it beyond a cursory awareness. Therefore, providing some historical and contextual background to set the stage for this discussion of some of the challenges and opportunities of an international branch campus like VCU Qatar, particularly in terms of honors, will be useful. A comprehensive understanding of this development is also important because, as an expression of the globalization of higher education, this trend is certain to continue. It also merits attention from stakeholders in honors as an avenue of future growth. International Branch Campuses, or IBCs, have been growing steadily over the past few decades. The most recent report, produced in 2015 by the Observatory on Borderless Higher Education (OBHE) in collaboration with the Cross-Border Education Research Team at the State University of New York at Albany and Pennsylvania State University, documented the existence of 249 international branch campuses, with an estimated 180,000 students enrolled worldwide (Garrett et al. 11–12). The report defines an IBC as "an entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign education provider;

and provides an entire academic program, substantially on site, leading to a degree awarded by the foreign education provider” (Garrett et al. 6). The two most commonly cited reasons for universities to open branch campuses are to boost revenue and enhance status, thereby increasing their share of the global higher education marketplace. Howard Rollins, former director of international programs at the Georgia Institute of Technology, remarks: “Where universities are heading now is toward becoming global universities.” He adds: “We’ll have more and more universities competing internationally for resources, faculty, and the best students” (qtd. in Lewin). Institutions also open branch campuses to boost their rankings in publications such as *U.S. News and World Report*, and the *Times Higher Education* in Great Britain. While more nuanced motivations vary by institution, what seems clear from this landscape perspective is that many American universities are eager to globalize, and one very literal, direct way to accomplish this goal is to open a satellite campus in a foreign country.

Of the top five originating countries of IBCs, the U.S. ranks number one. With 78 campuses, the U.S. accounts for nearly one-third of the total number of IBCs in existence. Second to the U.S. is the United Kingdom, with 39 overseas programs, followed by Russia, France, and Australia. On the receiving end, there are 76 host countries, the top five being China (32), the United Arab Emirates (31), Singapore (12), Malaysia (12), and Qatar (11), which is the host country of my own institution. Together, these countries host 39% of the world’s total branch campuses (Garrett et al. 14–20). While IBCs attracted extensive media attention in the 2000s—dubbed by pundits as the “gold rush” period of IBC franchising—they actually started appearing as early as the nineteenth century. In this period, the University of London established partnerships with select institutions scattered throughout the British Empire. If students could pass a standardized exam invigilated by the partner institution abroad, they received a University of London degree (Garrett et al. 9). In the modern era, the U.S. has been the leader in overseas higher education. In the early twentieth century, Parsons Fashion School in New York City established a branch in Paris, France, to

increase its proximity to the international fashion industry. More recently, in the 1960s, Johns Hopkins University opened a branch in Rome, Italy, and in 1970, Florida State University established a campus for the study of international relations in the Panama Canal Zone. In the 1980s, a large number of U.S. representatives rushed to Japan to establish branches, but only 30 followed through, and of those, only two—Temple and Lakeland College—remain open today (Garrett et al. 9).

The case of Japan in the 1980s underscores an important factor in the branch campus equation: risk. The stakes are high for universities in terms of money, resources, and reputation. While the rewards can be substantial in the right situation, there are many ways IBCs can fail. The resulting damage to the institution can be significant, as some highly publicized closures like Michigan State University and George Mason University in the UAE demonstrate. Algonquin College in Saudi Arabia reportedly lost 4.6 million dollars when its branch campus closed because the two parties failed to reach an agreement that would meet the financial goals of the home campus (Redden). An insightful example of branch campus failure is Tisch Asia, a branch of New York University's (NYU) Tisch School of the Arts, established in Singapore in 2007. The campus closed its doors in 2015, citing financial woes, a common cause of branch campus failure. Then, in 2016, three former students filed a lawsuit on behalf of their peers, alleging “subpar” faculty, facilities, and equipment compared to their counterparts in New York City. One NYU representative countered: “Many Tisch Asia courses were taught by New York-based faculty and all were taught by highly qualified faculty. Students had excellent facilities and equipment, and graduates received a Tisch School of the Arts degree. Artistically, the school was a real success, with a number of students winning awards” (qtd. in Yang). Tisch Asia is an illuminating case study because it exposes a potential fault line running underneath almost any branch campus: the extent to which it can live up to its promise, explicit or implicit, to provide an education that is equivalent to that of the home institution. This fault line is even more sensitive in the context of honors, the foundation of which

is academic excellence itself. I will re-visit this fault line and the delicate balance required to keep it in check in more detail when I discuss the process of revising VCU Qatar's honors curriculum. In any event, to date, Garrett et al. have documented forty-two cases of branch campuses closing or changing status (11).

While there is much to lose when a branch campus closes, the numbers reveal that the successes far outnumber the failures. Closures attract publicity, and given the media's negativity bias, concluding, as many skeptical academics and administrators have, that IBCs are little more than profit-driven scams that are rigged to fail would be easy. Yet like universities everywhere, some IBCs are better than others. Many dedicated and talented faculty, administrators, staff, and students work tirelessly to make branch campuses thriving communities of learning and research. Measuring the overall quality of education at a given institution is difficult; it is even more difficult to compare the quality of campuses located in such disparate contexts. Academic standards, as well as broader socio-political issues like academic freedom, freedom of speech, and the humanitarian records of certain host nations, remain crucial, unresolved questions in the branch campus debate.

The institution that would become VCU Qatar was established during the gold rush period of the late 1990s and early 2000s, but it did not start as an official campus of VCU. At that time more than 150 foreign campuses opened their doors, with Asia and the Middle East becoming major players by offering generous government subsidies. Specific countries like Qatar, the United Arab Emirates, and certain Asian nations created high concentrations of IBCs in designated higher education zones (Garrett et al. 10). A prime example of this trend is Qatar's Education City, which houses VCU Qatar (est. 1998) and five other U.S. branch campuses: Weill Cornell Medicine-Qatar (est. 2001), Texas A&M University at Qatar (est. 2003), Carnegie Mellon University in Qatar (est. 2004), Georgetown University in Qatar (est. 2005), and Northwestern University in Qatar (est. 2008). Such a large concentration of IBCs in the Middle East is a historical outcome of the region's rocky path toward modernization. According to Lisa Anderson, former

president of the American University in Cairo and senior research fellow at NYU Abu Dhabi, governments across the Arab world established national universities in the mid-twentieth century to produce civil servants to staff new nation-states. Over time, many of these new governments devolved into dysfunctional institutions, and the universities disintegrated along with them. As a result, Lisa Anderson asserts that Arab governments ended up “failing to meet the needs of a fast-growing population,” particularly the younger segment, the unemployment rate of which is estimated to be around thirty percent, the highest in the world (2). One consequence was that many Arab governments turned to the private sector. Anderson estimates that of the roughly six hundred universities in the region (77% of which were created after 1990), 40% are private (2). In this phase of development, she notes, in order to quickly establish their legitimacy, “many of the private universities in the Arab world advertised themselves as attached to, modeled on, or otherwise associated with international establishments” (Anderson 2). The confluence of fossil fuel-rich Gulf nations eager to modernize their society with the desire of U.S. institutions to globalize and tap new revenue streams has resulted in a high concentration of international branch campuses.

The growth of U.S. higher education abroad has been attended by the expansion of honors education abroad. While the U.S. remains the center of the honors world, many honors programs now exist beyond its shores. Specific honors programs in Australia (Barron and Zeegers), Brazil (de Souza Fleith et al.), Chile (Skewes et al.), Mexico (Khan and Morales-Menendez), The Netherlands (Wolfensberger et al.), and the United Kingdom (Lamb) have been extensively documented in honors scholarship. To expand this body of knowledge, I have conducted research on honors programs in my own backyard of Qatar. Gathering exact information was challenging because no governmental or nongovernmental institution officially tracks honors education in IBCs. Nevertheless, I made an earnest effort to collect information through websites, face-to-face interviews, and email with institutional leaders. Not every institution had data readily available, some did not respond

to queries, and some offered incomplete information. More comprehensive, accurate, and publicly accessible information would be valuable in creating a clearer picture. Nevertheless, my data offer the best account to date and should be regarded as a starting point for further research. I should note that these caveats also apply to the research I conducted on honors programs in U.S. branch campuses mentioned in the introduction. In any event, Qatar, a country the size of Connecticut, is home to a large number of higher education institutions. Of these, I identified four universities that featured some form of U.S.-style honors: Qatar University, VCU Qatar, Georgetown University in Qatar, and Carnegie Mellon University in Qatar. Qatar University (QU), the country's national university, established its program in 2009, and it supports the largest honors program in Qatar in every measurable way (Okour). In its requirements and structure, QU's program meets the criteria of a fully developed honors program as defined by NCHC ("Definition"). VCU Qatar also offers a fully developed honors program that was established in 2005, making it the oldest honors program in Qatar and in the region more generally (Yyelland 108-9). Georgetown University in Qatar, which opened in 2005 and specializes in international affairs, has offered departmental honors since 2009 (Barth). Lastly, Carnegie Mellon University in Qatar offers a departmental honors option. Although only four universities offer some form of honors in Qatar, in the broad scheme of things, they comprise a notable cluster of honors programs residing in a single geographically small country outside the United States.

Honors programs serve an important function at branch campuses in developing countries like Qatar, where the primary and secondary education system is still in the process of modernizing. In 2001, the Qatari government commissioned the RAND Corporation, a California-based global think tank, to assess the state of Qatar's K-12 education system. The resulting report, published in 2007, concluded that while teachers in the existing system were "enthusiastic and wanted to deliver a solid education," systemic reform was badly needed: "There was no vision of quality of education and the structures needed to support it. The curriculum

in the government (and many private) schools was outmoded, under the rigid control of the Ministry of Education, and unchallenging, and it emphasized rote memorization” (Brewer et al. 2). As the report indicates, in the early 2000s, the K–12 educational system in Qatar was in no shape to produce graduates prepared to meet the demands of an American university, which required comparatively higher academic standards, more advanced levels of literacy in English, and, crucially, the ability to think critically and independently. As Charles E. Thorpe, then Dean of Carnegie Mellon in Qatar, explained in 2008, “As recently as six years ago, the elementary reader in Qatar was the Koran, so students learned beautiful classical Arabic, but they had no experience with questions like ‘What do you think the author meant by that?’ or ‘Do you agree or disagree?’” (qtd. in Lewin). While many reforms have since been implemented, primary and secondary education in Qatar still faces a number of challenges. Because of this developing and rather uneven educational landscape, a typical classroom in VCU Qatar will feature students who vary considerably in their academic abilities. The result is a large gap between experienced, well-prepared students and relatively inexperienced, underprepared ones who have not benefitted from expansive educational opportunities. This gap is difficult for faculty to effectively bridge in the classroom. For better or worse, faculty are compelled to spend a large amount of time and energy helping underprepared students, which means that students who are more advanced and seek a deeper challenge are left to their own devices. Trapped in this situation, they often feel bored, unchallenged, and/or understimulated. While this phenomenon is common in the United States, it is even more pronounced in IBCs in developing countries. Consequently, in a small school like VCU Qatar, an honors program is critical to offering ambitious and well-equipped students from across the university an opportunity to join a community of like-minded peers, a space where students can connect and learn from other high-achieving students.

The Honors Program at VCU Qatar is small and diverse. In any given semester, the program includes, on average, 20–25 students, who represent anywhere from 9–15 nationalities. This size to

diversity ratio is expressed in VCU Qatar as a whole, which enrolls approximately 380 students who represent 36 nationalities; moreover, it employs 62 faculty who represent 18 nationalities. In terms of gender, the overwhelming majority of students in the school (and thus in the honors program) are female, a demographic driven by two factors. VCU Qatar was a female-only school from 1998 to 2005. While it has technically been a co-educational institution ever since, the gender imbalance persists, partly due to a common belief among Qataris that art and design are considered a “safe” or “appropriate” degree of study for females, as opposed to the more traditionally masculine-coded fields such as medicine, business, and engineering. The major difference between the demographic picture of the honors program and the university as a whole is the representation of Qatari nationals. Historically, despite constant attempts at recruitment, few Qatari students participate in the honors program. The school as a whole, however, maintains a large Qatari population, around seventy percent, the highest among the U.S. branch campuses in Education City. While the program usually includes a few highly motivated Qataris, most locals decline to pursue honors for a number of reasons, including demanding family obligations, a pervasive feature of Qatari culture. In the *JNCHC* article, “An American Honors Program in the Arab Gulf,” former VCU Qatar Honors Program Coordinator Byrad Yyelland writes in detail about this specific cultural challenge while also providing background information on the state of Qatar, the history of VCU Qatar as an institution, and the evolution of the VCU Qatar Honors Program. For more in-depth information on these topics, readers should consult Yyelland’s useful article. In any case, this cultural pressure often deters Qatari students from engaging in any university activities, such as honors, that are perceived to be overly demanding. Despite constant attempts to re-educate Qatari students that honors involves “different” rather than “more” work, most nationals whom I have spoken to over the ten years I have taught at VCU Qatar perceive honors as too much work. The program is managed by one administrator, who is also either a full-time faculty member, administrator, or both. Historically, this individual

has been a member of the Liberal Arts & Sciences Program who officially reports to the Associate Dean of Academic Affairs.

A large number of faculty teach honors students, anywhere from twenty to twenty-five per semester. They are members of all of the six major departments in the school: Fashion Design, Graphic Design, Interior Design, Painting and Printmaking, Art History, and Liberal Arts & Sciences. Not surprisingly, few faculty exchanges occur between the Doha and Richmond campuses, honors or otherwise. The two institutions are considered independent of one another in terms of employment, and the rate of student exchange is lower than one might expect. Occasionally, an honors student from Qatar will study abroad in Richmond, or vice-versa. This exchange rate remains low on both campuses for many reasons. For example, the majority of students on the Qatar campus are Qatari females, most of whom are prevented from studying abroad by their families, who believe it is unsafe for young Muslim females to live on their own, unattended by family members. In the other direction, among other reasons, most students on the home campus wish to stay immersed in the rich and vibrant art and design scene of Richmond in general and VCU in particular.

As for faculty, they teach honors students on a voluntary rather than compulsory basis. They are more or less selected based on course scheduling as well as on the needs and preferences of the honors students. In terms of the administrative relationship between Qatar's Honors Program and the VCU Honors College, admissions are jointly managed and evaluated. Each entity has its own, separate budget, and in terms of day-to-day operations, the Qatar administrator works closely with a designated academic liaison in the honors college in Richmond. Final decisions on all major programmatic issues in Qatar are subject to the approval of the dean of the honors college although such decisions are rarely if ever made without consulting the administrator on the Qatar campus. The dean of the honors college routinely participates in the spring commencement ceremony in Doha to formally recognize graduating honors students, and for a number of years, graduating students have also had the opportunity to travel to Richmond to participate

in the honors college ceremony on the home campus. Students who graduate from Qatar's program are formally recognized as graduates of the VCU Honors College.

Discussions to develop an honors program at VCU Qatar started in 2004, and the program was officially launched in the fall of 2005. As Yyelland explains, "The impetus for creating the program lay in VCU's promise that students in Doha would have the same educational opportunities as students on the American campuses and this included an honors education" (108–09). This impetus is consistent with the language and spirit of the operating agreement between the Qatar Foundation for Education, Science, and Community Development—the funding body of VCU Qatar—and VCU (Nick Anderson). VCU Qatar's Honors Program was first proposed and developed by Christina Lindholm, then Dean of VCU Qatar, and Dr. Timothy Hulse, then Dean of the VCU Honors College. The original idea was to create a program that would mirror, as closely as possible, the program offered on the home campus. In theory, and in the context of the operating agreement, this approach was logical. After all, branch campuses promise to deliver an education that is comparable to the home campus, and the most straightforward way to accomplish this task is to create identical curriculums. Yet, as many branch campuses have discovered over time, this duplication strategy does not always work well in practice. In fact, if interpreted too narrowly, this approach can paradoxically compromise the educational quality of the branch campus. This problem arises because of the rather obvious fact that the structures and settings of the two campuses are remarkably different: what works well for one will not, ipso facto, work well for the other.

In the fall of 2014, it became clear that VCU Qatar's honors curriculum was badly in need of revision. The requirements were causing problems that were unforeseeable when the curriculum was originally designed. When the VCU Qatar program was created, the VCU Honors College curriculum included the following requirements. Students were required to complete twenty-four credits of honors coursework, including eighteen credits of honors core

classes. Students needed to complete the honors writing sequence in addition to a number of honors core classes in different subjects. The remaining credits could be earned through honors electives, independent study, approved semester-long study abroad experiences, or approved graduate-level courses. The program also included a “Diversity of Study” requirement that ensured students received a well-rounded education. Students needed to maintain a cumulative GPA of 3.5 or higher, and to earn the distinction of graduating with University Honors, students submitted a dossier that detailed their undergraduate career (“Graduating”).

When this curriculum was in place at VCU, VCU Qatar’s program included the following components. Students were required to complete a total of twenty-four honors credits, eighteen of which needed to be in core courses in different subjects. Students were also required to complete three credits in their major, and they fulfilled the remaining three credits by taking an honors elective or participating in a semester-long study abroad program. The students also submitted a graduation dossier, which included an essay that detailed their undergraduate career (Yelland 111–12). Table 1 below provides a side-by-side comparison of the aforementioned requirements for both programs.

As Table 1 clarifies, except for a few concessions to account for unavoidable differences, the two programs were designed to mirror one another in nearly every way. The adjustments were kept to a minimum and were only included because there was little choice in the matter. This arrangement is an apt example of the duplication approach to branch campus curriculum development, whereby the branch campus strives to copy and paste the curriculum of the originating institution in order to deliver on its promise of offering an American education in a foreign country.

But what happens when interpreting this promise in such a literal way undermines the quality of the branch campus education? Serious problems arose in trying to re-create the honors requirements of VCU at VCU Qatar. These problems are important to isolate and ponder because they flag a perpetual challenge of nearly any branch campus: how to devise an education on the satellite

campus that maintains the academic standards, rigor, and quality of the mothership while also accounting for major differences in size, structure, and cultural context. The ultimate problem did not lie in the content or subject matter of the courses themselves or in the notion of providing honors students with a well-rounded education in the liberal tradition; rather, it lay in the fact that the original VCU Qatar curriculum required students to take *specific* courses: rather than requiring students to take a 200-level English course,

TABLE 1. COMPARISON OF HONORS REQUIREMENTS: VCU RICHMOND AND VCU QATAR

VCU Honors College, Richmond, Virginia, U.S.A.	VCU Qatar Honors Program, Doha, State of Qatar
Admissions Requirements: –3.5 GPA –Submission of VCU Honors College Application, which requires a faculty/advisor endorsement, CV/Resume, and submission of a personal education paper.	Admissions Requirements: –3.5 GPA –Submission of VCU Honors College Application, which requires a faculty/advisor endorsement, CV/Resume, and submission of a personal education paper.
Required total honors credits: 24	Required honors total credits: 24
Required core credits: 18	Required core credits: 18
Core classes (honors-only courses): –HONRS 200: Rhetoric –HONRS 250: Expository Writing –HONRS MATH 230 –HONRS PHYS 215 –HONRS PHIL 230 –HONRS POLI/INTL 365	Core classes (honors variants): –Honors UNIV 112: Focused Inquiry II –Honors UNIV 200: Art of Inquiry and Craft of Argument –Honors UNIV 215: Textual Analysis –Honors ENGL 388: Writing in the Workplace –Honors PHYS 107: Wonders of Technology –Honors SOCY 100: General Sociology
Honors Electives (6 credits)	Honors Electives (6 credits)
Diversity of Study Requirement	No Diversity of Study Requirement
GPA Requirement: 3.5 or higher	GPA Requirement: 3.5 or higher
Honors Graduation Dossier	Honors Graduation Dossier

for example, the course *had* to be English 215: Textual Analysis, the required natural science course *had* to be Physics 107: Wonders of Technology, and so on. This curriculum was designed to follow the home campus curriculum as closely as possible. On the home campus, however, these required core courses were honors-only; that is, the entire class was populated by honors students. At the branch campus, because of a limited number of faculty and honors students, stand-alone honors courses were not logistically feasible. Therefore, VCU Qatar honors students took honors “variants” of non-honors courses that blended honors and non-honors students in the same classroom. In these courses, a certain percentage of the total coursework is dedicated to honors-caliber work (on average, between fifteen-to-twenty percent) rather than the entire course being designed specifically for a class of all honors students.

One of the major problems with this structure was that when a student needed to take a particular honors course at VCU Qatar, the course was sometimes not available because no qualified faculty members were available to teach it. As mentioned earlier, the school has a limited number of faculty, which means that when a turnover occurs (which, due to a largely expatriate labor force, tends to be frequent on international branch campuses), there was often no one immediately on hand to fill the gap. In the Liberal Arts & Sciences Program, for instance, one natural science faculty member teaches all the physics courses, one social science faculty teaches all the sociology courses, and so on. When one of these faculty members leaves, the honors students cannot take the required honors core course until another instructor is hired. The hiring process at an international branch campus can take significantly more time than on the home campus. Hiring local adjunct faculty may be a short-term solution or a necessary expedient; however, adjunct faculty may not be qualified to teach honors students, or, for various reasons, may simply not wish to work with honors students. As a result, VCU Qatar honors students often found themselves unable to take the specific courses they were required to take because of forces beyond their control. While well-intended from the perspective of upholding academic standards for both campuses, a

principle sympathetic to the university's operating agreement, this "same same" curriculum design did not work in reality.

Honors students at VCU Qatar also began questioning why they were required to take specific honors core courses if they were not honors-only courses like they were on the home campus. If they were not reaping the benefits of such courses, they argued, then they would prefer more variety and choice in course selection, greater freedom to design their own honors education. Rather than being required to take English 215 as honors, for instance, they wanted the option to take a different 200-level course, one that developed similar skills but perhaps in their major course of study, or perhaps in English, or perhaps in another discipline altogether. One could argue that the prescribed core course model offered the benefit of clustering honors students in specific classes so that they could collaborate and form a more cohesive honors community. In practice, however, many students did not take the honors courses at the same time or in the same order, thus the cohort theory rarely materialized. Another issue was that VCU Qatar is a branch campus not of VCU, per se, but of VCU's School of the Arts. As a school of art and design, VCU Qatar's culture is markedly different from the honors college in Virginia, which includes students from across the university. Many Qatar honors students were expressing a desire to pursue more interdisciplinary options, which are an important part of the ethos of art and design as well as other creative academic fields. The honors college on the home campus, on the other hand, serves the broader university, and thus has a broader remit. For these and many other reasons, including radically different cultural, social, political, and economic contexts, administrators on both campuses decided to rethink Qatar's honors program.

The design challenge was to re-form a curriculum that maintained the excellence of the honors college in Richmond while allowing the Qatar honors program to cultivate its own identity and take advantage of its unique opportunities and setting. Many lengthy, complex conversations between the two campuses were conducted through email, video conference, phone, face-to-face sessions at the annual NCHC conference, and on-site visits. Site

visits, in particular, were critical to the success of this process. When dealing with two such distinct places, no substitute can supplant intensive, on-the-ground experience. One of the ongoing difficulties was that both parties were naturally caught up in the day-to-day demands of their own programs, which inevitably meant that the priorities of the other campus would get sidelined. This problem was mitigated by both parties establishing and adhering to a consistent meeting schedule by using all the communication and organizational technologies at hand, which in the digital age are considerable. Key to the success of this endeavor was that the relationship was truly collaborative in nature; the participants never felt that the home campus was dictating, like a parent directing a child, to the branch campus what to do or how to do it. Rather, the relationship was an equal partnership in which both parties were united by a focus on providing a VCU Honors College education to VCU Qatar honors students by the best means possible. A common phrase I hear at the annual NCHC conference is, “you know your context; do what works for your program,” and this attitude informed the approach the leaders in the honors college assumed. Our program was granted the necessary autonomy to tailor our curriculum to our unique context; at the same time, to keep the two programs connected, both parties agreed to work within a general, shared framework defined by outcomes rather than requirements.

Because change seems to be the only constant at VCU Qatar, a state of affairs reflecting the dizzying development of Qatar in general, the VCU Qatar Honors Program needed to be able to adapt and evolve in a context of constant change while still maintaining a high standard of education that would parallel rather than mirror that of the home campus. We concluded that if students in Qatar’s honors program could produce the same or a similar set of outcomes as those expected of students in the honors college and be held to comparable academic standards, then the path to producing those outcomes could safely diverge. Rather than requiring students to take specific honors core courses, VCU Qatar students would be given a “menu-style” core curriculum. The required number of credits, twenty-four, remained the same (i.e., the outcome), but rather than

requiring specific courses, several broad categories were conceived to encapsulate the skills and knowledge areas all stakeholders felt were relevant to cultivating well-rounded honors students, including Social & Behavioral Sciences, Natural & Physical Sciences, Literacy & Critical Thinking, and Research Methods. Qatar honors students would be required to complete a total of fifteen credits (three credits in each category) to fulfill their honors core course requirements, and each category would include a list of different courses students could choose from, depending on their intellectual interests, schedules, and career aspirations. This more de-centered core course curriculum ultimately provided students with greater flexibility but with similar outcomes in terms of the home campus core course requirements. This revision empowered Qatar honors students to design their own honors education yet in a way that maintained a sense of coherence for the program as a whole.

Moreover, in discussions between myself and Dr. Barry Falk, then Dean of the Honors College, we developed the idea to introduce a three-credit Experiential Learning Project. We reasoned that student-led experiences outside the classroom in Doha could significantly deepen and enrich undergraduate learning as well as positively impact a community, organization, or group. While the specific activities of the project would vary, all Qatar students would be expected to produce the same set of outcomes: a three-page proposal, a seven-to ten-page reflective essay, and a twenty-minute oral and visual presentation that would be open to the public to attend. To maintain a high and consistent academic standard, honors faculty and administrators on both campuses would jointly assess these outcomes. In addition, the project must fall within one of four categories: International Engagement, Service to Community, Interdisciplinary Research, and Action-Based Leadership. These categories were inspired by the University of Washington's Honors Experiential Learning component and adapted to VCU Qatar's context. Interestingly, the Experiential Learning Project is a requirement that does not exist on the home campus, suggesting that branch campus programs, if granted latitude and support, can serve as laboratories of innovation. The remaining six credits of

honors coursework can be fulfilled by completing courses inside or outside the major course of study.

As a whole, the process of revising VCU Qatar's curriculum was a successful, rewarding experience, and key to its success was the collaborative, transparent, and committed nature of the working relationship between the branch and home campus. Many aspects of this collaboration resonate with effective practices identified by Richard Garrett in case studies of branch/home campus management styles. Garrett isolates at least two common themes that characterize successful collaborations: institutional integration and collaborative leadership. Institutional integration means that "the IBC has strong support from the highest levels of the university and is integrated into the academic and administrative functions of the institution, as opposed to being siloed and wholly separate" (Garrett 15). Collaborative leadership, according to Garrett, refers to "a close relationship between home and branch campus leaders, with constant contact between the two," and "decision-making is often a collaborative process, with some IBC autonomy" (15). Both institutional integration and collaborative leadership played critical roles in the curriculum revision process detailed above.

Of course, not everyone agreed on everything all the time: miscommunication, disagreement, and setbacks occurred periodically. One of the most difficult hurdles was explaining to curriculum committees on the home campus, sometimes in excruciating detail, how and why the proposed changes to the honors curriculum were apt in the context of the Qatar campus. Fortunately, a few administrators in Richmond, including a key member of the committee, had worked on the Qatar campus and intervened as credible intermediaries at pivotal moments in the process to confirm how remarkably different the two environments were. After substantial dialogue, the proposed curriculum revision was approved. Because a close working relationship was maintained between the two campuses through regularized communication and organizational practices, as well as collaborative and transparent decision-making processes, the project as a whole was successful.

In “International Branch Campuses: Evolution of a Phenomenon,” Kevin Kinser and Jason E. Lane observe:

Some home institutions explicitly require that the academic programs at IBCs be the same as those on the home campus and follow similar approved processes. However, some exporting universities and host countries are beginning to see branches as having distinct identities that should not be a subservient child to the parent institution. (4)

Overall, the VCU/VCU Qatar honors relationship followed this trend. The two organizations worked as equal partners committed to a common goal and avoided a top-down, colonial model in which the home institution treats the branch campus as just that, a branch, rather than as an integral part of the tree. The ultimate function of a branch, after all, is to grow leaves that generate energy through photosynthesis. In that sense, branch campuses can, in the right configuration, provide the home campus with light and energy, rather than, in the wrong configuration, serve the forces of entropy. In the final analysis, I would propose that if honors programs at branch campuses are to be successful, they need to establish effective, pragmatic working relationships with the home campus through close, regular communication, institutional integration, collaborative leadership, outcomes-based curricula (rather than requirement-driven ones), and a reasonable degree of IBC autonomy within a general framework that upholds the promise that students will receive a fully developed honors education at home or abroad.

NOTE

¹Fully developed honors programs at U.S. satellite campuses include Virginia Commonwealth University’s School of the Arts in Qatar <<https://www.qatar.vcu.edu/honors-program>> and St. Louis University, Madrid, Spain <<http://www.slu.edu/madrid/academics/degrees-and-programs/honors-program.php>>.

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CHAPTER NINE

The Fulbright International Education Administrators Seminars: Pathways to International Partnerships

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While the benefits of studying abroad are well documented (e.g., Braskamp et al.; Lewis and Niesenbaum; Ludlum et al.; McCabe; Williams), honors administrators face significant challenges in internationalizing their honors programs and colleges. The U.S. Fulbright Commission, by partnering with commissions in France, Germany, India, Japan, Korea, Russia, and Taiwan to host programs for international education administrators from around the United States each year, is addressing the challenges of

internationalizing American higher education. According to the Institute of International Education, the seminar in Germany in 1984–1985 was the first of its kind. Other seminars were added in 1986 (Japan), 1999 (Korea), 2012 (India), 2013 (France), and 2017 (Taiwan) (“The Power”). This chapter provides an overview of the German-American Fulbright Commission’s IEA seminar and outlines the seminar’s benefits and the opportunities it offers honors administrators working to internationalize their programs.

The IEA application process requires a project statement, institutional statement, and letters of recommendation, including one from the applicant’s direct supervisor. Effective applications demonstrate an applicant’s “desire to learn about the host country’s education system as well as establish networks of U.S. and international colleagues” (“IEA Review Criteria”). The applicants’ administrative positions and willingness to share knowledge gained through the seminar are other important selection criteria. All applications are initially reviewed by a panel consisting of U.S. Fulbright IEA alumni. Applications are then forwarded to the specific country commission (in our case the German-American Fulbright Commission), which makes the final selection. All travel, accommodations, and program costs are covered by the Fulbright IEA Program.

The German-American Fulbright Commission hosts the IEA seminar to “familiarize U.S. higher education administrators from American universities, colleges or community colleges with Germany’s higher education system, society and culture” (“U.S.-Germany”). Starting in Berlin, participants are provided with a comprehensive overview of the German higher education system through presentations, workshops, meetings with experts, campus visits, and city tours. During the second part of the program, participants are divided into small sub-groups that travel to other destinations throughout Germany to visit institutions of higher education, such as research and technical universities and universities of applied sciences, thereby further exploring Germany’s federalist education system (“U.S.-Germany”). Fulbright IEA participants return from the experience with contacts and firsthand

knowledge that they can use to help students pursue international education opportunities.

For honors administrators, the IEA seminar is ideal because it offers unique opportunities to build successful, sustained international collaborations that can enrich and internationalize their honors programs and colleges. Recognizing that honors programs are unique and individually suited to their institutions and to their students' needs, the IEA seminars allow honors administrators to identify specific objectives that align with their program's goals and needs. By participating in the IEA seminar, honors administrators establish lasting, collaborative partnerships with international institutions that they can tailor to their specific honors programs or colleges. Seminar participants also observe and gain valuable insight into other curricular models, are connected to the Fulbright network of scholars, and return to their respective institutions with professional development that they can leverage to support their honors students and faculty ("IEA Seminars"). While the German IEA will be the focus of this chapter, the insights gained and the process of developing professional connections discussed here are generally applicable to Fulbright IEA seminars in the other host countries as well.

ABOUT THE PARTICIPANTS AND THEIR OBJECTIVES

We were three of fifteen participants who traveled to Berlin, Germany, in October 2017 to participate in a twelve-day seminar. All participants' professional responsibilities involved international education or international exchange in some way; however, the participants' goals varied based upon each participant's professional responsibilities and the needs and objectives of the institution. The 2017 Germany IEA cohort included administrators from diverse departments and divisions, including faculty affairs, study abroad, international student affairs, academic affairs, career and technical programs, and honors education. Our cohort included administrators from two-year, four-year, private, and public colleges and universities in California, the District of Columbia, Florida, Maine, Massachusetts, Michigan, North Carolina, Pennsylvania, South

Carolina, Texas, Utah, Virginia, and Washington. The participants' varied professional backgrounds led to productive discussions about the German higher education system's operations, priorities, and challenges, especially as they compared to those in the United States.

As current and former honors deans and directors from diverse institutions, we had objectives for the seminar that varied depending on our specific students' demographics, our institution's needs, and our professional interests. Rochelle Gregory is the chair of the English, Speech, and Foreign Languages division at North Central Texas College, an open-admission, two-year college located north of the Dallas-Fort Worth metroplex. North Central Texas College serves 10,500 students and offers fifty-eight degree and certificate programs. Seventy-five percent of students receive financial assistance, and the college has awarded more than twelve million dollars in Pell grants since 2008. Gregory served as the honors program coordinator for seven years and oversaw its growth from twenty-five students when it first launched in 2009 to its current enrollment of more than one hundred students. As the honors coordinator and chair for the English, Speech, and Foreign Language division at North Central Texas College, Gregory has participated in and led thirteen affordable, short-term study abroad programs to Europe and Central America for more than three hundred students.

Gregory's purpose for applying to the seminar stemmed from her experiences teaching and developing programs at a mid-size community college with a sizeable first-generation, low-income, and minority student population. Gregory sought to leverage the experience to promote her community college by creating faculty and student exchanges, especially in areas related to STEM disciplines, workforce training, and adult education. This opportunity would be mutually beneficial to North Central Texas College and German faculty and students because North Central Texas College's programs align directly with Germany's leading industries, e.g., energy and environmental technology, steel and metal machining, medical technology, health care, and IT and telecommunications. Because Texas is a leader in the oil and gas industry

and North Central Texas College has a long tradition of building lasting partnerships with local and regional employers to develop innovative job training programs, a faculty and student exchange program would be mutually beneficial. Additionally, this seminar would facilitate North Central Texas College and German faculty and students studying together and sharing research about best practices in adult education to prepare students for transfer into the university or the workforce.

Kyle C. Kopko is Associate Dean of Institutional Effectiveness, Research, and Planning and Associate Professor of Political Science at Elizabethtown College in Elizabethtown, Pennsylvania. Elizabethtown College is a comprehensive liberal arts college that features a blend of liberal arts and professional programs. It was founded in 1899 by members of the Church of the Brethren, a church that originated in Germany. The college is located approximately fifteen minutes outside of Harrisburg/Hershey and two hours away from Philadelphia. Elizabethtown College enrolls 1,700 traditional undergraduates. Its honors program was established in 1999, thanks to an endowed gift from the Hershey Company, and currently serves two hundred students. Approximately one-third of Elizabethtown honors students study abroad, and the college offers more than forty study abroad locations.

Kopko applied for the IEA for three overarching reasons. First, he sought to identify potential study abroad opportunities for Elizabethtown College honors students. Second, he wanted to understand better how German institutes of higher education effectively partnered with industry to provide students with high-impact educational practices. This knowledge, in turn, would be used to improve high-impact practices at Elizabethtown College. Finally, he sought to understand how German institutions fostered interdisciplinary research among students and faculty because this is an ongoing priority of Elizabethtown College.

M. Grant Norton is Dean of the Honors College at Washington State University. Founded in 1890, with its main campus in Pullman, Washington, and with branch campuses and extension offices across the state, Washington State University serves 30,000

students, is recognized as a Carnegie Research I university, and is ranked number one in the nation for U.S. Department of Agriculture-funded research. The honors college was founded in 1960 and currently has one thousand students. Typically, up to forty percent of students in any graduating class will have studied abroad through faculty-led programs, academic exchanges, internships, and direct-enrollment programs. Norton sought to leverage his experiences in the seminar to identify and develop student and faculty exchange opportunities at major German universities that would promote scientific inquiry and the university's and honors college's global profile.

Other participants' objectives were shaped by their professional roles and their institutions' needs, such as facilitating dual exchange programs, learning more about the German higher education system in order to promote more seamless international education experiences for in-bound and out-bound students, establishing internship opportunities between American universities and German industry leaders, replicating successful technical education programs, and making introductions that could lead to MOUs between similar German and American institutions.

THE GERMAN-AMERICAN FULBRIGHT COMMISSION AND THE IEA SEMINAR

The German-American Fulbright Commission was established in 1952. As one of the forty-nine binational commissions, it is one of the largest commissions in the world with 46,000 alumni on both sides of the Atlantic. Since the commission's founding, its objective has been to promote mutual understanding between the U.S. and Germany through academic and bicultural exchange, thereby fulfilling Senator J. William Fulbright's vision that "educational exchange can turn nations into people" ("About Fulbright").

Germany's robust higher education system includes 396 institutions of higher education, including 121 universities, 218 Fachhochschulen (universities of applied sciences), and 57 schools of music and fine arts. Also of note, 240 are state-funded

institutions, 117 are private institutions (mostly business schools and universities of applied sciences), 39 are church-maintained programs (primarily geared toward social work), and 30 are Duale Hochschulen (universities of cooperative education). Additionally, professional and vocational training occurs entirely outside of universities.

The German IEA seminar was divided into three segments: the first week was spent in Berlin and the second week at several sites throughout Germany. The program culminated with a four-day visit to Brussels, where participants met with representatives from the European Union (EU).

Berlin

In Berlin, participants received a comprehensive overview of the German higher education system and its internationalization strategies at sessions with representatives of the German Rector's Conference, the German Academic Exchange Service (DAAD), the Alexander von Humboldt Foundation, and the German Federal Ministry of Education. They also toured the city and met with local university administrators to learn about the history, purpose, and instructional and administrative organization of German research universities, universities of applied sciences, colleges of art, and German apprenticeship programs. Seminar participants met with Fulbright alumni and representatives from the U.S. State Department to discuss the importance of educational exchanges and transatlantic relations. At the conclusion of the first week, seminar participants were divided into three groups based upon their professional backgrounds and visited major universities in either Darmstadt, Heidelberg, or the Hochschule Bonn-Rhein-Sieg in the Rhineland.

Darmstadt

Because Gregory is an administrator at a community college with an emphasis on workforce development, she traveled to Darmstadt, a city of 150,000 near Frankfurt in the state of Hesse in southwest

Germany. Darmstadt is officially called the Wissenschaftsstadt, or the “City of Science,” because of its major universities, technology-driven industries, and research institutions. Specifically, Darmstadt is the home of two major technical and applied science universities: the Technische Universität Darmstadt (Technical University of Darmstadt—TU Darmstadt for short) with approximately 26,000 students and the Hochschule Darmstadt (Darmstadt University of Applied Sciences) with around 16,000 students. Two global corporations, Merck and Schenck RoTec, are located in Darmstadt as are the scientific research institutions Fraunhofer Society, GSI Helmholtz Center for Heavy Ion Research (German: Helmholtzzentrum für Schwerionenforschung), the European Space Operations Centre, and the European Organisation for the Exploitation of Meteorological Satellites. TU Darmstadt, one of the nine leading technical universities in Germany, which is called the TU9, places technology at the center of all of its disciplines. From natural and social sciences to humanities, each discipline aligns with research and scholarship in engineering (“Who We Are”).

The university’s partnerships with companies and research institutions are the driving force in economic and technological development in the Frankfurt-Rhine-Neckar metropolitan area (“Alliances and Networks”). The Hochschule Darmstadt, on the other hand, emphasizes dual enrollment programs that align the university coursework with a “practice-oriented approach to higher education” and enables students to study at the university while learning as interns and student trainees in high-tech corporations and research institutes (“About Us”). For Gregory visiting Darmstadt offered the opportunity to connect with administrators in workforce development and form partnerships that will provide new opportunities for students to participate in short- and long-term study abroad programs.

Heidelberg

Because of his background in academic affairs and interest in interdisciplinary research, Kopko was selected to travel to Heidelberg, a city of approximately 155,000 in southwest Germany.

Heidelberg is home to Universität Heidelberg (English: Heidelberg University), the oldest university in Germany, founded in 1386. It is a traditional research university and enrolls 30,000 students. The Universität Heidelberg has received multiple awards as part of the Excellence Initiative, a program sponsored by German federal and state governments and administered by the Deutsche Forschungsgemeinschaft (English: German Research Foundation or DFG) and the Wissenschaftsrat (English: German Council of Science and Humanities) (“Excellence Initiative”). Most of its undergraduate courses are taught in German; however, most graduate courses are offered in English. The university promotes interdisciplinary research, as evidenced by its numerous research centers and partnerships that encourage the interdisciplinary study of topics such as aging, mental health, conflict research, and Jewish studies.

The university is also home to a Max Planck campus and the Heidelberg Center for American Studies. The Center for American Studies offers bachelor’s, master’s, and doctoral degrees in American Studies with a strong interdisciplinary focus (“The Heidelberg Center”). The visit to Heidelberg underscored the strong emphasis that German higher education, generally, and Heidelberg University, specifically, place upon interdisciplinary research and education. During the visit to Heidelberg, several American graduate students were in residence at the Center, researching varied subjects including history, literature, religion, philosophy, and politics. Since this interdisciplinary approach is valued and embraced by many U.S. honors faculty and students, the Heidelberg Center offers attractive graduate study options for honors students, especially since there are no tuition fees for master’s and PhD programs.

Subsequent to visiting Heidelberg, Kopko has promoted this opportunity to honors students and faculty for study abroad and post-graduate research opportunities. He has also engaged with the Center for American Studies to strengthen his own scholarship and that of his advisees who wish to engage in interdisciplinary social science research focusing on the United States.

Hochschule Bonn-Rhein-Sieg

As a dean at a research-focused institution, Norton, who was seeking research-based study abroad opportunities for his student body, traveled to the state of North Rhine-Westphalia to visit Sankt Augustin (near Bonn), one of the campuses of the Hochschule Bonn-Rhein-Sieg (English: Bonn-Rhein-Sieg University of Applied Sciences, also known as H-BRS). Sankt Augustin is located in the center of Europe with nine European Union capitals within a one-hour flight. The characteristics of universities of applied sciences include small learning groups, which are like honors communities, and a requirement for students to gain practical experience outside the classroom, which is similar to experiential learning but focused on industrial experience. Universities of applied sciences expect their faculty members to have practical experience gained in industry. An important third mission of these institutions is knowledge creation and technology transfer. Universities of applied sciences focus on BS and MS students and provide only minimal opportunities for students to obtain a PhD. Even though H-BRS was founded relatively recently—in 1995, it has already grown to 9,000 students and has established partnerships with 80 universities in about 40 countries.

Brussels

For the final four days of the seminar, the cohort reconvened in Berlin and then traveled to Brussels to join the IEA France seminar participants. Co-organized by Fulbright Belgium Luxembourg, the agenda in Brussels provided insights into EU perspectives on higher education and plans for its continued internationalization, including funding opportunities for EU-transatlantic partnerships. The program also included a visit to the Katholieke Universiteit Leuven (English: Catholic University Leuven) to learn more about international opportunities for students who plan to pursue doctoral research in Humanities, Social Science, Biomedicine, Science, Engineering, and Technology (“Doctoral Studies”).

REFLECTIONS

In reflecting on the IEA seminar, we found that while we represent very different institutions, the experience offered all of us unique opportunities to internationalize our honors programs through partnerships with German institutions.

International Networks and Opportunities

We tapped into a new network of professional connections at German universities, government agencies, and research institutions that will allow us to develop sustained partnerships that benefit our students and faculty. For example, as a direct result of the IEA program, Washington State University established an academic exchange program and a summer research experience in advanced catalysis and a research collaboration in catalysis and ceramics with the Technische Universität Berlin. North Central Texas College also brought forty students to Munich on a short-term study abroad in January 2018 and is developing an additional short-term study abroad program focused on engineering and technology for March 2021.

Germany's world-class universities offer a wealth of opportunities for honors students. Undergraduate students are often aware of and able to participate in a variety of study abroad opportunities; however, graduate opportunities are often overlooked, and they, too, are plentiful. Given that many honors students enroll in graduate school or professional school following their undergraduate degree, they should consider Germany for post-graduate educational opportunities. Germany is an ideal country for American students interested in pursuing topics related to STEM fields, immigration and refugee policy, EU relations, and interdisciplinary studies. Graduate programs are offered in English and are tuition-free or cost very little. For example, the American Studies Centre at Heidelberg offers bachelor's, master's, and doctoral programs that enable students to pursue higher education in Germany at a comparatively low cost of approximately 1,500 Euros per semester for non-EU students ("M.A. in American Studies"). Scholarships and financial aid are also specifically allocated to refugee and displaced

students to help them pursue higher education. For example, the Hessen State Ministry for Higher Education, Research, and the Arts provides financial assistance to refugee doctoral students and scientists studying and working in Hesse. In addition to the tuition-free assistance that all students receive, displaced and asylum-seeking students can receive up to 2,000 Euros per month for living expenses (“Financing”).

Frequently, study abroad opportunities are developed for students at four-year universities in traditional disciplines, such as humanities, languages, physical and life sciences, and social sciences. Unfortunately, too few opportunities exist for vocational and adult education students to study internationally, even though they gain just as much from the experience as their counterparts who are traditional students. Honors program administrators understand that student demographics are changing. Honors programs are serving more diverse student populations, including minority, non-traditional, low-income, and first-generation students, and especially at community colleges, honors programs are also diversifying their honors programming to include students in career and technical programs. As such, honors administrators understand that higher education is increasingly under pressure to provide affordable high-impact experiences for all students. International education should not be an opportunity reserved only for a few highly selective students. Colleges and universities have the ethical obligation to develop creative, rigorous, and meaningful study abroad opportunities that emphasize experiential learning and translate to enhanced global learning and cross-cultural communication (Alon 8; Braskamp et al. 111; Engle).

Through this seminar, we identified ways to incorporate German experiences into the curricula of honors programs and institutions, including short- and long-term study abroad and international exchange programs that would be suitable for our students, many of whom are low-income, STEM, and non-traditional students. These opportunities include the previously mentioned German language-engineering program at Darmstadt and the American Studies Institute at Heidelberg. Additional resources for

those seeking to develop connections with German institutions include the Institute of International Education (“The Power”) and the Deutscher Akademischer Austauschdienst (DAAD), which provides a database of short- and long-term programs for undergraduate and international students who wish to study in Germany (“International Programmes”) and information about DAAD for foreigners, Germans, and higher education institutions (“German Academic”). There are also numerous resources to assist students in navigating the bureaucratic, cultural, financial, and logistical challenges of studying abroad in Germany, including the Federal Ministry of Education and Research (“Study in Germany”), ERASMUS+ for students who are citizens of the EU and partnering nations (“What is Erasmus+”), and the Humboldt Foundation’s research fellowship awards (“Humboldt Research”).

Participating in any Fulbright seminar, whether to France, Germany, India, South Korea, or Taiwan, connects honors administrators with a network of scholars and institutions that administrators can leverage to connect with other international Fulbright scholars and bring them to American campuses to share their research with American honors students. For Gregory, specifically, the connection to a network of Fulbright scholars has been an exciting and cost-effective mechanism for introducing students, faculty, and the community to renowned and innovative scholars while promoting her community college.

Of course, because of their participation in the international Fulbright program, honors administrators, in general, become more familiar with the diverse scholarship opportunities available to honors students. Gregory, Norton, and two other 2017 seminar attendees were selected to review Fulbright applications for upcoming Fulbright seminar and scholar programs. This unexpected professional development opportunity provided valuable insights into the diversity of research opportunities available to honors students and into the best practices for writing project and institutional statements. The Institute of International Education, which oversees the Fulbright selection process, “manages more than 200 programs with participants from more than 180 countries”

(“Browse Programs”). These experiences will inform how Gregory and Norton guide their honors students as they prepare their own Fulbright applications in the future.

Curricular Models

German higher education’s guarantee of affordable and diverse comprehensive education for all citizens (residents and international) and its vocational training programs (German: *Duales Ausbildungssystem*) and adult education programs (German: *Abendgymnasium* and *Abendrealschule*) offer valuable models for honors faculty and students. Honors administrators in the United States would do well to learn more about how German higher education institutions combine industry training with university internship opportunities. For example, with the recent emphasis in American high schools on vocational training, the Fulbright IEA seminar provided an opportunity that was especially relevant for Gregory, a community college administrator, to identify best practices for developing vocational training programs. Community colleges have traditionally provided the training and job skills needed for a highly specialized workforce, and the demand for highly skilled workers, especially in the health sciences, medical technologies, and oil and gas industries, is increasing. Administrators can, then, look to the German educational system, with its emphasis on dual enrollment and practical technical training for models that will meet students’ and employers’ needs. American community college administrators must be intentional and innovative in their approaches to addressing American workforce needs, and Germany’s model illustrates a specific response to an aging workforce that is retiring faster than it is being replaced and to technological innovations that require constant and proactive approaches to ensure that employees are properly trained and knowledgeable.

The IEA seminar also emphasized the importance of promoting German language study. The benefits of studying another language are well-documented: students who learn another language demonstrate greater cognitive development, critical thinking, and problem-solving skills; learning another language facilitates enhanced

knowledge of one's native language, syntax, and vocabulary; and bilingual and trilingual students are more open to cultural diversity ("America's Languages"; "The Benefits"; "What the Research Shows"). German language study is especially important for students in STEM fields because Germany has positioned itself as a leader in high-tech and pharmaceutical industries. Proficiency in German language and cultural studies will give students a competitive edge in a globalized workforce. TU Darmstadt, for example, offers an international summer program, German Engineering and Language, that combines automotive and mechanical engineering studies with German language and culture classes ("International Summer University"). During the four-week program, first- and second-year college students take engineering courses and workshops focused on automotive engineering, aeronautical engineering, and mechatronic and production technology. The workshops include excursions to Mercedes-Benz; Continental AG; EUMETSAT (European Organisation for the Exploitation of Meteorological Satellites); and Donges SteelTec, a steel construction company. The program also includes intensive German language study and seminars on German culture and history, especially of the Rhine-Main area, to develop students' language and intercultural competence skills. This short-term international opportunity is an excellent example of an affordable study abroad program (costing 2,200 Euros) that merges studies in STEM and humanities fields ("International Summer University").

CONCLUSION

The IEA seminar allowed participants to observe firsthand the transformative power of education for German and American students. The access to education in Germany—for all students, regardless of nationality and citizenship, including refugees and international students—is inspiring and will enable that country to lead as a powerful and positive force in the global market. Honors administrators benefit by developing honors programs that emphasize international education opportunities for all students—regardless of citizenship, income, age, and vocation—to promote

equality and equity in higher education. The seminar demonstrated the commitment of U.S. and German educational and industry leaders to fulfill Senator Fulbright's vision of creating a network of scholars and researchers across every academic discipline who would "increase mutual understanding" and promote global peace and human dignity ("About Fulbright"). As Fulbright scholars, we were proud and honored to serve as citizen-ambassadors representing the United States, our respective universities and colleges, and the Fulbright program in Germany.

That Germany is only one of seven IEA programs, however, is important to note. The insights and professional connections gained as a result of this experience are comparable to what Fulbright scholars would have in IEA programs in other countries. While we encourage honors administrators to participate in an IEA, we advise applicants to first evaluate how participation in an IEA will enhance their honors programs and institutions. Given that the Fulbright program seeks to increase mutual understanding among people of different countries, applicants should also consider how their professional backgrounds and experiences may benefit institutions of higher education in the host countries. By doing that, honors administrators will ensure that the Fulbright IEA is a mutually beneficial experience that leads to meaningful educational opportunities for students, faculty, and staff.

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CHAPTER TEN

Transformative Learning Abroad for Honors Students: Leveraging High-Impact Practices at Global Partner Institutions

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The substantial increase in student participation in learning abroad and the proliferation of program types have greatly changed the international education landscape in the United States and beyond, providing new opportunities for global outreach and collaboration. Creative global partnerships can help students overcome longstanding barriers to studying abroad and provide students with opportunities to enhance their undergraduate education by stacking the high-impact practice of study abroad with other transformative high-impact practices, such as undergraduate research and service learning, which are defining elements of an honors experience. Given the potential for transformation as

a result of learning abroad, honors educators and institutions are challenged to ensure that these opportunities are of high quality and made accessible to as many students as possible.

Based in Melbourne, Australia, Monash University is one of a select number of universities around the world that prioritizes developing international partnerships that strengthen the connections between its curricula and learning abroad. This chapter discusses initiatives at Monash and offers practical recommendations for enhancing the honors undergraduate experience through increased access to high-impact practices at global partner institutions. Monash University is the leading Australian institution for outbound learning abroad participation among undergraduate students, sending over 4,100 students on overseas experiences in 2016 (“AUIDF”). Monash has become a leader in learning abroad by implementing robust mechanisms to remove barriers for students, diversify offerings, and promote global opportunities effectively. At Monash, developing and leveraging international partnerships are key mechanisms for increasing access to learning abroad opportunities. In this chapter, I will contextualize research about access to learning abroad programming, discuss Monash’s most extensive global partnership, and highlight the benefits for students and institutions of developing trusted partnerships with international universities. Because of the global differences in honors education, my intent here is to highlight diverse program offerings from an Australian perspective, especially those that can remove barriers to learning abroad and honors program completion and enhance students’ opportunities to participate in multiple high-impact practices during their undergraduate careers.

Participation in a learning abroad opportunity is often marketed as a defining feature of honors education and seen as a mechanism to encourage students to persist in an honors program. Scholars have identified barriers to 1) learning abroad participation and 2) honors program completion. Because of the isolated nature of this learning abroad and honors research, it is unclear whether learning abroad is more accessible to honors students or whether the completion rates of an honors program are increased through the participation in a learning abroad experience. By viewing the

existing barriers to learning abroad through an honors lens, however, honors educators can identify ways that global partnerships may increase honors students' access to study abroad and overcome barriers to honors program completion.

Extrapolating from student survey data and recent analysis by leading international education organizations in North America, including the Institute of International Education, Universities Canada, the Canadian Bureau for International Education, and the Higher Education Strategy Associates, we can categorize the main barriers to student participation in learning abroad into the four Cs: cost, curriculum, culture, and circumstance (Martin; see Table 1).

TABLE 1. BARRIERS TO STUDENT PARTICIPATION IN EDUCATION ABROAD

Cost	Curriculum	Culture	Circumstance
<ul style="list-style-type: none"> • Direct cost of participation: tuition, travel, accommodation, and lost wages from employment in home country; 	<ul style="list-style-type: none"> • Heavy course workloads, inflexible programs at home institutions, and lack of integration of learning abroad into curriculum; 	<ul style="list-style-type: none"> • Lack of faculty commitment to learning abroad; 	<ul style="list-style-type: none"> • Employment or other opportunities;
<ul style="list-style-type: none"> • Insufficient financial aid/scholarships to participate. 	<ul style="list-style-type: none"> • Onerous credit transfer processes; 	<ul style="list-style-type: none"> • Lack of awareness of learning abroad opportunities and benefits; 	<ul style="list-style-type: none"> • Family obligations and other responsibilities;
	<ul style="list-style-type: none"> • Few for-credit opportunities and lack of official recognition for participation; 	<ul style="list-style-type: none"> • Discomfort with unfamiliar locales, cultures, and languages; 	<ul style="list-style-type: none"> • Health or security concerns related to travel.
	<ul style="list-style-type: none"> • Insufficient course offerings or faculty specialists at host institutions. 	<ul style="list-style-type: none"> • Inadequate support services for participating and returning students. 	

Cost in particular is regularly cited by students and institutions as a top barrier, not only in terms of the additional travel costs of studying abroad but also the potential of lost wages for students who rely on part-time work to support themselves while studying. Curricular barriers are more relevant to students completing less flexible degrees, such as those with fewer electives or, like many honors programs, that have additional requirements for completion. Barriers in the cultural and circumstance categories include a wide range of factors from a student's home institution or personal situation that could discourage students from pursuing a learning abroad experience.

In their research on honors program completion rates, honors educators Lynne Goodstein and Patricia Szarek attribute a "lack of attractive curricular and co-curricular elements to keep students engaged in honors" as one indicator that may explain why programs experience high dropout or failure rates (91). If improvements made to quality indicators of honors programs, such as improved access to learning abroad opportunities, result in increased retention rates (Goodstein and Szarek 94), the ability to contextualize the four Cs for an honors audience can inform how to increase the access rate of learning abroad, which then can ultimately contribute to improving overall student retention in honors programs.

Carefully constructed international partnerships offer avenues to overcome these individual and institutional barriers to learning abroad and honors program completion. Carving out structured and accessible honors experiences abroad can lessen cost, curricular, and cultural barriers, enabling a larger number of people to participate over time. For example, global partnerships can provide students with access to enriched programming in an international location, which can enhance student engagement. Study at select international partner institutions can cost less than a semester at the home institution, thereby lessening the financial barriers to learning abroad. Careful curriculum integration with partner institutions can ease the curricular barriers to learning abroad for students with less flexible majors. Global partnerships can also offer students enhanced opportunities to undertake honors capstone projects, another major barrier to honors program completion.

Institutions also benefit by leveraging the accompanying administrative, teaching, and student services resources that are available at the partner university. Access to complementary programming that is well developed at one institution but not at the other can also spare the sending institution the significant program development costs for what would otherwise be a customized offering for a smaller group of student participants.

IDENTIFYING TRUSTED GLOBAL PARTNERS FOR HONORS PROGRAMS

Evaluating a new global partner for student learning abroad requires understanding the different organizational levels where a partnership between international institutions can occur. Higher education management and policy expert John Taylor identified the following points of connection between partners:

- Individual member of staff, in teaching and/or research.
- A group of staff working in a specific subject area in teaching and/or research.
- A particular program, in teaching or research.
- An academic school or department, involving a number of different activities.
- A faculty or college, involving multiple academic units and multiple activities.
- Institution, including diverse activities, from across the institution. (45)

Trust is a key foundation of a successful international partnership, regardless of the organizational level where it is being supported. Trust is a complex concept that has been studied in a variety of ways with regard to institutional partnerships. Because of the multiple organizational levels that may support a partnership, trust must be thought of in an individual as well as in an inter-organizational sense. Interorganizational theorists Akbar Zaheer

and Jared D. Harris describe this duality of trust as “the extent to which members of one organization hold a collective trust orientation toward another organization” (170). When honors educators think about how they can develop new partnerships with international institutions or leverage them, they must recognize that trust operates over a continuum that requires strong bonds between individuals at respective institutions in order for their institutions to fully realize reciprocal levels of support as partners.

In the context of a traditional exchange program, the concept of reciprocity is often operationalized as an unimaginative binary that requires an equal number of students be exchanged between institutions on a fee-neutral basis. This one-for-one balance model of reciprocity can be incredibly difficult to maintain and scale. While all institutions face barriers when implementing learning abroad experiences, they are not always the same barriers. The diversity of global student experience across cost, curriculum, culture, and circumstance requires that institutions address the barriers differently in order to improve access. For example, institutions may differ in the language of instruction, which would require that the host institution provide immersive language training for students at an additional cost. The students would return from their experience with a more positive cultural and academic experience as well as new language skills to enhance their employability. The additional cost in this case would need to be understood by both partners as being fair and non-prohibitive to student participation.

With an established level of trust, reciprocity can be redefined in such a way that individuals and institutions contribute an equal level of support to a relationship even if they are each contributing a different mix of resources. These bonds between colleagues, in this case honors educators and learning abroad practitioners, develop further through repeated contact and “pursuit of common goals” (Schreiner et al. 1401). When honors educators evaluate a global partner for a collaboration in learning abroad, they should understand that the abilities to manage cultural and distance factors in the relationship are defining features of success. On the other hand, factors that contribute to the instability of international alliances or jeopardize successful partnerships include national cultural

differences and administrative, geographic, and economic differences at national, industry, and firm levels (Ghemawhat 7). Beyond sharing an awareness of the distance and cultural factors faced during international collaborations, partners must carefully review the structures, processes, and skill capacity that can bridge any distances between them (Kanter 104).

LEVERAGING HIGH-IMPACT PRACTICES WITH A GLOBAL PARTNER

Collaborations with international partner institutions can be an opportunity to layer or stack learning abroad with other high-impact practices, or HIPs, that are defining elements of an honors experience, but they also must ensure that learning abroad is accessible to a wide range of students. In 2007, George Kuh, founding director of the National Survey of Student Engagement (NSSE), described HIPs in detail when introducing the annual report for the 2006 survey. He identified specific activities in a student's higher education experience, such as learning abroad, internships, and research, that contribute to student success. Even though many HIPs were longstanding and embedded features of honors programs before the phrase became mainstream, HIPs are now widely recognized and researched across the higher education spectrum. Kuh et al. advocate that the level of student success emanating from such practices should be a clear national priority: "insuring that America and its citizens thrive in the global future requires access to a postsecondary education that results in high levels of learning and personal development for students of *all* backgrounds" (9). Honors educators can review the existing HIPs associated with their curricula—such as service learning, industry projects, internships, and research—and consider how they may be delivered abroad by a trusted global partner. Exploring the intersectionality between honors-defining HIPs at a home institution and the congruent programming offered at international partner institutions can help to redefine a new collaborative and global modality of programming.

Undergraduate research experts John E. Banks and Juan Jose Gutierrez describe how the layering—or "stacking"—of multiple HIPs across a student's degree presents a new frontier for research

on HIPs (19). For example, there is a need to further explore the learning outcomes for a student not only pursuing undergraduate research but doing so as part of a study abroad experience. Another point of concern raised by Kuh et al. is that if research demonstrates that participation in HIPs is linked to student success, this same participation is often inequitable, with first-generation, transfer, and African-American and Latinx students least likely to have such experiences (9). If that is the case, then honors programs leveraging the investments made by global partners in exploration of greater accessibility becomes paramount. Learning abroad at a partner institution while simultaneously satisfying honors curricular requirements can remove barriers for participation and carve out compelling, scalable opportunities abroad. Trusted global partnerships can be leveraged not only for the intersectionality of programming, but also for the intersectionality of services, a necessary step if partners are to work jointly in removing barriers associated with access.

STACKING HIGH-IMPACT PRACTICES IN LEARNING ABROAD: A MONASH UNIVERSITY/UNIVERSITY OF WARWICK PERSPECTIVE ON COLLABORATION

International partnerships present a new opportunity for adding global and intercultural dimensions to the HIPs that are traditionally offered at home universities. Reflecting on possible program alignment with institutions outside of the United States can be helpful to American institutions. Honors education may be classified differently by global partner universities, but they may already be offering compelling HIPs that can satisfy multiple honors requirements, thus improving honors program completion rates. Leveraging these partner-based HIPs for honors students is an efficient way of delivering accessible program content without students having to absorb the costs incurred by their home institutions.

In 2012, Monash University and the University of Warwick in the UK formed a bold and innovative alliance, the impact of which has transcended standard global higher education partnerships.

Monash University is a relatively young university, founded in 1958, and its largest campus is located twelve miles outside of the city center of Melbourne. Over 68,000 students are spread across its four Australian campuses. (An additional 8,400 students are enrolled at Monash's vibrant campus in Malaysia.) The University of Warwick was founded in 1965, a few years after Monash, and its main campus is located in Coventry, twenty miles from Birmingham. Warwick enrolls over 26,000 students. While the two institutions vary considerably in the size of their student populations, they share the following similarities:

- Young ages as universities;
- Rankings among the world's top one hundred universities;
- Triple-crown accredited business schools;
- Strong performance as public research universities;
- Non-urban campus locations; and
- Highly internationalized approaches to higher education.

Monash University welcomes over seven hundred exchange and study abroad students from partner universities to Australia each year. With almost two hundred exchange and study abroad partner universities around the world, Monash has a large global footprint that actually reaches beyond the special relationship with Warwick. In evaluating potential exchange partnerships, Monash considers a range of criteria, including curriculum alignment, accreditations and rankings, and desirability/risk profile of the university's location for participating students. The University of Warwick satisfied these criteria before the initial partnership was formalized.

Monash's partnership with the University of Warwick began in 2009, and it initially focused on business students. In 2012, three years later, the relationship evolved into a more sophisticated, jointly funded, and multi-faceted alliance, which has allowed for increased access to learning abroad and innovative delivery of HIPs at both institutions. Many of the HIPs formed out of this alliance are now being offered to exchange and study abroad students

from around the world. Allan Mahler and Gillian Olivieri observe that in addition to offering learning abroad opportunities for students, the alliance is centered on the principles of co-development, co-publishing, and addressing current global challenges and opportunities. Combining the strengths of two universities amplified their research capacity and innovation in pedagogy beyond what either university could accomplish independently. The alliance is governed by an alliance board, which was established at the beginning of the partnership. The board is co-chaired by the two vice-chancellors, and its membership includes the chair of council (chancellor), provost, registrar or chief operating officer, and alliance academic directors for each university (Mahler and Olivieri). Each university also invests in an alliance seed fund, which has sponsored more than seventy research projects since 2012.

Although the academic opportunities created through the alliance are not exclusive to honors students, they are particularly relevant for this student population because of the possibility of stacking HIPs. The stacking of the following practices as part of a learning abroad experience, as Monash does with Warwick and its other partner universities, could help to redefine a global honors experience by a partner institution in several critical areas.

Curriculum Integration

The *Forum on Education Abroad* defines curriculum integration as follows:

Incorporation of coursework taken abroad into the academic context of the home campus. It involves weaving study abroad into the fabric of the on-campus curriculum through activities such as course matching, academic advising, departmental and collegiate informational and promotional materials, and the structuring of degree requirements. It often requires the review of coursework by the home institution's academic departments. ("Education Abroad Glossary")

Monash University works with learning abroad partners to map curricula and find equivalent courses that match the degree or program requirements for students at their home universities. In this instance, the University of Warwick and Monash have identified each other as a trusted partner with whom to focus resources on program mapping. The universities have gradually made adjustments to course sequencing within their degree plans in order to clearly distinguish and highlight courses that will positively contribute to students' progression toward their degrees. In addition to learning abroad specializations based on an academic concentration, such as pre-medicine, Monash has identified high-impact practice courses for partners, including capstones, connections to business and industry, honors seminars, and courses with a focus on global/intercultural learning. For example, Monash University offers the course *Exploring Contemporary Australia: People, Events, Ideas*, which tackles the "why?" of modern Australia. In addition to expert guest speakers, the course includes built-in field trips that reinforce the academic materials. The ability for students from one university to leverage locally specialized content in situ and delivered with the expertise of a trusted partner enables its students to broaden their global perspectives and networks.

Undergraduate Research

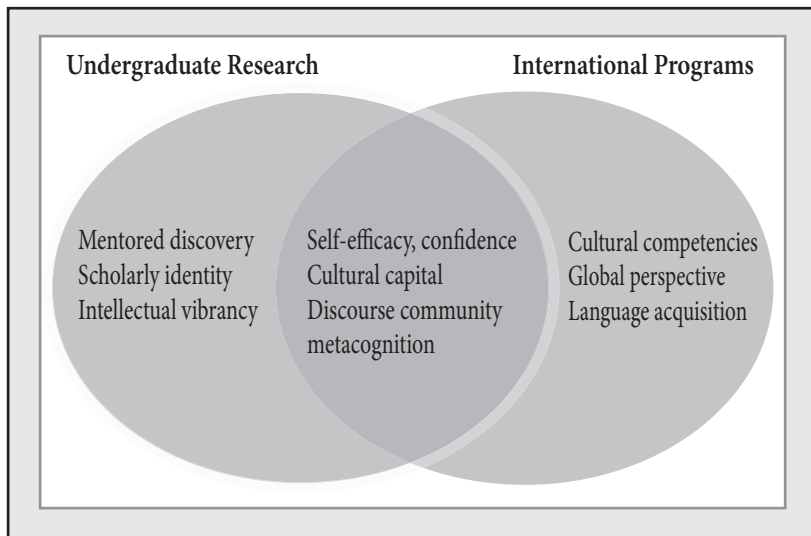
Banks and Gutierrez write that undergraduate research contributes to building students' intellectual identities, adding context to their curricular studies and enhancing their self-efficacy (19). As the following Venn diagram illustrates, clear areas of overlap work together to enhance the student experience when the HIPs of undergraduate research and global learning combine (Banks and Gutierrez 19; see Figure 1). This diagram has helped to define new strategic opportunities for universities by identifying a new range of competencies arising from this particular stacking.

As a living laboratory for the development of these new competencies, the Centre for Undergraduate Research Initiatives and Excellence (CURIE) at Monash University was the first of its kind in Australia, and a number of its initiatives involved students

from international partner universities. For example, since 2013, Monash and Warwick have collaborated on the annual delivery of the world's first 24/7 "International Conference of Undergraduate Research" (ICUR). Scheduled in September each year, ICUR has used technology to engage more than one thousand students from eleven institutions since its inception. The students share their undergraduate research with peers around the globe throughout two days of continuous presentations. In 2018 alone, almost four hundred students participated in the conference. Another CURIE-sponsored HIP that could be leveraged as part of a learning abroad experience is the Interdisciplinary Research Collaboration Program, a prestigious, intensive-delivery course offered each July. The website states:

The cohort is divided into multidisciplinary research teams of three. In these teams, students spend three weeks conceiving a research activity that reflects their interests and skills. The CURIE team delivers the IRC Program through interactive

FIGURE 1. VENN DIAGRAM ILLUSTRATING CHARACTERISTICS OF UNDERGRADUATE RESEARCH AND INTERNATIONAL PROGRAMS, INCLUDING OVERLAPPING/SYNERGISTIC ASPECTS



Source: Banks and Gutierrez 19

workshops. These are paired with complementary master-classes that feature [highly regarded] individuals at varying points in their research journeys. Students gain unique opportunities to interact with researchers who work in health and wellbeing, environment and sustainability, social change, and more. Each learning activity supports and guides the writing of the research proposal and the associated suite of research skills. (“Centre for Undergraduate Research”)

Intercultural Competency and Reflective Practice

Intercultural competence, observe Twombly et al., is essential for the next generation of global leaders. Sustained and structured on-site activities are required during a learning abroad program to ensure deep cultural learning (97). Without some intervention in the form of intercultural development by the home and host institutions in aiding students to overcome the barriers to learning abroad and subsequently offering resources for intercultural development, educators risk delivering a more commodified form of learning abroad, which could result in a form of tourism rather than intercultural learning. Talya Zemach-Bersin argues that students from U.S. institutions “extract resources to be used for their personal advantage, including career progression, to the added benefit of the U.S. economy” (“Global” 24). In her analysis, she positions learning abroad professionals as earnestly promoting global citizenship and understanding but unintentionally supporting U.S. imperialistic efforts. As educators, we have a role to play in integrating intercultural development pedagogy into learning abroad programs so that they become transformative in nature. Critical reflection about self and global society can be stimulated among students throughout their learning journey, and that important component helps to ensure that a learning abroad program will be a high-impact practice.

When universities send students on learning abroad programs to trusted partner universities, they must know that dedicated resources are available to support students’ acquisition of intercultural competence. By pursuing opportunities for co-creating innovative, intercultural programming, universities will not only

diversify the student profile of a program they will connect teaching and learning practices that promote intercultural competence. For example, in the Monash-Warwick alliance, sharing resources has produced global classrooms where technology is leveraged to bring teaching and learning together. The Monash Intercultural Lab (MIL) implements the University's Intercultural Competence (ICC) Strategy. The aim of the ICC Strategy is to ensure that students have the intercultural competence to thrive in global communities and workplaces ("Monash Intercultural Lab"). The research platform offers engagement activities that create a strong sense of inclusion and build social cohesion in the communities in which Monash University operates. Intercultural programming and resources that are available to students on the platform include:

- Credit-bearing courses,
- Co-curricular training,
- Online toolkits, and
- Professional development courses.

Examples of this intercultural programming are delivered by faculty members in the form of credit-bearing courses as well as by other Monash offices that offer resources to promote elements of the university's ICC Strategy. The Monash Careers Connect Office delivers online modules and in-person workshops to foster student leadership development. Learning abroad programs at Monash leverage Student Futures, an e-portfolio and online platform, so that student participants complete the necessary training on intercultural competency before and after their experiences abroad ("Monash Student Futures"). Connecting Across Cultures: Becoming a Global Citizen is a leadership module that helps students develop an understanding of intercultural differences and improve their communication with people from diverse cultural backgrounds ("Monash Leap into Leadership"). All Monash students can self-enroll in this module once they use their credentials to login to the Monash Moodle site, and an introductory video on YouTube provides a brief description to the module ("Connecting Across Cultures—Welcome"). Warwick students can also access the

intercultural resources available at Monash during their learning abroad experiences.

UNREALIZED INNOVATION IN HIPS WITH GLOBAL PARTNERS

According to IIE's first report in 2015 on the Generation Study Abroad initiative, the goal of improving access through diversifying participation in learning abroad is shared by eighty-four percent of the U.S. colleges and universities who have joined the initiative ("IIE Announces Impact"). In addition to mobilizing resources to support underrepresented students, universities are also focused on removing the "4 Cs" barriers to studying abroad. Because diversification in honors is often an objective for many institutions, collaboration and strategic alignment between learning abroad initiatives and honors programs can help to achieve this goal. The integration of learning abroad into honors can reinforce a sense of community and help to keep both programs accessible for underrepresented students. This building of awareness among honors students alongside program improvements that foster curriculum integration and the embedding of HIPS can contribute to improved access rates for learning abroad.

Collaboration with global partners can support an institution's ability not only to meet its study abroad targets but also to achieve significant student learning outcomes. While institutions benefit from having their students build their intercultural competency, learning abroad participation can also enrich students with a "counterhegemonic perspective" that has global as well as local validity (Schoorman 5). Universities that strive to create global citizens will benefit from students who have had access to transformative, intercultural experiences at partner universities. When many institutional strategic plans identify a goal of creating global citizens, educators can work with partner universities to turn rhetoric into reality. In further response to Zemach-Bersin's concerns about the resource sustainability and the perceived global value of learning abroad beyond personal gain ("Global" 24), institutions can collaborate with partners to remove barriers for student participation in learning abroad and provide some learning interventions to

stimulate intercultural enquiry. For example, a home institution can overcome a gap in expertise by leveraging the existing curriculum or programming at a partner university. The home institution can therefore avoid having to contribute its own significant economic resources into developing a customized program from scratch. In return, the home institution can reciprocate by leveraging its existing expertise and programming in another area so that the partner can access either through a traditional exchange model or at a reduced financial cost, therefore, pursuing a financially sustainable model and reducing the participation costs for students. The intercultural mix of students from two or more institutions is arguably greater than what students would experience if their group was solely composed of peers from their own institution. Students returning from these high-impact experiences can contribute their intercultural competency and understanding toward their campus and wider communities.

In the Monash-Warwick Alliance, a relationship that emerged from a traditional student exchange agreement, staff collaboration and meaningful connections have enriched the research opportunities for students across multiple disciplines (Mahler and Olivieri). These deep connections have fostered a sustainable alignment at all levels that safeguard against inevitable changes in staffing and other disruptions. Dedicated communication channels and coordination among stakeholders have also helped to establish trust, which is a defining element of success among colleagues. Because of trust, internal support for the partnership has overcome significant transnational complexities, such as differences in time zones and academic calendars (Mahler and Olivieri). The following lessons may provide insight into how a trusted partnership can improve student access to learning abroad and HIPs:

- Redefine reciprocity and value a diverse mix of contributions between partners, not just like for like;
- Anticipate that there will be unrealized potential beyond the original scope of a collaboration;
- Share the innovation achieved with one partner to a broader network of partners.

Redefining reciprocity can enhance the full scope of learning abroad experiences being accessed by students beyond the traditional bilateral exchange and benefit the partner institutions in other ways. Traditional partnerships in learning abroad are often defined by a reciprocal exchange model, with each partner contributing the same resources/services so that each element on the ledger sheet is carefully balanced and equal. Each partner, for example, agrees to exchange one student per year to participate in full-time, undergraduate coursework without charging any additional fees. Working with a trusted partner where there are shared goals for innovation, however, can extend the value of a partnership beyond a balanced exchange of students. Administrative resource sharing, knowledge transfer, institutional learning, shared practices and procedures, insights and benchmarking are not quantities to be measured; instead, they are the benefits of trusted partnerships that are fundamental to cultivating innovation.

The **unrealized potential** beyond the original Monash-Warwick Alliance framework has been made possible by the high level of trust between institutions and the removal of some of the restrictions that exist within traditional partnerships. In the context of learning abroad between the two institutions, the partnership has involved on average seven hundred to one thousand students per year since 2014, and a record-breaking number of over three thousand students have participated in alliance activities in 2018. When the relationship between Monash and Warwick began, this potential was completely unrealized. As the partnership evolved into an alliance, it has served as an incubator for new learning abroad models and engagement with targeted student populations for curricular and extra-curricular program development, testing, and student-led initiatives.

Sharing innovation with other global partnerships has expanded the impact of any of the initial investments made by Monash or Warwick. While the early initiatives from the Alliance culminated as a result of scale and trust between the institutions, subsequent program iterations have now been applied to our respective networks of global partner universities, including exchange and study abroad

partners. These tested initiatives can now be leveraged by our partners, enabling them to offer their students access to high-impact learning abroad experiences at Monash or Warwick.

When developing a learning abroad partnership with an international university, the concept of reciprocity is closely linked to trust. Since trust between institutions evolves over time, partners gradually learn more about each other's intentions, capabilities, and limitations. Ensuring that reciprocity is maintained requires a solid understanding of each partner's expectations and how the desired benefits align with institutional strategy. Successful international partnerships allow for the desired outcomes of learning abroad to shift beyond an awareness of cultural sensitivities or an ability to speak another language. Although these are valuable in their own right, the boldness of partner collaboration enabled by a foundation of trust can promote joint learning and limitless opportunities for innovation. The investments and lessons made between two institutions can be leveraged by a global network of universities, opening new doors for individual students to access high-impact experiences in learning abroad.

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CHAPTER ELEVEN

Drawing on Gifts of International Students to Develop International Partnerships

KEVIN W. DEAN

WEST CHESTER UNIVERSITY OF PENNSYLVANIA

It was Tuesday of the first week of classes for the fall 2012 term. At two o'clock in the afternoon, swamped with student petitions to register for classes and balancing myriad administrative issues, I found a young man with an unfamiliar accent standing on my office threshold. "I don't have an appointment, but might you have a moment? My name is Carl. This is my second day in the states from Norway, and I heard about the honors program and would like to join."

A few days exist in an educator's life that one can consider change moments, and that particular Tuesday proved to be one for me. Carl, a sophomore transfer student from the American College of Norway, demonstrated the rare confidence to reach out, and in doing so he has transformed honors education at our institution. Carl has served as an invaluable catalyst for our honors college to form an unprecedented relationship with the Norwegian Nobel

Institute (NNI). The NNI supports the five-member panel that comprises the Nobel Committee and annually awards the Nobel Peace Prize. The possibilities of this relationship are only now coming to fruition: in the words of poet Robert Browning, “The best is yet to be . . .” (“Rabbi ben Ezra” 2).

Extraordinary experiences unfold in Carl’s story, but it also provides honors directors with sage advice: drawing from the gifts of international students and inviting them into the honors community can play a dramatic role in internationalizing honors. Carl’s exemplary involvement provided intercultural understanding and an appreciation of global citizenship among students in our honors college and the larger campus community. His participation triggered a progression of events that ultimately created an institutional partnership with the NNI. The support that enabled Carl to acclimate into honors education and the strategies we collaboratively used to build an international partnership are arguably replicable on any campus. Carl’s story suggests how other institutions might maximize unique opportunities for engagement with their own international student population. Before explaining Carl’s contributions, this essay contextualizes the possibilities of engaging international students by reviewing the current statistics regarding international students in the United States.

OVERVIEW OF INTERNATIONAL STUDENTS IN THE U.S.

The number of international students studying in U.S. higher education institutions reached “an all-time high—1,094,792 students—during the 2017–2018 school year” (Morris). This increase followed a “demonstrated annual increase over the past eleven years” (Ross). Indeed, at West Chester University of Pennsylvania, the Office of Institutional Research statistics indicate an enrollment of thirty international students from a dozen countries in 2007, which grew to sixty-three students from over thirty countries in 2017.

A November 18, 2015, segment on National Public Radio’s *All Things Considered* reported a nearly ten percent increase in international student enrollment between 2014 and 2015, representing almost 975,000 international students studying in the U.S.

(Turner). The U.S. higher education system has long been known for its quality. That reputation has, in the past decade, expanded beyond the Ivy League—and so many international students are articulating in institutions around the country, according to Allan Goodman, president of the Institute of International Education. Goodman explains that many international students look to the U.S., where opportunities abound to take college courses and pursue careers based on personal choice rather than careers chosen for individuals based on their exam results. “International students,” notes Goodman, “have more choices than ever before on where to pursue higher education. The dedication of American colleges and universities to students’ academic, professional, and personal success is one of the main factors in our international competitiveness” (qtd. in Morris).

While students come to the United States to study from many regions of the globe, China and India are the largest sources, with Chinese students constituting thirty-six percent of the total international student population in the U.S. and Indian students placing second with nearly eighteen percent (“International Student Totals”). According to the Institute of International Education, while international students are spread over some two thousand institutions, they tend to cluster on the east and west coasts (“Top 25 Institutions”). Figure 1 shows the top ten host institutions for international students in the U.S. in the 2017–2018 school year (“Top 25 Institutions”).

International students pursue studies in a wide range of academic disciplines. Figure 2 depicts the students’ most popular fields of study in 2016–2017 and 2017–2018 (“International Students by Field”). Engineering, business and management, and math and computer science were the top three fields of study for international students, accounting for more than half of the international enrollment at U.S. higher education institutions. Between 2016–2017 and 2017–2018, the greatest increase was seen in math and computer science, and a slight decline appeared in business and management. Notably, 48% of international students were in STEM fields and potentially eligible for extended Optional Practical Training

FIGURE 1. TOP INTERNATIONAL STUDENT HOSTING INSTITUTIONS BY POPULATION, SY 2017–2018

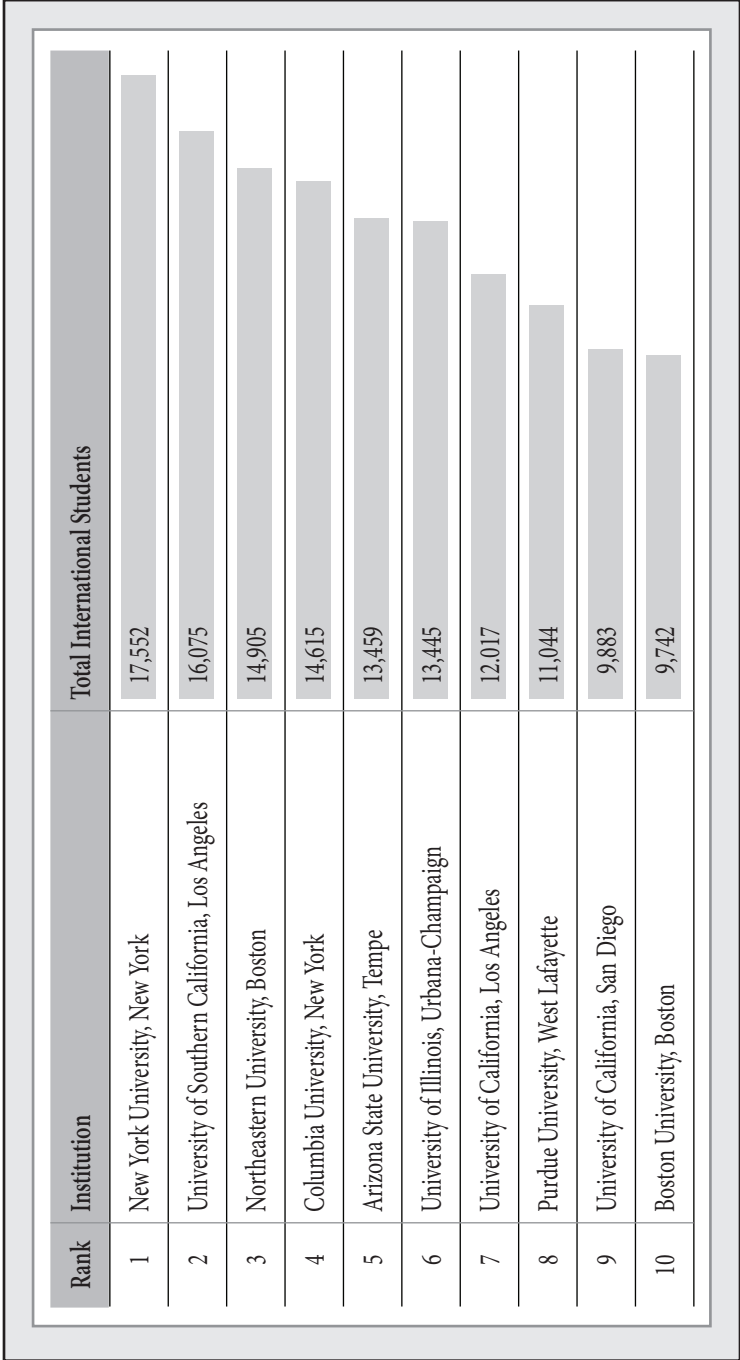
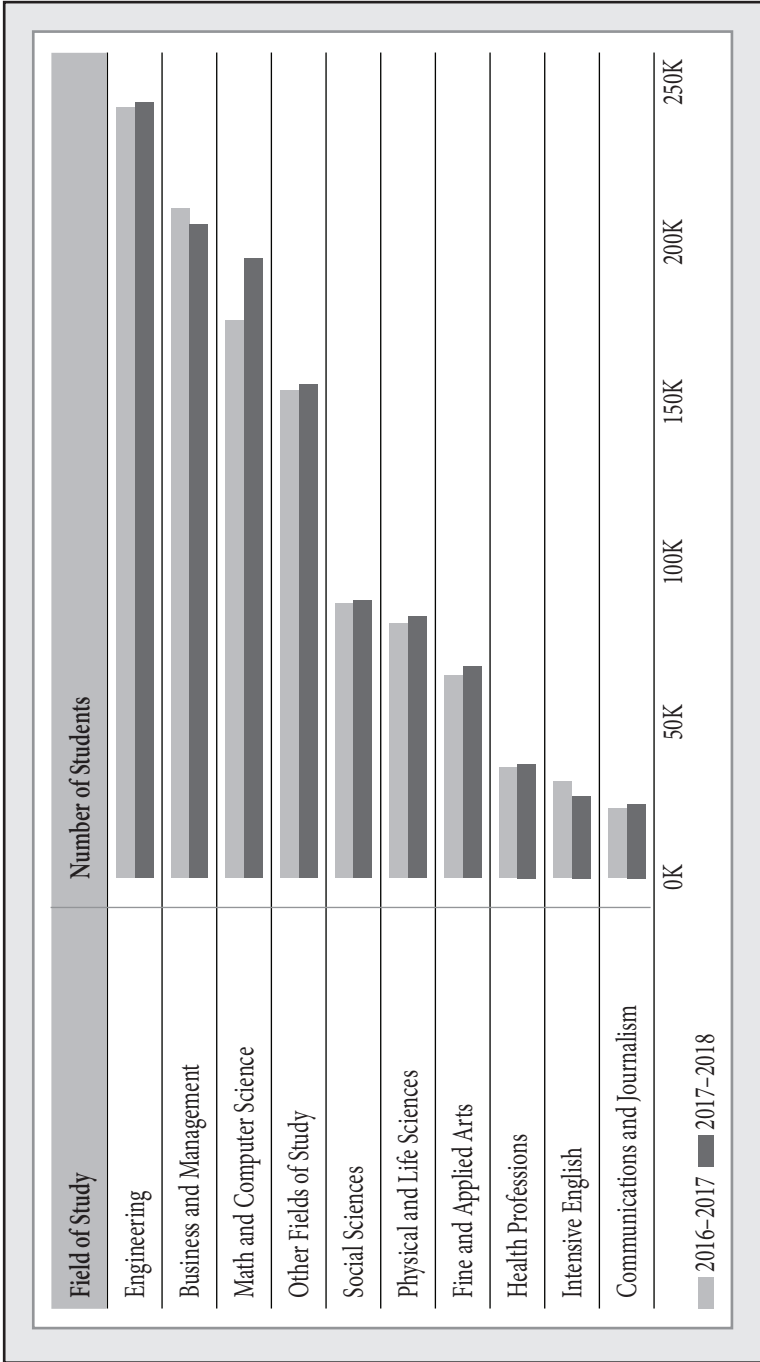


FIGURE 2. INTERNATIONAL STUDENTS' FIELDS OF STUDY, SY 2016-17 vs. SY 2017-2018



(OPT) temporary employment status for 24 months after graduation. Students from different countries of origin often pursue different majors. For instance, a majority of students from India (80%), Iran (79%), Nepal (65%), and Kuwait (64%) in 2016–2017 were in STEM fields versus just 16% of students from Japan and 20% of those from the United Kingdom and Germany (“International Students by Field”).

International students represent an ever-increasing and diversifying population on our campuses, but they have the potential to become important honors partners who can also generate and invigorate honors internationalization efforts. While international students can benefit from their involvement in honors, relatively few international students appear to be involved in U.S. honors programs. At the past four NCHC conferences, 118 presentations had international themes, but only seven focused on international students and honors. Four presentations gave primary attention to assisting international students’ transition into U.S. institutions (Bellu and Medina; Larsen and Van der Sluis; Phillips; and Sun et al.), and Kuong and her colleagues focused on challenges faced by international honors students at Columbia College, Temple University, and Hillsborough Community College. Kulesa and Lara described their efforts to forge a partnership between the honors administration and the International Affairs office that created pairings between university students and international community members. Finally, Uteuova presented specific marketing strategies one might employ to achieve higher yields of international students. While these presentations offered numerous replicable ideas, their focus was on what institutions can do for international students rather than on what international students can contribute to honors.

INTERNATIONAL STUDENTS’ CONTRIBUTIONS TO CAMPUS LIFE

Given the growing international student population in the U.S., it stands to reason that international students offer tremendous potential to enrich campus communities. Honors directors, honors faculty, and honors students would do well to help international

students discern their passions and assist them in finding appropriate contexts to employ their gifts.

My campus boasts a robust Honors Student Association (HSA), which is organized into multiple committees based on student passions. Carl's first contribution to honors came when he spearheaded the formation of a new HSA international outreach committee. To a packed audience, he delivered a lecture, "A Norwegian's Perspective of Americans," and he facilitated a lively follow-up discussion. He received uproarious applause when he noted, "As Americans you fit all the impressions of hospitality and for being loud." Carl forged a relationship between honors and our campus international student body; honors became known as a welcoming place for international students. Carl also became known to our university administration, serving as an ambassador for honors with the Office of International Studies. His presence reinforced the positive impact of honors from a unique perspective by articulating how international students gained value from their participation in honors education. Carl took full advantage of honors-sponsored international experiences, traveling on honors study abroad programs to Russia and South Africa. His contributions during the programs' debriefing sessions deepened and broadened the conversations as he challenged peers and faculty to view their international experiences through a more global lens.

Not all honors directors will find themselves fortunate enough to have a Carl come to their office. Yet Carl's engagement on our campus provides clear strategies directors can embrace as they seek to involve their universities' international student population. Directors should begin with the offices of admissions and international programs, obtaining a list of international students' names, countries of origin, planned lengths of stay at the institution, and contact information. Depending on the honors curricular structure, directors can investigate opportunities for qualified international students to enroll in honors seminars, be guest speakers for honors courses, participate in study abroad programs, and serve as consultants for planned travel to a region of the world where they might hold, at minimum, cultural expertise. If curricular opportunities

are not immediately obvious, they might consider ways to integrate international students into co-curricular elements of honors. Welcoming international students into honors social and service activities creates space for dialogue between native and international students. Through such experiences, notes organizational development and civic engagement consultant Peter Block, students “discover that individual concerns are more universal than imagined . . . [they recognize] we are not alone” (95). We have begun implementing these practices in our own program; they do not happen overnight, they occur in incremental steps, and they often do not produce immediate results. The greatest “post-Carl” insight, worthy of sharing with all program directors, rests in the value of recognizing this far too frequently overlooked population of students who can both benefit from and enhance the honors community.

PROGRAMMING FACILITATED BY INTERNATIONAL ALUMNI

Upon his graduation in May 2014, Carl said, “Thanks for all honors has done for me. I hope one day to show you Norway.” That gracious offer came in spring 2014 during a site visit in preparation for a proposed study abroad program to Norway in 2015. Dr. Greg Weisenstein, president of West Chester University, served as a board member of the American College of Norway (ACN). Through his assistance, we made arrangements with ACN to serve as our host site for our study abroad program in Norway in 2015. In turn, ACN reached out to our mutual alumni, Carl, to serve as the primary liaison between our two institutions.

During the site visit, Carl used his contacts not only to show us the central tourist sites of Oslo and the surrounding areas but also to find opportunities for interpersonal engagement. Sustained interactions with cultural others prove essential to creating transformational opportunities for students (Dean and Jendzur-ski 9–11). Such a moment came when we met with Dr. Asle Toje, Director of Research at the Norwegian Nobel Institute (NNI). From the exchange, the NNI offered to facilitate a three-hour session at the NNI for our students. Most student programming occurs at an

impressive visitors' center located on the picturesque plaza adjacent to Oslo's landmark City Hall. We were offered a relatively unprecedented opportunity to meet at the NNI building instead.

The 2015 study abroad program consisted of twenty-six students representing thirteen Pennsylvania State System of Higher Education (PASSHE) institutions and three West Chester faculty. The students spent a week of orientation and "academic boot camp" on West Chester's campus before a ten-day program in Norway. Students took two honors classes: Environmental and Sustainability Lessons from Norway and A Nobel Ideal: Lessons of Leadership through Nobel Peace Laureates.

The leadership course required students to select a Nobel Peace Prize recipient as a case study for leadership. In addition to traditional biographical and contextual research dealing with the laureate's background and cause, students completed a rhetorical analysis of the individual's acceptance speech delivered at the annual award presentation ceremony in December. Class members were also afforded an unprecedented opportunity to collectively nominate a candidate for the 2016 Nobel Peace Prize; this honor is traditionally reserved for past laureates, heads of state, senior politicians, and full professors in a limited number of academic disciplines.

The preparation for the meeting with the NNI staff, scheduled for the third morning of our study abroad program, followed a full day of activities in Oslo. Students, traveling by bus from Oslo to their overnight accommodations at ACN in Moss, arrived at eight o'clock in the evening. They were instructed to assemble in our central meeting room thirty minutes later to prepare questions for the NNI staff should an opportunity for engagement arise. Needless to say, this request was not met with enthusiasm, and the students worked on their questions until close to eleven o'clock that night. Each student wrote a potential question on a note card that was subsequently shared with the whole group. Students with similar themes caucused in small groups to collaborate and refine their question. From the eight themed groups, the students selected the three most insightful questions. Throughout the tedious process,

Carl continually affirmed the disgruntled students' work, reinforcing the notion that their efforts represented time well spent.

The bus to the NNI in Oslo departed at 7:30 the next morning, and we arrived at our meeting at ten o'clock. The students were greeted by Dr. Toje and ushered into a rectangular room, dominated by a large dark wood conference table fitted with seats to accommodate the group. Artwork celebrating each Nobel Peace Prize laureate, created by Norwegian artists, decorated the walls. As I was about to enter the room, a staff member pulled me aside to share, "This is highly unusual, you know. We don't do this sort of programming."

The first NNI speaker began by saying, "I expect, as young people, you lack familiarity with Nobel and his prizes. I have prepared remarks to read. Should any time remain, I will address any questions, should you have any." The lecture lasted nearly fifty minutes; the presenter then offered to take one or two questions from our students. Three students' hands shot up. With an air of surprise, the speaker recognized a student who posed a question. With even greater surprise, our host responded, "That is a most thoughtful question!" A second student then began, "I have a question concerning textual authenticity." It turned out the audio version of the Nobel Prize recipient's speech that the student analyzed did not match the textual version. While there were several differences, one of the most concerning occurred when the laureate, coming from a country known for its oppression of women, claimed in the audio recording, "mine is a very *patriarchal* nation." In the written text, the student noted, the word "patriarchal" is replaced with "patriotic." The speaker replied by assuring the student no such clerical error was possible. The student responded, "Oh, I got the recording and the text from the NNI website." The question period ended, we had a break, and the speaker exited. He returned some forty minutes later, apologizing to the student. Having checked the website, he affirmed her insight and pledged to correct the error.

The second part of our program at the NNI involved deliberations on the top candidates the students had identified as viable nominees for the Nobel Peace Prize. Drawing on their earlier research and presentations, the students narrowed the list of contenders to the top

two prospects. Dr. Toje, keenly familiar with the deliberative process of the Nobel Peace Prize Committee, served as facilitator during the discussion and asked the group penetrating questions. After reaching a final decision on their nominee, the students crossed the hall to the NNI press briefing room, a large room with auditorium-style seating facing a center podium, embossed with the Nobel medallion insignia. Students took turns standing at the podium, where chairs of the Nobel Committee have stood for decades and announced the recipients of the Nobel Peace Prize to the world.

As we left the NNI, the staff member who had spoken to me when we arrived said, “Your students were most impressive. You are welcome back.” On the bus, students were initially filled with awe by what just transpired. One student spoke up, “It sure was a good move for us to practice those questions last night.” What a teaching moment. From this experience, honors students not only learned about the inner workings of arguably the “world’s most prestigious prize” (Heffermehl xi), but they also absorbed an essential life lesson concerning the value of preparation.

That evening, Carl’s parents graciously hosted a dinner for the students at their home just outside of Oslo. Invited guests included Dr. Toje and Mrs. Inger-Marie Ytterhorn, one of the five members of the Nobel Peace Prize selection committee. She met with students and fielded numerous questions. In addition to hosting the dinner, Carl’s parents also helped to arrange favorable hotel rates for our group and a substantial discount for our bus travel. Beyond networking with the NNI, Carl assisted in building a partnership relation with Friends of Østensjø Lake, a private preservationist group dedicated to championing the environmental sustainability of a freshwater lake and its rich biosphere on the outskirts of Oslo. He also helped gain access to a public school where our students interacted with Norwegian faculty and students. Carl even arranged for the group to sail into a fjord on a to-scale model of a Viking ship. The experience came complete with period costume drummers who beat a steady rhythm as students stroked oars, providing the power to sail.

These anecdotes illustrate the tremendous value international honors alumni can play in invigorating global education. Travel guidebook author Rick Steves emphasizes the importance of choosing the designation of *traveler*, those who take time to embrace their environment through a myriad of experiences, over *tourist*, individuals who simply see the sites. Often our alumni, in their desire to give back to the honors programs that nurtured them in the U.S., can utilize their networking power in their home countries to provide access to opportunities and individuals far from the traditional tourist track, affording students a true choice between traveler and tourist.

World Vision senior director and author Corey Trenda notes, “The surest way to continue having an impact after your cross-cultural encounter is to intentionally foster ongoing connections with the people and places you visited or with the issues that affect them” (68). Upon returning home, we remained in email contact with several individuals we met in Norway. In a subsequent dialogue with Dr. Toje, we extended an invitation to the Director of the NNI to visit our campus. Although a scheduling conflict ultimately prevented the visit, as students and faculty shared their Norway experiences with others, we were motivated to extend the academic opportunities that we had developed for the Norway study abroad program to our home campus. In fall 2015 and fall 2016, we offered modified versions of the environmental seminar and Nobel leadership course that we had initially offered in Norway. (For a copy of the syllabus for these courses, contact the author.)

Our hopes for further direct contact with the NNI resurfaced with the news Carl had been selected for an NNI internship. Before our 2015 study abroad program, Carl had no direct contact with the NNI. Through his work to prepare for the program on our behalf, he built his own relationship with the NNI, and he credits our program for creating the exigency for him to initiate this connection. The internship became part of his master’s degree program at the University of Oslo. We are proud that our honors college continues helping our alumni with their lifelong intellectual and experiential growth.

We continued sharing our ongoing commitment to keep the lessons we learned in Norway alive and our desire to engage additional students with Carl and others in Norway. Persistence often produces positive outcomes, and our continued dialogue resulted in an invitation for me and a senior university administrator to travel to Oslo for a meeting with Dr. Olav Njølstad, Director of the NNI. The meeting solidified our institution's commitment to engage our students in the serious study of the Nobel Peace Prize and communicate that sincerity to our Norwegian hosts. Dr. Njølstad invited students to again submit, through appropriate channels, a nominee for the Peace Prize and attempted a second time to arrange a visit to our campus.

Once again schedule conflicts prevented Dr. Njølstad's visit, so he offered to facilitate a visit by Dr. Henrik Syse, Vice Chair of the Nobel Committee. In spring 2018, Dr. Syse came to campus and delivered a public lecture to some three hundred students, faculty, and community guests. He visited classes, engaged in small group sessions with honors student leaders, and met with the university president, faculty who traveled to Norway, the director of the Center for International Programs, and the director of the Peace and Conflict Studies Program. As his visit concluded, we broached the possibility of bringing a second group of honors students to Norway with an eye toward more in-depth focus on the Nobel Peace Prize and subsequent lessons in leadership and global citizenship. To achieve our goal of interpersonal engagement, we also discussed opportunities for interaction between American and Norwegian students.

A presentation at the United Nations brought Dr. Syse back to the U.S. in September 2018. His visit coincided with our second offering of the honors Nobel course. Having a "free" day, Dr. Syse offered to return to our campus. He interacted with honors student leaders and delivered a public lecture that drew over two hundred students on a Friday night. At the conclusion of his visit, Dr. Syse invited us to bring five students to Oslo in December to participate in the festivities surrounding the presentation ceremony for the 2018 Nobel Peace Prize honorees, Denis Mukwege and Nadia

Murad. We quickly alerted Carl, now a staff member at the Norwegian Storting, the country's parliament. Carl collaborated with NNI staff to refine our itinerary and made himself available as a city guide during our visit. In December 2018, our students found themselves, as Carl had in 2012, strangers in a new country, standing on the threshold of a doorway to unimagined opportunities.

CONCLUSION

The increasing number of international students attending our institutions, many of high academic ability, can find honors a useful tool to assist their acclimation to American higher education. Honors can provide international students with a supportive environment as they transition to a new culture, and it can afford them multiple avenues for curricular and co-curricular engagement. In return, honors directors will discover that this dynamic population of learners can help internationalize honors and the greater campus community. Directors who embrace building relationships with international students must do so realizing they are often stepping into uncharted and ambiguous territory, which demands a blend of creativity, flexibility, and patience. It can involve following multiple leads, exploring lofty aspirations, developing a skill for modification, and realizing they must sacrifice the need for a reliable GPS instrument that guarantees arrival at a specific destination at a specific time and offers obstacle alerts along the way; no such certainty exists. I could have never imagined where the initial conversation with Carl would lead, nor can I predict where the relationship will take us in the years ahead. Because I am an intense planner who likes to see quick results, working with our Norway partners has taught me the valuable lesson of remaining calm, and if I am honest, I am still learning to be calm and patient.

In Robert Frost's "The Road Not Taken," he memorably pens how two roads meet in a wood and how his choosing the one less traveled made all the difference. The intentional choice by honors directors to reach out to international students can have a tremendous and positive impact on the honors community. International students can enrich academic discussions with their global perspectives.

International students can provide the first point of global contact for many U.S. students. Through these international peers, less cosmopolitan American students can personally connect with individuals from the outside world, from an increasingly globalized society. International students also have the potential to dramatically boost global networking opportunities for honors programs, enhancing the honors campus community and future honors study abroad programs. The courage they exhibit in embracing global study opportunities may provide the catalyst to motivate reluctant American students to see and travel beyond their borders. Through a commitment to interpersonal engagement, program sustainability, and persistence, dreams of internationalization can reach fruition.

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CHAPTER TWELVE

The Honors Thesis for
Health Sciences Students:
A Service Abroad Model

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Despite advances in health care sciences and increased awareness of health disparities, unnecessary gaps in outcomes among vulnerable populations and a lack of adequate solutions to combat common diseases worldwide continue. Those deficiencies and the blurring of international borders have led to an increased need for health care professionals to understand health and the factors that influence it on a global scale (Wernli et al.). Nurses comprise the largest group of direct patient care providers in the world and have historically played an essential role in promoting health and

improving patient outcomes regardless of the setting. The multifaceted and ever-changing healthcare landscape requires health care professionals to possess competence beyond critical thinking and technical skills that are typically included in health science curricula.

Persistent increases in globalization have led to an urgent need for nursing students to understand health through a global lens (Allam and Riner 236). According to the American Association of Colleges of Nursing, nursing faculty are mandated to prepare nursing students to ensure they are prepared to work with diverse team members to effectively address the health care needs of patients of diverse cultures in diverse settings (“Toolkit”). In other words, nurses should be globally prepared prior to entering the workforce and have a commitment to lifelong global learning. Incorporating global learning into the already demanding health science curricula is challenging. The traditional approach of delivering lectures and giving assignments directed toward identifying cultural differences among select groups and discussing specific health topics related to certain countries is useful; however, more is needed to facilitate a broader foundational understanding of health on a global scale.

Nursing programs should develop global learning opportunities to provide students with opportunities to comprehend fully the importance of understanding health in the context of our global society. Operating honors programs in nursing schools is an ideal way to prepare global nursing leaders (Lim et al. 99). Internationalizing honors nursing is beneficial in laying the foundation necessary to encourage future nursing leaders to embrace diversity, promote health, and improve patient outcomes in our global society. One strategy is to offer honors thesis options in international settings. Buckner and Holcomb previously explored international honors thesis development. They described a nursing honors experience where students collaborated and shared scholarly outcomes with nursing and health care colleagues abroad (275–87). Several students continued leadership development in international settings following graduation and are mentoring others in those processes.

Another effective pedagogical approach is to go beyond the classroom by purposefully planning activities where students will

learn by engaging with global partners. Specifically, nursing faculty can create short-term, service-learning abroad programs that will attract honors students interested in thesis development in an international setting. The purpose of this chapter is to demonstrate the possibilities of honors thesis development in an international setting, with specific examples from our program in the Dominican Republic. In this chapter, the authors 1) define global health, 2) explain the process of establishing international partnerships for honors thesis development, and 3) describe planning and implementing a service-learning abroad program for honors students. Three students' honors theses serve as useful models of collaborative international work.

UNDERSTANDING GLOBAL HEALTH

Global health has become an increasingly popular concept in the academic arena because it captures the significance of transnational issues and determinants in the quest to improve health and decrease global disparities (Allam and Riner 240). Furthermore, the worldwide recognition of the need to increase academic initiatives to address global health issues is gaining momentum (Wernli et al. 1; Wilson et al. 26). According to Koplan et al., global health has the following characteristics:

- Focuses on issues that directly or indirectly affect health but can transcend national boundaries
- Development and implementation of solutions often requires global cooperation
- Embraces both prevention in populations and clinical care of individuals
- Health equity among nations and for all people is a major objective
- Highly interdisciplinary and multidisciplinary within and beyond health sciences (1994)

These characteristics imply that all sectors of society impact health regardless of location on the world map and that health equity can be accomplished with a transdisciplinary and transnational approach. In 2015, the United Nations Development Programme (UNDP) emphasized a similar vision when they published seventeen Sustainable Development Goals (SDGs) with the overarching aim of improving lives and health globally by 2030. The SDGs highlighted the need for greater collaboration and vitalization of global partnerships for sustainable development.

PLANNING FOR SERVICE ABROAD

Establishing a Global Partnership

The University of South Alabama (USA) has adopted “Diversity and a Global Perspective” as one of its five priorities, which was again emphasized in its 2016–2020 Strategic Plan (“Strategic Plan”). Additionally, one of USA College of Nursing (CON) learning outcomes is to “integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society” (“Bachelor of Science”). To support the university’s strategic priorities and the CON’s learning outcomes, nursing faculty sought to develop a service-learning program in an international setting for junior and senior students enrolled in the nursing departmental honors program. The proposed international service-learning program also aligned with the mission of the USA University Honors College, which declares that it “challenges the students with scholarly creative activities, exposes them to cultural enrichment, and requires them to engage in community service” (“Mission”).

The first step was to establish a global partnership. Partnership is defined as the “creation of open and respectful relationships in which all members work equitably together to achieve shared outcomes” (Orchard et al. 60). Establishing global partnerships begins with identifying the goals of both parties and potential barriers. Nursing faculty at USA searched for potential global partnership opportunities by visiting USA’s Office of International Education (OIE) and performing online searches. The faculty were specifically

looking for an organization that had a strong community presence, provided nursing/medical staff members and translators if needed, offered short-term (two weeks or less) opportunities, assisted with lodging and transportation in the country, and had experience partnering with nursing schools, all at an affordable cost. Through online searches, the faculty identified a potential partner organization, Foundation for Peace (FFP). FFP is a non-governmental organization (NGO) that was started by an American physician and his nurse-practitioner wife. FFP provides free health services to impoverished communities in the Dominican Republic, Haiti, and Kenya. The faculty and FFP global director held a phone conference to review and verify website information and discuss opportunities and goals. Additionally, the faculty emailed and called faculty from other U.S. nursing schools who had participated in FFP programs previously to gather more information about their experiences with FFP and solicit advice for planning a service-learning abroad program. After obtaining approval from the USA CON administration, the faculty traveled to the Dominican Republic and Haiti with FFP leaders in February 2015 to visit lodging and community sites, meet in-country staff, and assess the feasibility of developing a program for nursing students. During the four-day visit, the faculty and FFP staff and leaders discussed goals, opportunities, ethical considerations related to having foreign students work in local communities, logistics, and cost. The goal of both parties was to improve the health and well-being of underserved communities by delivering basic health care services, including education on various health topics. Another goal of the nursing faculty was to promote understanding of global health and health disparities by providing a platform outside of the classroom, including an international platform for honors students to develop their theses. Following the site visit, an affiliation agreement between USA CON and FFP was developed with the OIE and university legal office using the standard CON template.

With the affiliation agreement in place, CON faculty and FFP staff communicated regularly by phone and email to develop a service-learning program that targeted the identified goals. They

determined students would spend eight days during the fall semester in the Dominican Republic, where they would staff four free health clinics in pre-selected communities, meet with the leaders and nurses at a local hospital to learn more about the Dominican healthcare system, and visit a special-needs orphanage. During clinic days, students would be responsible for conducting basic physical assessments and educating patients about health promotion topics identified by FFP. Honors students would also implement a project that had been developed by the students in collaboration with honors faculty, FFP staff, and the Dominican program facilitator.

Recruiting Student Participants

Senior non-honors nursing students who would be enrolling in the practicum course during fall 2015 and honors students with an interest in developing their theses in an international setting were invited to participate. Informational flyers sent via email and posted in high-traffic areas at the CON were also used to recruit students. Rather than offering an additional for-credit course, participating students registered for a zero-credit hour section of either nursing practicum or an honors course entitled "Service Abroad: Dominican Republic." The advantages to this approach were that it documented student participation in international activities on the transcript and minimized the cost to students. To further integrate the experience into the students' curricular requirements, the practicum students could document hours for their time in the clinic, the tours of the hospital and orphanage, the pre- and post-experience debriefings, and cultural exchanges as part of the required clinical hours for their community health clinical experiences. To help address the financial barriers to participation, the OIE offered a small scholarship, and students were also able to apply their financial aid and academic scholarships to the service abroad program. As a result of these recruitment efforts, six non-honors seniors and three junior nursing honors students completing their thesis for departmental honors elected to participate in the program. The latter three students had participated in international mission trips with other organizations in the past, and that

experience influenced their decision to develop and implement an international thesis project.

PREPARATION AND IMPLEMENTATION

Pre-Departure Activities

Although the course was a non-credit offering, faculty utilized the university's online learning platform to post preparatory material that the students reviewed and completed during two months of the fall semester prior to the in-country program. Nursing faculty developed a list of common health concerns and presenting symptoms that were identified by FFP staff, common nursing assessment questions, common greetings, and other useful phrases. The list was then translated into Spanish by a foreign language instructor and Spanish-speaking staff at USA. The translations were provided in written form as well as audio/video format and were included in the online platform. Using the list of common health concerns and presenting symptoms, nursing faculty assigned each student a mock patient, and the student was required to undertake a basic interview and assessment in Spanish using the translations provided. Each student was also required to design a culturally appropriate educational flyer on a health care topic identified by FFP. They had to translate the material into Spanish with the assistance of websites, including the Centers for Disease Control and the World Health Organization, and with the help of students from the campus Latin American Student Association (LASA). The nursing faculty printed hundreds of flyers for the students to distribute during their clinic hours.

Another important resource that nursing faculty used to prepare students for the service-learning program was Purnell's Model of Cultural Competence (Figure 1). The model was intended to help students understand culture's impact on health and outcomes, and it was posted on the online platform with an explanation of its use. The model consists of four macro and twelve micro aspects. The macro aspects represent global society, community, family, and the person, and the micro aspects include twelve interconnected cultural domains and the respective concepts that collectively impact a

FIGURE 1. THE PURNELL MODEL FOR CULTURAL COMPETENCE (PURNELL 16)

- Explanation of the Purnell Model Figure**
- The outer rim represents global society.
 - The second rim represents community.
 - The third rim represents family.
 - The inner rim represents person.
 - The interior depicts 12 domains.
 - The center is empty, representing what we do not yet know about culture.
 - The saw-toothed line represents concepts of cultural consciousness.

Concepts of Cultural Consciousness

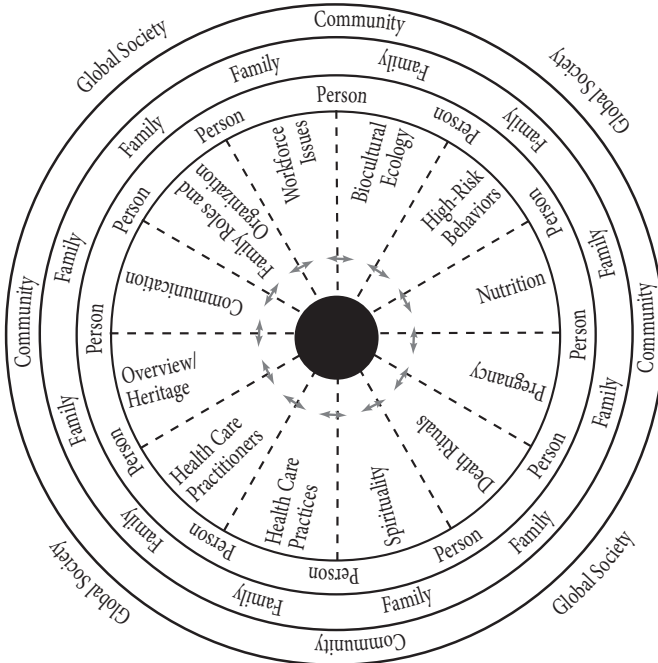
Variant cultural characteristics: age, generation, nationality, race, color, gender, religion, educational status, socioeconomic status, occupation, military status, political beliefs, urban versus rural residence, enclave identity, marital status, parental status, physical characteristics, sexual orientation, gender issues, and reason for migration (sojourner, immigrant, undocumented status)

Unconsciously Incompetent—Not being aware that one is lacking knowledge about another culture

Consciously Incompetent—Being aware that one is lacking knowledge about another culture

Consciously Competent—Learning about the client's culture, verifying generalizations about the client's culture, and providing culturally specific interventions

Unconsciously Competent—Automatically providing culturally congruent care to clients of diverse cultures



Unconsciously Incompetent—Consciously Incompetent—
Consciously Competent—Unconsciously Competent

12 Cultural Domains

It is not intended for domains to stand alone; rather, they affect one another.

Overview/Heritage

Concepts related to country of origin, current residence, the effects of the topography of the country of origin and current residence, economics, politics, reasons for emigration, educational status, and occupations.

Communication

Concepts related to the dominant language and dialects; contextual use of the language; paralinguistic variations such as voice volume, tone, and intonations; and the willingness to share thoughts and feelings. Nonverbal communications such as the use of eye contact, facial expressions, touch, body language, spatial distancing practices, and acceptable greetings; temporality in terms of past, present, or future worldview orientation; clock versus social time; and the use of names are important concepts.

Family Roles and Organization

Concepts related to the head of the household and gender roles; family roles, priorities, and developmental tasks of children and adolescents; child-rearing practices; and roles of the ages and extended family members. Social status and views toward alternative lifestyles such as single parenting, sexual orientation, child-less marriages, and divorce are also included in the domain.

Workforce Issues

Concepts related to autonomy, acculturation, assimilation, gender roles, ethnic communication styles, individualism, and health care practices from the country of origin.

Bicultural Ecology

Includes variations in ethnic and racial origins such as skin coloration and physical differences in body stature; genetic, heredity, endemic, and topographical diseases; and differences in how the body metabolizes drugs.

High-Risk Behaviors

Includes the use of tobacco, alcohol and recreational drugs; lack of physical activity; nonuse of safety measures such as seatbelts and helmets; and high-risk sexual practices.

Nutrition

Includes having adequate food; the meaning of food; food choices, rituals, and taboos; and how food and food substances are used during illness and for health promotion and wellness.

Pregnancy and Childbearing

Includes fertility practices; methods for birth control; views towards pregnancy, and prescriptive, restrictive, and taboo practices related to pregnancy, birthing, and postpartum treatment.

Death Rituals

Includes how the individual and the culture view death, rituals and behaviors to prepare for death, and burial practices. Bereavement behaviors are also included in this domain.

Spirituality

Includes religious practices and the use of prayer, behaviors that give meaning to life, and individual sources of strength.

Health Care Practices

Includes the focus of health care such as acute or preventive; traditional, magicoreligious, and biomedical beliefs; individual responsibility for health; self-medication practices; and views toward mental illness, chronicity, and organ donation and transplantation. Barriers to health care and one's response to pain and the sick role are included in this domain.

Health Care Practitioner

Concepts include the status, use, and perceptions of traditional, magicoreligious, and allopathic biomedical health care providers. In addition, the gender of the health care provider may have significance.

Source: <<https://www.nasn.org/nasn-resources/practice-topics/cultural-competency/cultural-competency-purnell-model>>

person's well-being (Purnell 16–18). Faculty provided an overview of the Dominican Republic as a global society, including its government, history, economy, and current documented health statistics. Before departure, students were required to use the model to reflect on their own cultural competence specifically as it related to health and health care influences. As indicated beneath the model, the level of cultural competence ranges from being completely unaware of cultural knowledge deficit (unconsciously incompetent) to being extremely culturally competent such that no effort is required when interacting with people from other cultures (unconsciously competent).

With faculty support, honors students adapted their academic interests to the needs of the Dominican communities. For example, one student had been working with a local homeless population in a student-run free clinic in the U.S. He expanded his project to the Dominican clinic since it was also student-staffed, which allowed him to generate comparative data. Another student's honors thesis was a description of global women's health initiatives. This student developed a class to discuss common health concerns for women. The third student planned a descriptive study of communication and participation needs as perceived by adult caregivers of children with special needs. In the Dominican Republic, the student implemented the project with caregivers of special needs children. The FFP staff reviewed the honors students' projects, including questionnaires, and gave permission for their use. The university IRB approved all three projects. (See the Appendix for abstracts of the honors projects.)

A nursing professor hosted a mandatory meeting on campus two weeks prior to departure. Students participating in the program were required to attend the meeting in culturally appropriate attire. Faculty from the foreign language department and students from the LASA, including one who had recently moved to the U.S. from the Dominican Republic, volunteered to prepare a Dominican meal, make a presentation on Dominican culture, and practice basic Spanish phrases. OIE staff were also present to provide safety and emergency information while traveling abroad. During the

meeting, faculty also instructed students on culturally appropriate behavior, potential risks involved with travel, and safety rules that must be followed throughout the program (Kohlbray and Daugherty 165).

Immersion Experience In-Country

During the immersion experience in mid-October, students worked with translators, physicians, and FFP staff in impoverished communities to provide free health assessments and education to patients. FFP staff visited the communities to pre-register patients one week before the USA faculty and students traveled to the Dominican Republic. The clinics were held in local churches that had been divided using sheets into areas that provided some privacy for patients. A separate pharmacy section was designated on-site for keeping and dispensing medications brought by FFP. When patients arrived at the clinic with their registration forms for their pre-scheduled appointments, they were seated in a room staffed by a student and a translator. Throughout the clinic day, faculty closely monitored students and verified assessment findings. Students reported findings to the FFP physician who ordered medications when needed. Students were then responsible for obtaining medications from the pharmacy and providing educational information about them to patients. During the four clinic days, the students saw nearly eight hundred patients. All of the patients and their families were actively engaged in learning about ways to promote good health.

One honors student conducted a women's health conference at the clinic, providing education on hygiene, breast self-examinations, and the importance of annual physical examinations. The second honors student interviewed participants regarding their perceptions of free clinics. The third honors student spent time with two families who came to the clinic with a child with special needs. Students then spent part of a day at the community orphanage that cared for children with special needs. The third honors student also interviewed the founder of the orphanage and staff about the children's needs. During the visit, students and faculty interacted with

the children and discussed the challenges of providing care to children when resources are very limited.

Local nurse leaders provided a tour of the local public hospital and led an in-depth discussion of the leading health conditions, disparities, and resources available to patients residing in the Dominican Republic. Evening activities included reflective journaling and debriefings using Purnell's Model as a guide. In their journals, the students were required to assess each of the macro-domains (global society, community, family, person). During days two through seven, they also reflected on two of the twelve micro-domains based on their observations and interactions. Observations could be based on their experiences in the clinic, while traveling in the country, during excursions, or at any other point during the immersion experience. During debriefings that included the students, the faculty, and the FFP physician and staff, they openly discussed and compared healthcare needs, resources, and perceptions of health in the Dominican Republic and the U.S.

STUDENT LEARNING OUTCOMES

The development of global competencies in future nursing leaders is a substantive outcome of the program. The students' immersion experience broadened and deepened their understanding of the many factors that can impact health, healthcare, and medical outcomes. As the students compared healthcare in the Dominican Republic and the U.S., many common themes emerged. Students realized that many conditions such as uncontrolled hypertension, diabetes, and alcohol abuse were common health concerns in both the Dominican Republic and the U.S. The students highlighted the fact that many of the social determinants that lead to poor health in the Dominican Republic mirrored those in the U.S. They noted commonalities between the lack of resources in the Dominican Republic and insufficient access to health care in the United States. Students also acknowledged the challenges and frustrations that language barriers presented; furthermore, they reported a better understanding of what it meant to be minority members in a community. Ultimately, they acknowledged that working with partners

in global communities was highly effective in gaining an understanding of the importance of viewing health through a global lens.

The nursing faculty identified themes in the students' journal entries that demonstrated growth in the areas of global perspectives, community perspectives, and family/work/country-specific perspectives. The students' journals also demonstrated increased intercultural competence, appreciation of the setting-specific characteristics of populations, and heightened awareness of bias between different groups. The depth and breadth of their changes in awareness and willingness to engage with others and their needs were apparent. (See Table 1.)

DISSEMINATION, THESIS DEVELOPMENT, AND RECOGNITION

On their return, the three honors students presented an assessment of the villages they visited to the community health nursing class, and they shared their experience with senior nursing students. All three honors students completed their honors theses. For USA students, the honors thesis is a year-long process. Students enroll in three courses (six credits total) focusing on proposal development, implementation, and writing. The three honors students who participated in the Dominican program completed literature reviews, designed their projects to include evaluative measures and surveys, sought IRB approval, obtained letters of support from partners, and tested tools. (See the honors thesis abstracts in the Appendix.) During the service-learning experience in the Dominican Republic, the students completed on-site activities, including interviews, classes, and surveys, with the assistance of translators. Students returned with data from questionnaires and interview guides. In the final semester, students analyzed the qualitative and quantitative data, and they summarized conclusions and implications for global health. Honors students also wrote reflections on their in-country experiences to complement their formal honors theses.

Students furthered their academic and professional development by presenting their honors theses to interdisciplinary peers. They were required to defend their theses in public forums, where they fielded questions from faculty and others. All students successfully

TABLE 1. EXAMPLES OF STUDENTS' REFLECTIVE JOURNAL COMMENTS IN EACH OF THE PURNELL DOMAINS

Concepts	Sample Journal Quotations
Macro Concepts	
Global Society	"Global society is the view of not one particular people, but the human race as a whole. The idea that we all share the earth and no one person should have more rights than any other."
Community	"Community is an area/location, a place that comes together and unites. Unity with all, all as one in a specific location. Community is like family and treats you as though you are. It is a group that makes decisions, helps each other, and supports the area by giving back to it."
Family	"Family can be immediate or extended blood relatives or really anyone who is considered dear in some way."
Person	"Person or 'self' is how you see life as an individual and you as that person fit into this circle of life."
Micro Concepts	
Overview/ Heritage, Residence, and Topography	"The DR is a poor country whose economy depends heavily on tourism and sugar exports. It is the oldest European settlement in the Western Hemisphere. The politics confuses me. I see election signs on every street corner but with so many people unemployed and in poverty, I can't envision many people voting. Education seems lacking here as well. I have seen hundreds of children of school-age at home or on the street during school hours."
Communication	"Communication was a huge factor while assessing our patients. The language difference was a challenge, but we had translators, which helped tremendously. I maintained eye contact with patients when addressing them, even when speaking to the translator. I realized very quickly that greetings here have hierarchy, which usually starts with the oldest male, then the oldest female, followed by the next oldest male child and so on. Also, when we greeted patients we stood up as a sign of respect. Touch was also something that I noticed our patients valued. They would often shake hands or hug us when they arrived and when they departed."
Family Roles and Organization	"The DR is very much a patriarchal society. In speaking with staff about this, it was said that this has improved over the past 20–30 years, though. Also, elders are very respected with elder males making many of the decisions."

Workforce Issues	<p>“Employment in the rural areas especially seemed bleak. According to the pastor and staff that I spoke with, in order to get a job, you have to have the right connections, which most people don’t have.”</p> <p style="text-align: center;">* * *</p> <p>“As we toured the local hospital, I saw that the hospital was packed with patients. The nurses’ workload was 10 patients in some of the units. There was lack of air conditioning throughout the hospital. I have no clue how the nurses work in that hot environment all shift. It would be quite an overwhelming experience to be a health care worker here, and now I have a huge amount of respect for DR nurses.”</p>
Nutrition	<p>“Malnutrition was obvious in the communities that we visited. The diets in the DR consist of fruit like Mango, soups with chicken, high-fat and starches. Many of the kids were eating junk-food like chips. We were told that it is cheaper to eat those sorts of things. This seems to be similar, though on a smaller scale, to the U.S.”</p>
Health Care Practices	<p>“Health care practices in the DR are similar to ours in the U.S. in some ways. They do not seem to have the prevention for diseases and infections and very few advertisements about health are visible around the city. Many people here practice self-treatment or no treatment at all. Patients may show up at the hospital expecting care, but that does not mean they will be treated. Health insurance is not available to many here since they cannot afford it. I keep thinking about the young man who had a motorcycle accident two weeks ago with a large abrasion. He did not go to the hospital after the wreck. Instead he waited until our clinic came to his community.”</p>
Health Care Practitioners	<p>“There seemed to be a great deal of trust and respect for health care providers in terms of listening and taking health advice. But, many were late for their scheduled clinic time. This I learned is the norm for everything in the DR. Nobody is hurried or rushed when it comes to appointments. It is common for the people of the DR to be an hour late. They seemed to be much more laid-back than in the U.S. where we would lose our appointment slot if we were late.”</p>
Biocultural Ecology	<p>“The biocultural ecology of the DR is diverse. Many Haitians remain here and many illegally migrate here yearly. They are mostly a black race. Traditional Dominicans are a mixed race of black, European, and the indigenous population. I am unaware but curious how different races are treated here, but I do know that people from Haiti are looked down upon.”</p>

<p>High-Risk Behaviors</p>	<p>“High-risk behaviors are many. I learned (and could see) that alcohol-intake is quite popular here. Smoking is an issue as well. Traffic accidents are a major cause of death and it is easy to see why. It was common to see three and four people on one motorcycle with none of them wearing helmets. Cars weaved in and out of traffic. There did not seem to be any logical boundaries on the roads, so everyone just seemed to drive as they wish. The use of condoms is not something readily discussed here, so the HIV and STD rate is high, as is teenage pregnancies.”</p>
<p>Pregnancy/ Childbearing Practices</p>	<p>“I talked to the staff about this. I learned that pregnancy is considered positive if the mother-to-be is married to the father. Most women do not receive prenatal care. I learned that there are many superstitions regarding pregnancy. For example, pregnant women should never go into the ocean. During labor, it is more common for the woman’s mother to be present than the father of the child. When a baby is born, colostrum is considered dirty so breast-feeding is often put off until three days post-partum.”</p>
<p>Death Rituals</p>	<p>“I spoke with pastors about death in the DR who told me that on the day of death, there is an open-casket service. Three days later, there is a memorial service where the casket is carried to the family mausoleum. For nine days after death, the family participates in prayers. On the twelfth day, a goat is killed in a sacrificial ceremony and the family has a feast. It was very interesting to learn that beyond traditional ceremonies that I am used to, there are actually ceremonial traditions that continue for days after death.”</p>
<p>Spirituality</p>	<p>“Spirituality here is viewed as very important. While there are many who practice voodoo, Christianity is highly important. That was evident in the communities where we worked. Clinics always began with prayer by the local pastor. We attended church one evening after working in the community. We were told before we came (and could see it when we arrived), dress is very conservative. This is not something that I was used to at all but had a great deal of respect for this.”</p>

defended their theses, graduating “with Honors in Nursing.” They also presented their findings at the National Conference on Undergraduate Research (NCUR) and the regional meeting of the honor society of nursing, Sigma Theta Tau International. Two students have completed additional mission and study abroad service experiences with students from other health science disciplines. One student took her first professional nursing position in a

medically underserved area (MUA) with demonstrated vulnerable populations.

The College of Nursing recognized two students for academic excellence and service. The nursing honor society, Sigma Theta Tau International, Zeta Gamma Chapter, recognized the third for her multiple contributions to international women's health and social justice. The College of Nursing also recognized the primary faculty member who organized the international partnership for outstanding service.

PROGRAMMATIC IMPACTS

Community Impact

The FFP staff reported that the honors students' projects and the quality of care and education they provided, including the respect they showed for Dominican patients and their culture, exceeded their expectations. They expressed the desire to expand the partnership to increase the number and frequency of outreach programs to these vulnerable communities. Community leaders expressed gratitude to the students and faculty for choosing to travel to their communities to provide care and education to residents who otherwise would not receive health care.

Sustainability

During the service abroad project, students stepped outside the classroom and engaged with global partners to gain a better understanding of health on a global scale. Based on the positive outcomes for students and the Dominican communities, faculty, students, and administrators supported the continuation of these experiences, and FFP founder Dr. Ken Culver visited USA CON to meet with faculty and administrators to discuss future joint research and service opportunities. The university welcomed these experiences and especially the honors students' involvement because the honors program was seeking to expand its international offerings. To increase awareness and highlight the program's success, USA's

media and communications department published an article about the program on the university's website, and the article was later featured in the local newspaper.

This first service abroad experience provided faculty with extensive knowledge regarding the development and implementation of such programs. The program's success inspired nursing faculty to establish partnerships with other global partners in Haiti and Kenya. Since the initial program, nursing faculty have developed five additional service-learning programs, two in the Dominican Republic, two in Haiti, and one in Limuru, Kenya. Additionally, students have successfully implemented three Doctor of Nursing Practice projects, one in Haiti and two in the Dominican Republic.

CONCLUSION

Increasing globalization with persistent health disparities signals the need to approach health care delivery through a global lens. Developing unique opportunities for students in nursing to expand their understanding of global health is an essential component of the nursing school curriculum. Nurses as well as other health professionals are facing similar challenges. Student immersion, honors thesis development, and implementation in the international setting are useful for the students' understanding of health and health care delivery on a global scale and beneficial to impoverished communities that may not otherwise receive health care or health education. The impact on the community and the positive feedback from participants in the inaugural program have led to the development of additional programs that fulfill the mission of the CON and the university itself. USA CON faculty will continue to strengthen current partnerships and develop new ones while encouraging future nursing leaders to pursue less traditional routes to understanding health on a global scale.

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APPENDIX

Abstracts of Honors Theses in International Settings

Honors theses in international settings can focus on policy, comparative studies, and service-learning applications as noted below in the abstracts by three honors students.

Evans, Heidi Elizabeth, *Caring for Children with Special Needs*, University of South Alabama

In the health care setting, communication and participation play a major role in a patient's recovery. Children with special needs deserve to have health care workers meet these needs to the best of their ability. This study assessed children's communication and participation needs as perceived by caregivers and how the children cope with those needs. In the school census from October 2014, 12.7% of students attending Mobile County public school systems were involved in special needs programs (ACES). Orlando's Deliberative Nursing Process Theory explains the nurse's responsibility to see the patient's needs and meet them holistically (Orlando).

This was an IRB-approved, non-experimental descriptive research study that included a comparison group in the Dominican Republic that participated in a service-abroad project. It includes qualitative inquiry as well as quantitative data. The population was caregivers of children with special needs through direct contact and snowball sampling at a camp, a dance class, and clinics. Questionnaires were translated into Spanish for use in the Dominican Republic. Caregivers were invited to participate in completing the survey at the check-in station at the various locations. Participants completed a questionnaire, and the results were analyzed using the communication and participation scales gathered from the Quality of Life Questionnaire Manual (Waters et al.). Qualitative data was analyzed using content analysis. A total of 15 surveys were returned from the settings. According to caregivers' responses, results demonstrated that children tend to be happier when communicating with individuals they know rather than those they do not know well.

Cook, Stephanie, *Exploring Women's Health in the Dominican Republic through a Service-Learning Experience*, University of South Alabama

The aim of this service-learning project was to gain insight into the types of health issues that women of the Dominican Republic (DR) face, identify some of the underlying causes, and help empower the women to take control of their own

health. It has been made clear by the United Nation's focus on sustainable development that health must be addressed alongside education, economics, gender equality, and other issues if underlying barriers are to be removed and sustainable change is to be achieved. Furthermore, the major focus on women and children emphasizes the imperativeness of tackling the disparities that these groups face to improve the health of all. First-time collaboration between the University's College of Nursing (CON) and Office of International Education led to a service-learning opportunity in the DR. Medical clinics were conducted in four underserved communities in Santo Domingo, which provided firsthand insight into problems commonly faced by women. Additionally, a women's health conference was held after one of the clinics where the participants were recruited. Twenty-two women participated and completed a post-conference questionnaire that focused on relevancy of information presented, additional information desired, and their autonomy in decision-making. Responses showed that the information was relevant and will enable the women to better care for themselves in the future. All the women stated that the provided information would allow them to better care for themselves. A focus group interview was done with the host organization's staff to gain a better understanding of underlying causes of health issues and barriers and to identify future implementation opportunities to address discovered health issues. This interview resulted in the confirmation that a severe lack of education is seen as the biggest barrier in the health of women. A plan has been initiated to create handouts of the women's health information to be passed out at future clinics. The success of this first-time service-learning opportunity has shown the value of global experiences and has resulted in the continued pursuit of study abroad opportunities by the CON.

Cooley, Zane, *Patient's Perceptions of Visiting a Student-Run Free Health Clinic, University of South Alabama*

Judgment and mistrust plague the relationship amongst health care providers and the underserved population, especially those who are homeless. This judgment and mistrust lead to a gap between this population group and proper health maintenance. A student-run free health clinic may be the bridge over this gap. Clinics such as this allow for access to free basic health care for this population while also benefiting the students. The objective of this study is to describe patient perceptions of a student-run free health clinic (SRFHC) in Mobile, Alabama, and temporary student clinics in the Dominican Republic. This study was implemented to improve the clinic and to help underserved/homeless individuals maintain a more stable health condition. Underserved/Homelessness is its own culture and with that brings its own difficulties. This led to the application

of Madeline Leinginger's Transcultural Nursing Theory being the framework for the project. The project was conducted at 15 Place, a day shelter for the homeless population in Mobile, Alabama, and clinics in the Dominican Republic as part of a service-abroad course. A descriptive design, approved by IRB, was used to ask individuals post-clinic about the experience through the Trust in Physician Scale (Bachinger et al. 2009), which focuses on the trust between the individuals and health care providers, and the HowRwe questionnaire (Benson and Potts 499) that focuses on patient satisfaction. Results were collected from the clinic in Mobile that has a limit of 15 patients on designated Saturdays with a total of three questionnaires and surveys being collected from the USA SRFC site. Analysis was completed with recognition of the limitations of surveying this population. Nine questionnaires and surveys, which were converted into Spanish, were completed from the Dominican Republic clinics. Implications of the study can be emphasis for other universities and cities to create and support student-run clinics. Not only for the benefit of the students but for the perceived trust amongst students and this population group, which contributes to this population returning for a form of primary care. This repeated attendance leads to economical savings for the local healthcare system. Homelessness is as much an economical problem as it is a social problem.

CHAPTER THIRTEEN

Honors Abroad through Third-Party Providers

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Given the challenges of promoting internationalization by expanding our institutions' international student populations (Fischer), the development of our students as global citizens through study abroad and curriculum offerings appears more important than ever. Providing innovative and challenging curriculum options that align with the long-espoused pedagogical approaches of the National Collegiate Honors Council (NCHC)—many of which foreshadowed today's highly touted high-impact practices such as undergraduate research, strong faculty-student mentor relationships, and study abroad—constitutes a desirable path to pursue (NCHC Board; Kuh). Yet, admittedly these valuable practices come with a price for institutions and students. For example, the increasingly popular summer undergraduate research programs or research experiences for undergraduates (REUs) that involve student stipends, lodging costs, and faculty financial

incentives can considerably task a budget, especially for smaller, non-Research 1 institutions where such programs may not be supported by grants. Fortunately, some of those desirable practices of research and study abroad can be combined and/or facilitated by quality third-party providers. The Pace University Pforzheimer Honors College provides an interesting model in its newly created Pace Global Fellows initiative.

Influenced by a growing body of research establishing the value of study abroad coupled with a knowledge of the value of undergraduate research, honors programs and colleges are seeking ways to stack those opportunities. Pace University Pforzheimer Honors College has launched such a program through a promising partnership with a quality third-party provider, the School for International Training or SIT. This program reflects both an understanding of the impact of study abroad and a recognition of a need to expand that impact. Reviewing the value of that impact is useful to understanding the motivation for the Pace Fellows program.

International education scholar A. Minh Nguyen examines study abroad outcomes in “Transformation through Study Abroad: Critical Thinking and World Citizenship,” reporting that a survey of 3,700 students defined the experience as “life changing,” and the survey respondents told researchers that it provided them with a better understanding of other cultures while increasing their interest in learning and doing well in college. Many students also indicated that the international experience influenced their decision to attend graduate school (Nguyen 22). The author asserts that the world needs a generation of critical thinkers who have international experience equipping them to address the array of serious problems facing today’s societies.

Other major research studies have confirmed the long-term impact of research-based study abroad experiences. The University System of Georgia and other bodies have undertaken substantial assessments of their undergraduates who studied abroad (O’Rear et al.). The SAGE (Study Abroad for Global Engagement) study explored the long-term impact of study abroad on the life choices of alumni from twenty-two different schools (Fry et al.). The Institute

for Educational Study Abroad (IES Abroad) conducted a survey of alumni who had been part of the program over the prior fifty years, exploring impacts on career and educational choices (Dwyer and Peters; Norris and Dwyer). The findings demonstrate that alumni of study abroad programs are more civically engaged on international issues, more likely to practice voluntary simplicity, and significantly more likely to have volunteered and supported organizations devoted to the arts, education, environment, human rights, international development, and social justice than those who did not study abroad. These results all speak to the value of international education.

Yet, despite the confirmed value of study abroad, relatively small numbers of undergraduates participate nationwide. The Institute of International Education (IIE) reports that almost 333,000 undergraduates in the United States studied abroad in 2016–2017, 16% of those earning bachelor's degrees, and 54% of them had done so in Europe (Redden). Pace reports that about 15% of its student body studies abroad. American colleges and universities need to expand access to international experiences for students who will occupy a globalized world upon graduation.

Anthropologist and international specialist Riall W. Nolan shares his concern about the small number of American undergraduates who have the ability or desire to study abroad in “Turning Our Back on the World: Study Abroad and the Purpose of U.S. Higher Education.” Nolan argues, “It’s no longer enough for our students to ‘know the material.’ They need to know what to do with the material in a changing, diverse, and often contradictory global environment” (268). Nolan makes the point that preparation to work in a global context is important to students pursuing any major:

You can be a heck of an engineer, for example, but do you know how to work with the Germans, the Japanese, or the Brazilians to develop the next generation of fuel-efficient vehicle? . . . Individuals who have acquired this ability will have an enormous advantage in the coming years. They will not only be better at dealing with events and situations—they

will be in a better position to shape and direct them from the outset. (268)

Nolan makes the case for the importance of study abroad programs in general, but he emphasizes more immersive ones that significantly acquaint students with different cultures. American students do need to be subject-area experts in their major area of study, but they also need an education that embraces breadth and teaches them to read, think, and communicate critically. It is imperative that they cultivate an awareness of the world around them to better understand global issues. Students need to collaborate with people who are from different backgrounds and have different life experiences. While students obviously need to learn to appreciate the tremendous variety that exists among American college students, they also need to recognize the greater diversity of those in the world around them. Students need to learn other languages, understand other cultures, and learn to collaborate with people with very different life experiences. Study abroad opportunities are an important way to accomplish these goals.

Similarly, international educator James M. Skelly encourages educators to recognize the urgency of developing problem-solving skills in today's young adults. The environment is changing dramatically, and many people agree that current leaders are not doing enough to alleviate the problem of global climate change or other planetary crises. Skelly argues that we need to change the way higher education understands the value of study abroad experiences to produce graduates who ask different questions and consider different evidence to solve intractable problems. He quotes Martha Nussbaum, who argues that "education for world citizenship requires transcending the inclination of both students and educators to define themselves primarily in terms of local group loyalties and identities" (qtd. in Skelly 23). To be global citizens, students need experiences different from those of their homelands that will allow them to appreciate deep differences as well as commonalities. If international education can lead people to respect their shared humanity, they can begin the problem-solving process for complex problems like global warming from a place of greater understanding and less bias. Skelly writes:

This, of course, is where international education can be truly significant. Broadly speaking our efforts are focused on helping individuals to transcend narrow national cultures and identities through the free association of students within a global context. At the same time, we can go several steps further by providing a critical perspective on the imperatives of global corporations and the institutions of states by helping to create a global public sphere where students and faculty, acting as global citizens, can foster much needed debates about international norms on a variety of issues. (27)

Clearly, for decades, the value of study abroad has been validated, and it is currently recognized as one of the most significant of the “high-impact practices” that permeate higher education institutions today (Kuh; Kuh and O’Donnell). Honors educators regularly embed these practices in their academic programs in a variety of ways such as first-year seminars, common intellectual experiences, learning communities, writing-intensive courses, and collaborative assignments, as well as undergraduate research, global learning, service learning, internships, and capstone projects.

Ideally, students experience multiple high-impact practices over the course of their undergraduate years. Combining them is growing in popularity, particularly efforts to combine undergraduate research with study abroad; however, doing so can be labor- and resource-intensive for honors programs and colleges. Consequently, according to the five-year study *Mapping Internationalization on U.S. Campuses: 2017 Edition* by the Center for Internationalization and Global Engagement (CIGE) of the American Council of Education, while “[i]n-house models dominate when it comes to resources for internationalization and the management of activities and programs, . . . a notable proportion of institutions are also engaging with outside entities (e.g., third-party program providers, funders, and international partners) to further support and supplement internal efforts” (vii). In fact, numerous outside options align with the goals of honors programs and colleges.

Many universities partner with organizations to provide students with high-quality opportunities to conduct research abroad. EuroScholars pairs undergraduates in the United States and Canada with research faculty at top research universities in Belgium, Germany, The Netherlands, Sweden, and Switzerland. The National Science Foundation's International Research Experiences for Students offers opportunities for students pursuing degrees in science and engineering. As mentioned above, the provider working exceptionally well for the Pace University Pforzheimer Honors College in its quest to offer students the opportunity to undertake research within and beyond the developed world is SIT. To provide a useful example for other honors administrators, details regarding SIT and the Pace University Honors College partnership follow.

The School for International Training (SIT) opened in the 1960s and was affiliated with the Peace Corps. Although its focus has changed over time, SIT retains its commitment to issues of social justice. Students may participate at program sites in Africa, Asia, Australia, Central and South America, and Europe. In fact, SIT organizes over seventy programs where students spend four months in one of the following locations: Argentina, Australia, Bolivia, Cameroon, Chile, China, Colombia, the Czech Republic, Ecuador, Ghana, Iceland, India, Indonesia, Italy, Jordan, Kenya, Madagascar, Malaysia, Mexico, Mongolia, Morocco, Nepal, The Netherlands, Nicaragua, Panama, Peru, Rwanda, Samoa, Senegal, Serbia, South Africa, Spain, Switzerland, Tanzania, Tunisia, Uganda, and Vietnam. (Some of these destinations do include a substantial stay in a secondary location.) Alternatively, SIT also offers eight programs that are based in multiple locations during the course of a semester. These unique SIT programs allow students to study in multiple countries, providing students the opportunity to investigate an issue from different cultural perspectives. SIT's International Honors Programs are a subset of these multi-country programs, where students begin their studies in the United States and spend one month in three additional countries.

SIT semester-long programs provide an unusually immersive experience for American students. Students leave the United States

for four months to study in atypical places. The program includes a homestay for all students. Intensive language training is central to the pedagogy, with students taking language courses for the duration of their program in broadly spoken languages like Arabic and Hindi and less common ones like Icelandic or Mongolian. SIT students also go into the community to conduct research and learn from people in regions of the world not typically credited with being experts like farmers in Africa or healers in India. SIT student research gives voice to those rarely heard and privileges the knowledge of populations who are generally undervalued. If students are going to solve significant global problems, they need to understand that asking the same questions of the same experts is not likely to provide new answers. Problem-solvers of the future must find new ways of answering existing questions and questions we have not yet begun to contemplate. Diversifying the population of people brought into problem-solving conversations is one way to generate new solutions.

Semester-long SIT programs offer students courses around a theme. For instance, those in Mongolia study Nomadism, Geopolitics, and the Environment and take courses in the Mongolian language, Geopolitics and Development Trends, Pastoralism and Natural Resource Management, and Research Methods and Ethics, as well as a course in which they will pursue an independent research project or undertake an internship. The students in The Netherlands focusing on International Perspectives and Gender Identity take courses in Dutch; seminars in Theory and Application of Feminist, Lesbian, and Queer Studies; and Migration, Gender, and Sexuality along with Research Methods and Ethics and a course in which they will produce independent research.

Research is a central part of all SIT programs. The training in research methodology is extensive, and students spend the last month of their program undertaking a research project. (Some students opt for an internship or service project, but most Pace students do research.) Students focus most of their time on gathering data and refining their project while taking an independent study project course. They write papers on different topics such as the public

health challenge of managing tuberculosis or access to reproductive health. Working with a faculty mentor, students determine the parameters of their project. By the program's conclusion, students will have produced a paper and given a presentation about their research. At that point they are prepared to return to the university and to transform their research project into an honors thesis.

The work students in SIT programs undertake abroad is of a different nature from that they could accomplish on campus, and a list of research projects undertaken by SIT students is available on the SIT website at <https://digitalcollections.sit.edu/do/discipline_browser/disciplines>. Students have the opportunity throughout their studies and research to speak with a range of people, including government ministers, farmers, or local medical practitioners. Their interactions are enhanced by their experiences in homestays, so they have a deeper appreciation of local culture. Language study provides students with the ability to reach out to people, and translators are provided for students who need to conduct interviews in a language in which they lack mastery. This experience is unique, and one the honors college hopes will allow students a deep understanding of global issues and of the shared qualities of people around the world. The research component should allow students to demonstrate dexterity in their thought process and help them to come to new conclusions about critical questions. The National Collegiate Honors Council speaks of honors programs as incubators of innovation, and in-depth research in a broad range of places with a great diversity of "experts" consulted is indeed an innovation that enriches the experiences of students who go abroad to conduct research as well as the students who remain at their home institutions but who learn from them.

Marianne McGarrity of the SIT Graduate Institute assessed the distinctive experience that SIT students have in "Long-Term Impacts and Outcomes: SIT Study Abroad." McGarrity reached out to over sixteen thousand alumni who were part of SIT over the course of four decades, and 2,107 people responded to her survey. The study examines the long-term impact of study abroad and the career outcomes of students who had participated in SIT programs

(McGarrity 5). McGarrity is particularly interested in assessing the impact of the undergraduate research component of the SIT study abroad curriculum. According to McGarrity, “Ninety percent of respondents indicated that the Independent Study Project (ISP) had a significant impact on their overall study abroad experience. Many alumni specifically mentioned the ISP’s impact and repercussions through graduate school and into their career” (15). She found that a significant percentage of SIT alumni pursued graduate work: 38.9% of respondents had earned a master’s degree (in contrast with 8.05% of the U.S. population over the age of 25), and 10.8% of alumni had earned a PhD or a professional degree (3.07% of the average U.S. population over the age of 25 had). McGarrity does not argue for causality since it is likely that students interested in research at the graduate level would have been attracted to research abroad as undergraduates. SIT seems to have been a program that helped motivated students accomplish research that shaped their future work. In response to the question, “To what extent did your SIT Study Abroad experience influence your career choice?” 72 percent of responses were positive to some or to a large degree. According to McGarrity, “This is significantly higher . . . than the IES alumni study, which reported that 62 percent of alumni had the career direction influenced by study abroad [(Norris and Dwyer) and (Norris and Gillespie), as cited in (Franklin)]; also significantly higher than the SAGE study results, in which 56 percent of respondents indicated that study abroad influenced their career choice (Paige et al.)” Many SIT alumni pursued careers in the public service, education, and non-profit sectors; in fact, 35 percent of alumni stated that they worked in the non-profit or NGO sector.

The Pace Global Fellows Program accommodates students interested in conducting research, undertaking internships, participating in service-learning work, learning the local language, and living with host families abroad. The program serves the needs of students who want to dive deeply into a regional issue from coastal ecology to traditional medicine to refugee and migration studies. The work the students undertake abroad often provides them the

research findings they need to write their honors theses. Partnering with SIT, Pace allows up to ten students per semester to become fellows around the globe, often in uncommon places for study abroad programs. The cost of the program is significant, but usually the expense is less than a semester at Pace would cost a student. Since SIT is defined as a third-party study abroad partner, students pay Pace University tuition and fees, and Pace pays the tuition and fees to SIT, but Pace institutional aid is capped at \$10,000 for third-party partners, and it is possible that a student would be receiving more than this amount. Students pay room and board fees directly to SIT. Given Pace's locations in New York City and Westchester, New York, room and board costs are often considerably less at SIT program sites. The SIT programs are only available to Pace Global Scholars through a rigorous application process that includes essays in which students express their expectations for their personal and academic growth. (A sample application is available in the Appendix.) Students are selected based on their academic performance, maturity, and interest in undertaking a substantial research project.

The Global Fellows Program at Pace University is in its second year and has supported eight students. Honors students have used their research abroad as the foundation of the honors thesis they are required to produce. The SIT program enriches students in three distinct ways: it allows them to learn more about themselves and reach a deeper level of self-fulfillment; it provides them with a laboratory to undertake research to fulfill their honors thesis requirements; and it also prepares them to fulfill post-graduate goals of continuing their education and entering the workforce. The program is demanding, and most of our undergraduates are not up to its challenges. But for those who are accepted into the Pace Global Fellows Program, the rewards are considerable. Since Pace University has just begun sending students on SIT programs, we do not have long-term assessment data, but we have the words of students who recently participated in programs around the world. When the students return to campus, they complete the same evaluation as all study abroad participants. In time a more involved assessment mechanism will be put in place for Pace Global Fellows.

Creating global citizens is important work, and it is difficult work. In partnership with SIT, Pace students have studied in Bolivia, Chile, China, India, Jordan, Tanzania, and Vietnam; one student participated in a multi-site program. The School for International Training provides a range of unique experiences for students that Pace could not provide alone. Local teams know their regions well and orient students within their communities. Students on SIT programs interact with individuals from government officials to local farmers to gain a broad perspective on the communities in which they live. Most Pace Global Fellows can participate in international development work while studying abroad. The academic coursework is challenging, and a central component of it is learning how to conduct research and work within their chosen disciplinary field. Research undertaken by honors students will form the foundation of their theses, which they will finish writing upon their return to the U.S., working with faculty abroad and at Pace.

Recently, a Pace University honors student participated in a semester-long program entitled “Rethinking Food Security: People, Agriculture, and Politics.” She is an environmental science major and used research gathered during the program to frame her honors thesis. She was part of a program that began with students spending two weeks in Berkeley and Santa Cruz, California, where they examined sites of industrial, organic, and urban agricultural production. Along with studying the economy of food, distribution chains, and regulatory directives, the students also engaged in service-learning work that transcended the division between service and research. This student worked alongside farm owners and laborers “in exchange for their knowledge” as she put it. Students worked half days on farms and had more formal conversations with owners and farm laborers at other times. They also worked on the Homeless Garden Project, touring the site and weeding the fields. The Homeless Garden Project is an urban organic farm that hires homeless workers and runs a store in Santa Cruz. The student realized the significance of community in food production: formerly isolated homeless adults were working collaboratively to grow food in high demand by their better-off neighbors and to support a community

agriculture program from which families purchase shares of farm produce. This structure opened the eyes of the students to the connections between communities who own land, grow produce, and transport and sell food and those who consume it.

Once the students left California, they stayed in three different locations, beginning in Ecuador for a month. Ecuador has great agricultural diversity, and the students took excursions to farms where the students worked. The honors student had studied Spanish in high school and through the upper intermediate level in college, and she felt confident in her ability to communicate with the workers and landowners.

After studying in Ecuador, the cohort headed to Malawi for five weeks of study in the capital city and a small town. They focused on food availability and food sovereignty at a time of rapid population growth and climate change. At first, the students studied Chichewa, the local language, met with representatives at the Malawi Ministry of Agriculture, and toured permaculture farms. The next week students traveled to the village of Gowa, where they lived in pairs in homestays to learn about the lives of people in the “global south.” The Pace student clearly pointed out that NGOs and international development agencies target people like those in Gowa when they seek to “fix” global poverty. That policy decisions are made by professionals who have not resided in the regions they seek to assist is not uncommon, and the problems that stem from such decisions were visible to the SIT students. For instance, the honors student pointed to an overdeveloped irrigation scheme and a very hierarchical village structure as hindrances to thoughtful local development. The challenges of finding solutions to difficult problems were readily apparent. The student gained a more nuanced understanding of the community and the complexities of producing food and supplying it to the population because she met with people at the ministry of agriculture as well as local farmers and consumers.

From Africa the students headed to Europe to spend the final portion of the course in Italy, studying food policy and the European Union’s complex system to assure food safety. They learned about Italy’s defined regionalism in food and culture, and they spent

time in Piedmont's Langhe region with family farmers, learning about artisanal production. Students gained a rich understanding of food security from a broad range of perspectives. While the Pace International Office runs an extensive array of programs of different lengths in different parts of the world, it could not coordinate a thematic program like *Rethinking Food Security: People, Agriculture, and Politics*. This example highlights the value that third-party providers like SIT can offer.

One of the students in the food security cohort used this multi-nation experience as the basis for her thesis research. Interested in the impact that national food safety policies and regulations have on smallholder farmers, she used Malawi as one example because food safety policies are not often applied to smallholders in rural areas where the network of regulatory agencies has yet to reach. In contrast to the United States and Ecuador where the cost of organic certification is high, large corporate farms have access to resources to make certification possible, whereas small-scale farmers need to carefully save, plan, and invest in this certification, which makes it difficult for them to compete in a globalized market. She points to the example of Nestle. When Nestle first ventured into Ecuador, the country had lax food production regulations, especially for the dairy industry. When Nestle began to produce to international standards, the Ecuadorian government changed its regulations to reflect those standards. This transformation put many small-scale dairy farmers out of business because they lacked the resources to implement a quick change in production. Her thesis considered how food safety regulations provide an advantage to large-scale international food companies, which could make food production more politically volatile in certain parts of the world. This thesis topic is not one she would have developed by taking courses in New York City. For good reason, most Americans have positive feelings about organic produce and food safety regulations, but her eyes were opened to the complex consequences of regulations, and she was interested in exploring possible solutions in her honors thesis.

Another Pace honors student studying overseas through SIT was a sophomore health sciences major who participated in the India:

Public Health, Gender, and Community Action program in New Delhi. She learned about healthcare policy by visiting rural clinics and urban hospitals and attending lectures delivered by leaders of NGOs and hospitals as well as by physicians. She stated that the most important part of the program was how it has changed the way she perceives the world and how she wants to live in it. The student served as an intern for four weeks at the Center for Biofield Sciences in Goa to study the body's bio-energy systems and how they relate to yoga, acupuncture, and other Eastern healing practices. The student began teaching yoga at the age of seventeen when she was in high school. Before attending Pace, she was interested in connections between medical practice and spiritualism; now she will have the ability to intern in a place that is working to map human energy to use technology to provide a more holistic approach to healthcare. The SIT program allowed her to research non-Western medicine in much more depth than if she had remained enrolled in classes in Pace's health science curriculum. Her work as an intern translated into the basis of her honors thesis.

Of course, most honors programs require students to do substantial undergraduate research. SIT offers a unique path that allows students to have intensive research experiences as part of an immersive international experience. Immersive international education enriches the profile of undergraduate research on campus and makes international projects more meaningful and more accessible to students. At Pace University, the honors college wants to normalize international educational experiences as much as it desires to normalize meaningful undergraduate research. Pace Global Fellows have the opportunity to develop thesis projects beyond what would be possible if they conducted their research only in New York.

Since this program is in a fledging state, detailed assessment data are not yet available; however, thus far, in addition to student-reported satisfaction, the program is yielding positive results in a variety of ways. For example, the Pace Global Fellows Program prepares students to apply for prestigious fellowships. For instance, a Pell-eligible student was interested in study abroad. She was awarded a Gilman Scholarship that funded her research

study in Bolivia, where she examined female genital mutilation as part of SIT's "Multiculturalism, Globalization, and Social Change" program. Upon her return to Pace, she applied for and earned a Jeannette Watson Fellowship, which supports summer internships with non-profits and governments, to allow her to work in areas aligned with her majors of political science and peace and justice studies. The student became the first from Pace University to be named a Truman Scholar, which provides a \$30,000 scholarship for graduate study. The university is developing a pipeline for students who are interested in applying for prestigious awards, many of which support international education.

In other words, the value of the SIT programs extends beyond the students' tenure at Pace. Several students see the international experience enriching their experiences and making them better prepared for government careers. For example, one student who enrolled in SIT Study Abroad Jordan: Geopolitics, International Relations, and the Future of the Middle East plans to pursue a career in intelligence in the United States and is spending the semester engaged in learning modern standard Arabic in the classroom while using the language in a homestay and as an intern. The student is pursuing a major in computer science and cybersecurity and plans to combine this with his training in Arabic to understand and combat ISIS's use of mobile applications. Another student, who wants to work for the Department of State, is studying economic development and social transformation in Vietnam and will use the independent research project to learn more about foreign policy programs and their impact on that country.

The Pace Global Fellows Program clearly enriches the students' undergraduate experience and beyond. The program is helping to create global thinkers and engaged citizens: students with vision and desire to change the world by working with governmental agencies or NGOs or by attending graduate school to gain further expertise. The value of linking undergraduate research with study abroad, especially by taking advantage of resource-rich providers like SIT, creates the opportunity for multi-pronged experiences for honors students that are impossible for most institutions to provide

independently. Bundling high-impact practices and drawing upon outside support to do so potentially yield rich rewards for individual students, our institutions, and our society at-large.

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APPENDIX

Sample Pace Global Fellows Application**Statement of Purpose Essay**

The Statement of Purpose Essay is your chance to personalize your application. When composing the Statement of Purpose Essay, it is important to address the impact the Pace Global Fellows program will have on your academic, professional, and personal goals. Some key points to keep in mind are: why do you wish to participate in the Pace Global Fellows program? What do you hope to gain from this experience? How will learning the local language and living in a homestay affect your study abroad experience? Why have you chosen your country of study? What factors led you to select this program's coursework and location? How will this study abroad program and the coursework you take abroad impact your academic and future professional goals? How will this study abroad program impact your degree at Pace upon your return to campus? What are ways in which you can share this experience with others?

Pace Global Fellows Program Application Process

Pace Global Fellows Program space is limited, which makes approval to participate a competitive process.

Applicants will be subject to the minimum admissions requirements as established by each specific program (see program brochure page for eligibility requirements).

When more applications are received than Pace Global Fellows Program space permits, preference in application selection will go to, in no particular order:

1. Students who plan to apply to a National Undergraduate Student Scholarship program in connection to their selected study abroad program (see the "National Undergraduate Student Scholarships" Questionnaire).
2. As evidenced in the Student Statement of Purpose, students who:
 - a. Demonstrate the adaptability and flexibility needed to successfully navigate living and studying in another country.
 - b. Show a willingness to learn a new language and/or improve their existing foreign language skills.
 - c. Establish a connection between study abroad program coursework and future Pace Honors thesis work and/or Independent Study/Research in their major.

Applications for the Pace Global Fellows program are reviewed following the posted Pace University study abroad application deadline. Applicants will be notified via email by the posted decision date regarding selection decision/next steps in the application process.

INTERNATIONALIZING HONORS

PART III: ASSESSING HONORS INTERNATIONALIZATION

CHAPTER FOURTEEN

Early Impact: Assessing Global-Mindedness and Intercultural Competence in a First-Year Honors Abroad Course

MICHAEL CARIGNAN AND MAUREEN VANDERMAAS-PEELER
ELON UNIVERSITY

Within the expanding field of study abroad scholarship, recent research on honors-based programming indicates an evolving understanding of how the goals of most study abroad programs align with those of honors programs (Camarena and Collins; Frost et al.; Markus et al.). The tradition of incorporating international experiences into honors education is longstanding, and recent descriptions of related programming highlight the diversity of disciplines, locations, aims, and pedagogies across institutions (Mulaney and Klein ix–x). One common thread, however, is a desire to facilitate not only academic but also intercultural competencies in order to prepare honors students for an increasingly interconnected

world. The following institutional case study is an investigation of the impact of a short-term, first-year honors abroad course in Turkey on students' global-mindedness and intercultural competence. The findings help us understand how the program contributed to student growth in subsequent semesters, how that growth links to important university goals for all students, and how the program contributed to the strengths of the honors program as a whole.

Honors international education literature is an important component of the large and growing field of general international education literature. Several large-scale surveys of alumni of higher educational institutions in the United States have demonstrated that study abroad has lasting impact above and beyond other influential components of higher education (e.g., Dwyer and Peters; Paige et al.). In a study conducted by the Institute of International Education (IIE), student participants reported that studying abroad increased their self-confidence, expanded their understanding of intercultural perspectives and issues, and strengthened their academic commitment, especially to foreign language study (Dwyer and Peters 156; Nguyen 22–23). In the Study Abroad for Global Engagement (SAGE) project, Paige and colleagues designed a retrospective tracer study of alumni who had been abroad between 1960 and 2007, with over six thousand who had studied abroad and approximately the same number who did not. Over eighty percent of respondents indicated that study abroad had a strong impact on their lives, far more than any other aspect of their undergraduate experience. Areas of their lives that were influenced included practicing voluntary simplicity, engaging in social entrepreneurship and international civic engagement, and obtaining a graduate degree. These studies reflect wide interest in understanding the depth, breadth, and longevity of benefits for all students who participate in international education through study abroad. It therefore seems natural for honors programs to develop study abroad opportunities because of the potential positive impact of international programs on their student learning outcomes as well as honors program and institutional goals. (See, for example, Frost et al.)

Recent scholarship that connects international education and honors programs often focuses on potential based on the idea that

honors students are gifted scholars who can benefit from innovative or deep programming in study abroad environments. The previous National Collegiate Honors Council (NCHC) monograph on international education, which was edited by Mulvaney and Klein, features numerous accounts of “deep approaches,” “critical thinking,” “high-impact,” and other special opportunities for research, international collaboration, and service learning that serve the needs and goals of talented students (Mulvaney and Klein, Introduction x). This valuable collection was explicitly intended to address the needs of honors administrators and faculty who aim to develop programs that will internationalize honors students’ experiences. This focus raises yet another question about how the health and vitality of the honors programs themselves benefit from new emphases on the opportunities mentioned above. While Otero argues that honors students are best served by faculty-led experiences that take their strengths into account in program design, we believe there is room for more study on how honors programs as a whole and as constituents of broad university missions are served by honors abroad programs.

Another uncommon focus for scholarship on international education, either within honors programs or not, is on the efficacy of study abroad experiences for first-year college students. One exception is a program described by Phame Camarena and Helen Collins in which first-year honors students are explicitly recruited into a three-week, service-oriented program in Mexico. Based on interviews with program alumni, the authors describe particular benefits for the first-year honors students, including increased engagement with the international community on campus, augmented service activities, and, in some cases, changed majors and career plans because of their participation in the program early in their career. The present institutional case study is intended to deepen current knowledge about the influence of first-year honors courses on students and programs. Additionally, the findings may foster further interest in the development of and research on study abroad courses for first-year honors students.

THE PROGRAM:

INQUIRY IN INSTABUL

Elon University is a mid-sized private comprehensive university in North Carolina, with approximately 6,000 undergraduate students, 45% of whom majored in the liberal arts and sciences in 2016. Elon also houses nationally accredited and acclaimed professional schools of business, with 2,000 majors, and communications, with 1,300 majors. Honors is a small, highly selective program to which students apply while pursuing admission to the university. Approximately 40 honors fellows are enrolled each year and receive significant tuition scholarships. The program utilizes a cohort-based model in which students take one class per semester together for the first two years and produce a faculty-mentored honors thesis in their major during the second two years. The university is widely recognized for its commitment to engaged learning, and students participate in two experiential learning requirements, including undergraduate research, study abroad, service, internships, or leadership opportunities. According to the IIE, Elon is a national leader in study abroad among masters-level institutions, with approximately 75% of students participating in at least one international and/or domestic study away program. Thus, having a significant study abroad experience designed especially for the honors program so we could better contribute to the university commitment to global engagement seemed a natural fit.

The university's three-week January semester provided a framework for initiating a short-term study abroad program that could bridge honors students' fall and spring semesters. Their fall semester course is a multidisciplinary honors section of a university course called "The Global Experience." Their spring semester course is a discipline-based seminar with rotating disciplines and topics from one year to the next. We perceived an opportunity to connect these two experiences in which one has little explicit discussion about how academic disciplines work and the other has an explicit mandate to introduce how disciplinary inquiry works. We designed the winter-term program to take the themes from The Global Experience that

could be developed while traveling and studying in Turkey and then considered them through the lenses of the disciplinary expertise of the faculty leading the program. We called the course “Inquiry in Istanbul.” The two faculty members modeled disciplinary inquiry by addressing sites and objects encountered in the travel portion of the course from their specific disciplinary perspectives: history and religious studies. Desired outcomes for students included greater familiarity with how aspects of Turkish culture appear through the disciplines of history and religious studies. (See the syllabus in Appendix 1.) For example, we asked students to consider the various cultural meanings across time that one encounters in the Hagia Sophia, which is currently a state-owned museum, but has been a Byzantine cathedral and an Ottoman imperial mosque. While visiting a working mosque on another occasion, we asked students to move past the simple equation of seeing a mosque as merely a “Muslim church” and think, ask, and learn about the functions of a mosque that make it different from a church. On these days, students reflected on the inseparability of religion and political power in the past and comparative religious practices in their journaling and blogging about our site visits. In order to more deeply develop a sense for how disciplinary lenses might be applied to the study of Istanbul and Turkey, we assigned a short, post-return research project. Students worked on a short literature review from a discipline of their choice that treated some aspect of Turkish culture and history that caught their attention while traveling. Based on that review, we asked them to pose a research question that would engage that discipline and yield a hypothetical research project. Given the short time of the course, a full-fledged research project was not feasible, so we made the proposal of a research project the capstone experience.

We recognized that one of the most significant barriers to students’ participation in our study abroad program would be cost (Krummrich and Burton 169). Universities identifying global experiences as priorities often provide significant financial support so that students can take advantage of these opportunities. Within this framework we built our case to university administration. All honors fellows at Elon already received a \$1,000 grant to support

engagement in a study abroad or a domestic study away program; however, one key facet of the first-year honors course design was to provide seventy-five to eighty percent of the cost so that all students in the incoming honors cohort would have more equal access in terms of financial resources. We appealed to the administration by emphasizing that the proposed program would directly address one of the objectives in the university's mission statement that we develop "global citizens." We also noted the lack of parity with other fellows programs at our university, all of which offered comparable first-year, winter-term experiences. With the pilot program approved, we took the first cohort of first-year students to Turkey in 2013. The subsidy was a key enticement for many students who, if they could go on only one study abroad course, may not have picked Turkey. We designed the study of global-mindedness and intercultural competence described below to demonstrate (and to convince administrators) that the Turkey program was efficacious, especially in terms of the university mission pertaining to global citizenship and the vitality of the honors program.

THE STUDY

We collected three forms of data to determine learning, global awareness, and intercultural competence in students to contribute to a blended picture of the overall effectiveness of the Turkey program. Students were invited to complete a written survey that asked them to consider the effects of the program on their sense of global awareness and their interest in the region and/or other areas of the world, using both a ten-point scale and short-answer writing. (Details about the structure of this survey are below.) We invited the first cohort of the program to take the survey three times: before the program, at the end of the first year (after the program's completion), and at the end of their senior year (three years after the program's completion). The survey was supplemented with focus group discussions at the end of the first year, led by Vandermaas-Peeler (then the director of the honors program), which added nuance to the survey data. Finally, we collected and analyzed student writing in a tightly guided reflection assignment. The

assignment gave students an opportunity to reflect on their experiences through the lens of a central course theme: constructions of the Middle East in the minds of Westerners. After the course was complete and the assignment was used for student evaluation, Carignan reread these essays using an original scale to determine whether and how students demonstrated intercultural competence in light of the course theme.

Surveys and Interviews

In the fall of 2012, all first-year honors fellows, both those who were enrolled in the Turkey program and those who were not, were invited to participate in a survey of global-mindedness to determine how students perceive their connections to a larger world community (Clarke et al.; Hett). Of the 40 first-year students in the program, 32 students (70% of whom were women, matching the program demographic) completed the survey in the fall; 12 were enrolled in the Turkey course, and 20 were enrolled in an on-campus, winter-term course. In April, near the end of the spring term, 35 students completed the survey a second time; 11 of the 15 students who participated in the Turkey course completed the survey, and the remaining 24 participated in one of many different on-campus winter-term courses. Thus, the response rate was high, with nearly 80% of the cohort taking the survey both times.

The global-mindedness survey (see Appendix 2) includes thirty questions rated on a five-point scale from strongly disagree to strongly agree (adapted from Hett; found in Clarke et al. 174). The survey has demonstrated reliability and validity (Kehl and Morris 71). There are five subscales including responsibility (seven items: e.g., “When I see the conditions some people in the world live under, I feel a responsibility to do something about it.”); cultural pluralism (eight items: e.g., “My opinions about national policies are based on how those policies might affect the rest of the world as well as the U.S.”); efficacy (five items: e.g., “I think my behavior can impact people in other countries.”); global-centrism (five items, reverse-scored: e.g., “American values are probably the best.”); interconnectedness (five items: e.g., “I feel a strong kinship with the worldwide human

family.”). In addition to taking the survey, students who participated in the study abroad course in Turkey were invited to take part in a longitudinal data collection project comprised of focus groups conducted just after their study abroad experience and surveys at the end of their senior year, in which they responded to questions related to academic development and global awareness. Eight of the fifteen students participated in this longer-term assessment.

For the qualitative data, Carignan reread the reflection assignment mentioned above, looking for evidence of intercultural competence. We used two items from the Association of American Colleges and Universities (AAC&U) rubric for intercultural competence: 1) the understanding that a person’s cultural perspective will shape his or her perceptions of another culture, and 2) the ability to shift perspective to that of another culture (AAC&U; Deardorff, *SAGE Handbook*; Hammer; Vande Berg). Because there was no baseline pre-test, the results cannot indicate *growth* or *development*; instead, any demonstration of intercultural competence came through the ability to apply the target course theme. In a deliberately ironic way that tried to capture the Saidian argument that the East is a Western construction that serves the purposes of Westerners, we called the course theme “East vs. West.” The prompt read as follows:

Following Edward Said, we understand that “Westerners” construct the “East” in our imagination for purposes of self- and group-identification and promotion. We often do this through binaries: East = very religious, static, backwards, dangerous, and oppressive vs. West = secular and scientific, capitalist and developing, advanced, secure, and free. These are just some of the common simplifications that we have all encountered that often make it possible for “us” to dismiss or ignore cultures of the East on their own terms. *We would like you to reflect on how the things that you have read, seen, and learned about Turkey have complicated your own, or more widely held, simplistic constructs of “East” and “West.”*

Carignan scored the student writing for intercultural competence using a four-point scale (high, medium, low, or none) pertaining to

students' level of engagement with one or both of the intercultural competence characteristics. The results for this part of the assessment follow below.

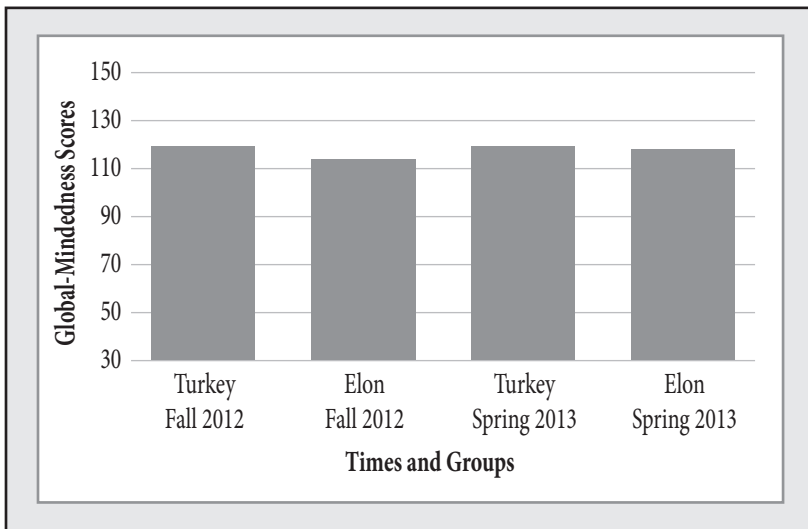
FINDINGS

Global-Mindedness Survey Scores

Scores on the global-mindedness survey can range from 30 to 150. The mean scores for students who participated in the Turkey course and those who did not are presented in Figure 1, for fall (pre-departure) and spring (post-return). None of the differences between those who did (“Turkey”) and did not (“Elon”) participate in the first-year honors abroad experience reached statistical significance. This index did not capture whatever differences may exist between the two groups.

The scores for each of the subscales are represented in Figure 2, and again, the patterns for each of the subscale scores highlight the similarities rather than the differences. As Figure 2 illustrates, the patterns are consistent across the two groups, suggesting the short-term experience did not impact the global-mindedness scores.

FIGURE 1. GLOBAL-MINDEDNESS SCORES COMPARED ACROSS TIME AND GROUPS



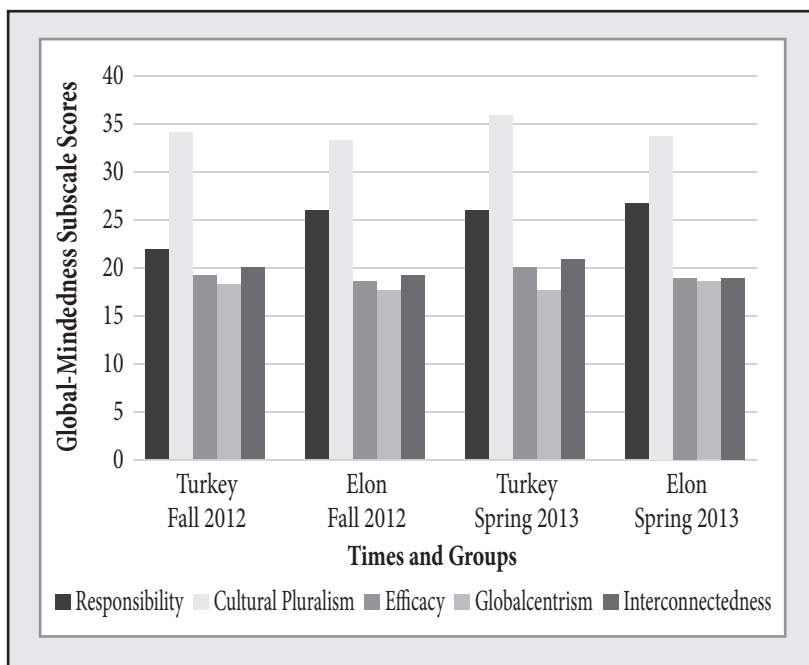
Results of Focus Groups

Students who participated in the first Turkey course were invited to speak to Vandermaas-Peeler about their experiences in the final days of the travel portion of the program and immediately after our return. The questions and a summary of their responses with representative quotations are included below.

Why did you apply to come to Istanbul? How important was the location in your decision? How important was the financial subsidy that you received from Elon?

Many students noted that the location, the funding, and the opportunity to travel with other honors fellows and professors in their first year were all significant factors in their decision to apply for the program. During admissions weekend, the honors program director described the

FIGURE 2. SUBSCALES OF THE GLOBAL-MINDEDNESS SURVEY COMPARED ACROSS TIME AND GROUPS



course, and this information turned out to be a recruiting tool. The following quotations illustrate these themes:

The place wasn't the initial reason—my desire was peaked after I knew that's where we were going. The financial subsidy was very important; I probably would not have applied to go without it.

* * *

They tell us that you are not students anymore, you are scholars. A scholar wouldn't let this opportunity go—this is what I came to college to do.

Looking back on it now, would you do it again? Why or why not?

All agreed that it was an invaluable opportunity that they would do again.

What are some of the things you found particularly interesting or valuable about this course?

For some students, the curriculum being different than their major course of study (e.g., science) was appealing. They liked the focus on history and religious studies and the cultural aspects of traveling to such a unique location. Many students mentioned cultural site visits (e.g., Hagia Sophia). Others noted course themes, such as nationalism and East-West constructs.

Besides the academic course content, what were a couple of the most important things you learned? (e.g., cultural, personal)

The majority of students talked about personal development. They discovered how much they enjoyed observing and interacting with others in a vastly different cultural setting than they were used to. One group talked about the time they got lost while exploring, and how this occasion was a great opportunity to communicate with locals to find their way back. Several students mentioned the challenges

and benefits of beginning to communicate in an unfamiliar language. Being in a Muslim, yet secular, country was a unique experience.

Did your participation in this course affect your choice of major(s)?

The overwhelming response was no, although one or two students mentioned double majoring in International Studies as a result of the course.

Do you plan to study abroad again? If so, when and where (tentatively)?

Overwhelmingly the response was yes, and several students commented that they were now considering new options, including countries that were not in Europe, because of their desire to experience vastly different cultures than their own.

Results of Exit Surveys

The first Turkey cohort participants were invited to respond to an exit survey in their senior year that consisted of eight questions related to their perceptions of their own global-mindedness and awareness, how the course may have influenced future plans and experiences at Elon, and issues germane to the Middle East and East-West dichotomies (discussed in a separate section). Eight of the fifteen students responded to the survey, and their responses were synthesized and coded for major themes.

In two related questions, students were asked to assess their own interest in issues related to the Middle East and issues pertaining to the world outside of the United States. These questions assessed interest in the specific region as well as one of the goals of developing “global citizens” who are concerned about the wider world. The mean rating, on a scale from 1 (not interested) to 10 (very interested) for issues related to the Middle East, was a 7.25. With regard to the issues outside of the U.S., the mean rating was higher, 8.63 with all scores a 7 or above.

For some students, it was the first time they traveled outside of North America, and for nearly all of them, it was the first time they traveled out of the traditional West, as exemplified in this quotation:

This study abroad experience was the first time I had ever officially been out of the country, so I do think this experience enlightened me to the world outside my bubble. Further, because it was such a good experience, I was more willing to step out of my comfort zone with other abroad experiences, which increased my awareness of world issues.

This rationale was a strong one for the selection of Turkey as destination and content. For many of the participants, it was a gateway experience that prompted them to seek more global experiences through additional study abroad programs, their thesis research, or independent projects. Several students linked their experiences in Turkey with ongoing engagement with global issues, greater perspective-taking, and a global mindset:

My time in Turkey was the first that required critical engagement with social, political, and cultural issues outside the United States. Since then, I've found that I genuinely care about international issues and will take the intentional steps to ensure that I am up to speed with new developments in certain parts of the world.

* * *

I am interested in what goes on outside the U.S. and think having a global mindset is important. I am not well read on political matters or the daily news, but I try to know about the main issues presented by the media. I think that going abroad helped open my mind to new cultures and care more about those in other countries that seemed abstract before I was there and had that direct connection.

Students assessed their own global awareness in response to this question: "On a scale from 1 (not at all) to 10 (extremely), how much do you consider yourself to be globally aware? Did the study abroad experience have any impact and if so, how? Please

comment.” The mean rating was 7.13, with scores ranging from 5 to 9. One of the most interesting themes that emerged was that students recognized the limitations of their own global awareness, which many educators will recognize as part of developing critical self-awareness. The quotations below illustrate students’ developing sense of cultural humility that emerged as they began to contemplate the complexities of global issues, as well as the limitations of their own knowledge.

I think, given my privilege in being able to attend college and study abroad, that I have more global awareness than the average American. However, the more I learn about the world, the less I think I know about it.

* * *

I would say that I am becoming more aware of how unaware I am. I don’t know about all of the wars, refugees, countries, traditions or challenges going on around the world. So often, I absorb the simplified version of history and current events that simplifies countries to being just their name . . . traveling and going to those countries is a good reminder that they are not just the country, but the people and culture. For example, the people in Turkey are not that different from us. They want to have a good meal, hang out with friends, feel safe and have a good laugh. But when we look at nations as the simplified version of their politics, we lose that connection and seem to only see our differences.

We are especially interested in the apparent cultural humility in these entries because in the context of these writings, it clearly suggests intercultural growth, but in a way that might reflect a backward movement in terms of global awareness and learning. Scholars of intercultural development have challenged a paradigm that might privilege intercultural competence over cultural humility and other forms of intercultural learning (e.g., Tervalon and Murray-Garcia). Students’ critical reflections about their own knowledge also align with the conceptual framework of “critical consciousness,” a form

of cultural sensitivity that goes beyond the standard notions of competence to a more nuanced reflection on one's own place in the world in relation to others (Kumagai and Lypton 783–84).

Reading for Intercultural Competence

Through close reading of an end-of-course reflection assignment, we were able to identify demonstrated intercultural competency skills (shifting perspective to that of another culture, see Hammer and Vande Berg et al.). We cannot argue that these skills were learned during the program, but we do argue that the program offered new opportunities to exercise such skills. In asking students to think about the utility and limitations of binaries often deployed in intercultural encounters between Westerners and people from the Middle East, we prompted students to complicate their understanding of the East/West binary as U.S. citizens in Turkey while reflecting on their experiences there.

Analysis of the students' final written reflection assignments indicates a range of levels of intercultural competence. For the analysis, Carignan read for two hallmarks of intercultural competence discussed above: shifting perspective and the recognition of culture-shaping perception. Because acquiring intercultural competence was not an explicit course goal or student objective, we had a separate rubric for grading the assignment. Figure 3 summarizes our findings. The evaluation rubric (see Appendix 3) allowed us to discriminate between excerpts that showed various levels of intercultural competence. Those in the "high" category intersected with our interpretation of shifting perspective, which reflects demonstrated ability to see one's own culture from the perspective of another and/or an articulated vision of how one's cultural perspective actively shapes perception. The "high" category also includes those writings that showed an ability to articulate that one's culture, whether Western, American, European, Turkish, Istanbulite, Middle Eastern, or Eastern, impacts all encounters and shapes perceptions, especially perceptions of difference. One positive finding in Figure 3 supporting the development of intercultural competence

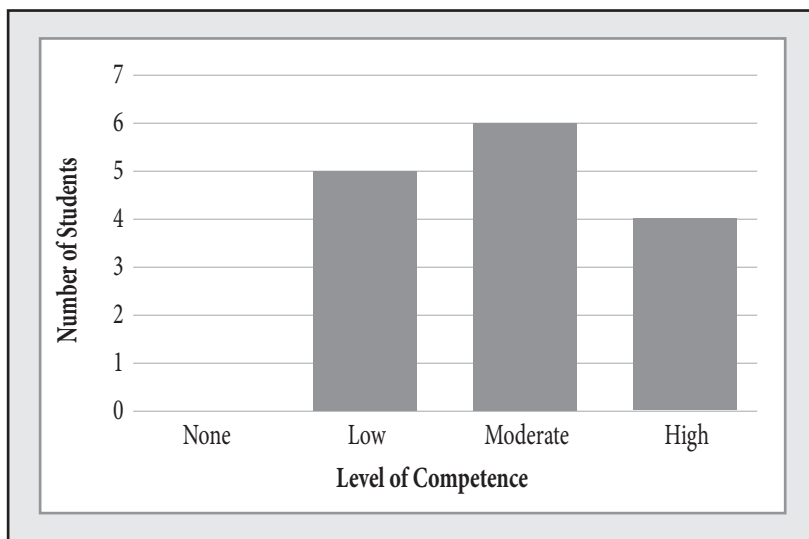
was that all of the students showed some attempt to shift their view by complicating a merely binary way of seeing Turkey.

Examples in the “high” category show deliberate attempts to shift perspectives through a critical engagement with the binary construct. One student wrote:

The problem with this [binary] system is that there is not always a clear distinction between the two groups and it is debatable who really has the power to divide people into these groups. In most cases, as in the case of Orientalism, it is the group who deems themselves to be superior who separates those who are dissimilar into the ‘other,’ lesser group. This binary can also be described as an ‘us/them’ mentality and through readings, lectures, and adventures in country, it is apparent that Turkey has been influenced by this concept in many ways.

The student engages a fairly explicit Saidian point that the imperial West orientalized the East, and we can see it in Turkish culture. It is highly interculturally competent in that the student obviously

FIGURE 3. LEVEL OF INTERCULTURAL COMPETENCE IN FINAL REFLECTION ASSIGNMENT



recognizes how cultural lenses, in this case the Western lens that orientalizes the East, shape the nature of perception. The excerpt does so while *also* shifting the perspective to that of a Turk.

The following passage also reveals a high level of critical engagement:

[Our tour-guide] expressed frequently that Turkey is secular, that the people do not practice Islam very strictly, and that many women do not cover their heads daily. All of this derives from Atatürk's decision to secularize the nation. It occurred to me that perhaps Turkey is fighting back against an invented perception with a display of itself that is just as intentionally invented. This realization was confusing, because I was perplexed by how emphatically Turkey tries to portray itself as secular, when the minarets and the calls to prayer and the covered women were all around me. I know that Islam is a faith that displays itself in daily life, that is more easily recognizable than Christianity, which can often fly under the radar. However, this conflict between the ever-present signs of Islam and the Turkish people's assertion that they are not actually as religious as Westerners think, absolutely complicated this binary-centered view of the East-West dynamic. It has been hard for me to reconcile my experiences with this perception and even with my knowledge of this perception's inaccuracies.

This student explicitly engages the perceptive act in a way that is tentatively trying to construct meaning from observation while also respecting that a culturally based perspective (binary East/West perspective) shapes that perception and complicates making sense of the perception. At times like these, what students call "confusions," academics prefer to call "interesting" or "productive confusion."

Entries placed in the "moderate" category showed the ability to recognize the limitations of simplistic binaries but failed to shift perspective or discuss the perception-shaping influence of culture. One student wrote:

As we can see, there are several misconceptions that we Westerners have about the East. The East is not merely made of religious nations under oppressive rule with limited rights and backwards thinking. Though there may be areas of concern, like human rights in Turkey, there is a lot of advancement as well. Furthermore, while it is important to revoke these misconceptions, I believe it is most important to realize the diversity and vastness of “the East.” Just like there is diversity in the United States and “the West,” there is diversity in “the East.” Attributing a single term to anything east of Europe and not realizing its richness is, to me, the biggest blunder Westerners make.

This reflection is moderate for the way it attempted to gain a critical understanding of the deployment of the East/West binary, but only applies it to a kind of relativistic sense of difference rather than an attempt to explore how this binary is at work in his/her interpretations of Turkey. Other samples from the moderate category recognize the limits of the “East/West” binary but fail to demonstrate an attempt to shift perspective. One such example was a reflection that critiqued the widely held view that Istanbul’s Topkapı Palace is often called “the Versailles of the East” and does not let it be a unique site on its own terms. The entry itself, however, does not explore how a Westerner’s knowledge of Versailles might shape their experience of Topkapı Palace in any way. (See the full excerpt in Appendix 4.)

Samples from the “low” category reveal mere attempts to indicate surprises that students may encounter when they go to Turkey armed with simplistic prejudices or expectations. We found these to be valuable moments for the students, and they only ranked “low” in terms of the features of intercultural competence because of the lack of effort or ability to shift perspective or see how their own perceptions were shaped by an aspect of their own culture. Interestingly, the “low” intercultural competence entry quoted below comes from a student who had a “moderate” passage discussed above.

Over the years, Eastern and Western countries have developed at different speeds and in distinctive ways. Due to

some cultural and societal dissimilarities, many people believe that the East is not as complex as the West and that it is more religious and oppressive. However, after studying in Turkey, it is clear that these opinions are generalizations of the minorities and do not accurately portray the East to the rest of the world.

This excerpt implies that a final, accurate picture of the East exists that is somehow beyond one's cultural perspective. So, while an important course goal that sought to complicate our understanding of Turkish culture has been met, the excerpt does not attempt to shift perspective or probe the nature or source of the accurate portrayal.

This analysis reveals our course offered students the opportunity to critically engage the nature of perception and the cultural constructs that enable and shape it. These levels of engagement seem to align with the desired features of intercultural competence in which students learn to shift cultural perspectives and see that perception is inescapably shaped by culture. While we join most study abroad educators and administrators in highly valuing these characteristics because they show a deep impact from the experience, neither our course nor even the reflection assignment was explicitly pointed at developing them. Insofar as this study has established a baseline, we were encouraged to see that intercultural competence was detectable in the work students did in our course. It was also refreshing to behold the inherent complexity of learning offered by one student's appearance in two of the levels of intercultural competence, which serves as a clear reminder that development is often uneven and incomplete at any intermediate stage. Beyond this course, this study may also imply that some course assignments related to discipline-based content goals can be useful for gauging developing intercultural competence, which stands as an alternative to the common survey method for those determinations.

CONCLUSIONS AND FURTHER QUESTIONS

Focus group data indicate self-reported increased awareness of and interest in Middle Eastern history and contemporary political affairs. The data are somewhat corroborated by the reflections where students made efforts to see the world from the perspective of Turks. Together these data also show a noticeable effort to express a new cultural humility as students became more directly aware of how much they did not know. The close reading of reflections for intercultural competence revealed that some students were able to use the opportunity afforded by the course to apply advanced levels of intercultural competence to their experience in Turkey. The survey responses do not show an important difference between the honors fellows who traveled to Turkey and those who did not. We think that this may be due to the fact that the survey was not specific to the course material, whereas focus-group questions and reflection prompts yielded better information about how students engaged with difference and thought about the world. We were encouraged enough by these findings that subsequent courses had a more pronounced component in intercultural training and learning so that more students would have opportunities to exercise these abilities. An important lesson learned through these subsequent programs is that students' intercultural competence can be more convincingly increased when deliberate intercultural training is a part of the pre-departure exercises and the course. Assessments of those programs are part of a recently published multi-institutional study (Rathburn et al.).

Insofar as we cast this program to administrative sponsorship based on the promise that it could provide opportunities for talented students to exhibit gains in the specific mission goal of creating global citizenship, our data demonstrate that this was a good investment. The honors abroad program is now a fixture of the honors program. We agree with Camarena and Collins who write, "The real value of a study abroad experience for honors students must, however, be measured in terms of the goals and needs of a particular program within the context of its own institution of higher education" (85–86). One important indicator of the positive

impact of the first-year study abroad experience is program retention; whereas the general honors retention rate across four years at Elon is 76%, the retention rate for students who have participated in the first-year honors abroad program is 98%. (Only 2 out of 90 participants in the honors abroad programs over six years left the honors program before graduation.) Even while acknowledging some self-selection may be at work, this figure is a good sign. We see room for more research that would measure the effectiveness of honors abroad programs for strengthening honors at any given institution and for contributing to broader institutional goals pertaining to global learning and international experience. We suspect that those benefits are more likely when the honors abroad program occurs early in students' academic careers. And in keeping with current trends in understanding long-term benefits of study abroad programs, we believe that more longitudinal studies will be helpful in identifying those benefits. Those who consider designing such studies should bear in mind the major benefits of having multiple measures, such as surveys, focus groups, and analyzed reflections, which amplify nuances in the process and forms of global learning that would have been opaque using only one measure.

Other potential concerns for honors directors who are considering starting study abroad programs include environmental impacts of travel, social disturbances caused by taking only a selection from an honors cohort, and safety. Flying a group of students around the world leaves a significant carbon footprint that may be a factor in deciding whether to engage in this process. As for the social effects on the cohort, we have not found any serious harm done by the fact that some students did and some did not go on the program; however, we recognized the possibility of invidious distinction in our cohort-based program, so we created a small domestic trip as an alternative for those who stayed home. The safety issue is ever-present for any traveling course, and since Turkey appeared on the State Department's official travel warning in 2016, our university has not permitted us to return. We have rerouted the program to Italy, where teaching staff have commensurate experience and ability, but that change in venue has elevated the cost of the program, which

was not anticipated in the original budgeting. Fortunately, for our school and our honors students, the benefits appear to greatly outweigh these concerns. We are able to maintain the course's focus on cultural and historical diversity in Italy, and new cohorts continue to take advantage of opportunities for intercultural growth and for engaging difference.

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APPENDIX 1

Syllabus: Inquiry in Istanbul, Winter Term 2013

Professors Lynn Huber and Michael Carignan

Course Description

Istanbul has been a cultural crossroads for millennia. In light of this, this course uses the city of Istanbul itself as a classroom, encouraging students to explore the city as a site of historical and religious significance and to investigate the contemporary relevance of this city to East and West. This course is designed to introduce first-year fellows to trajectories in academic inquiry by exploring the city as a rich site of cultural and historical significance. In this iteration of the course (Winter 2013), the tools of historical inquiry and religious studies will be used to explore select aspects of the city, including the monuments, historical sites, cultural groups, business and political movements. These will provide entry ways for academic interrogation about how a city shapes communal and individual identities. In particular, students will be asked to focus upon “city as religious center” and “city as cultural and political crossroads.” While we will address these three aspects as unique areas of inquiry, we also anticipate that these foci will overlap as we explore particular periods of Turkish history and as we explore different areas of Istanbul and parts of Turkey (i.e., when we visit Ephesus).

Learning Goals

- Students will be able to articulate a basic understanding of the history of Istanbul specifically and Turkey more generally as a cultural and political crossroads;
- Students will be able to discuss the role Istanbul and, to some extent, Turkey have as a religious center and as a locus of rich religious history and diversity;
- Students will demonstrate an ability to interpret aspects of Istanbul using tools appropriate to the fields of history and religious studies;
- Students will learn to “read” sites for their historical and religious meanings;
- Students will develop a research question based upon their study in Turkey.

Assignments & Grading

Participation (20%): A successful study abroad experience requires active participation and engagement. The course instructors expect that students will come to scheduled events on time and fully prepared. While on-site, students should try to maintain and exhibit an attitude of inquisitiveness and attentiveness. This means listening to course instructors, guides, and your peers. Positive participation in study abroad also includes

a willingness to be flexible and to practice patience with others and events (sometimes we will be lost, sometimes we will have to wait, sometimes there will be changes).

Participation also includes posting an update on the course blog at least twice during our time abroad. Students will sign up for particular days to make sure the semester is covered. The course instructors will facilitate posting so that students don't incur any costs.

Students should be aware that during a study abroad course, behavior that occurs "outside" of class (i.e., in the evening) can easily impact time "inside" class. Consequently, any behavior that disrupts the student's learning process or the learning of others can negatively impact a student's participation grade.

Reading & On-site Writing (10%): Students will complete daily reading assignments related to the sites and topics of the day. Many course readings will be "primary" sources, which demand close analysis and a critical eye. There will also be secondary source readings that introduce students to a particular historical or religious perspective.

Students will be asked to write short responses that critically engage readings linked to sites and experiences on the ground. These responses may be assigned at the end of class day to be handed in the next morning. These short assignments will be graded on a 10-point scale. Students can expect that there will be no less than five and no more than 10 on-site writing assignments.

Course Journal (10%): Each student will keep a course journal in which observations, questions, perspectives related to the course and her/ his research question (see below) are recorded. Journal questions are provided below, and students are expected to have at least 14 entries by the end of our time in Turkey. Entries should be at least 2–3 handwritten pages and should reflect thoughtfulness and specific attention to ideas and questions raised in class or on-site or in readings. *This is NOT a personal journal!* The journals, which will be collected at least once while we are in Turkey, will be graded on a high pass, pass, low pass, fail scale.

Final Reflective Essay (10%): At the end of our time in Turkey, students will be given a prompt for a final essay that draws together themes raised in the course. The essay will be 4–5 single-spaced, typed pages and will be turned in to the course instructors at the beginning of the spring semester.

Capstone Assignment (50%): After arriving in the U.S., students will propose a research project on one of the course themes, topics, sites. This project anticipates students' actual thesis proposal in their junior year by imitating the formatting for that proposal: project description, significance, annotated bibliography, timeline and activities for completion.

Keeping a Course Journal

The course journal is intended to provide students an opportunity both to think through the course material and to begin the process of articulating a research question for the Capstone Assignment. While the journal is reflective (i.e., it doesn't require citations, it isn't necessarily written to argue a point), entries should be given some thought and should directly engage elements of the course. Although correct spelling and grammar are not necessarily expected, we would encourage you to try and develop complete thoughts. Possible prompts to start your writing might include:

- Explain how something on-site or in the readings challenged an assumption you have held. What was the assumption that you held and where did you develop this assumption? How did this particular thing or idea challenge you? Do you think that this challenge will shape the way you approach other things or ideas?
- Did you learn something new or surprising while on-site or through the readings? Explain.
- In our time in Istanbul, we will be approaching many sites from a historical perspective. If your primary academic interests lay in another field, what type of questions might that field raise about the day's sites or readings? For instance, how might someone in economics approach the Hagia Sophia? What types of questions would she or he bring to the site?
- Was something from the course confusing? Try to "talk it through" in your journal entry.
- One of the ideas that we will be stressing is that Turkey/Istanbul is a crossroads between "East" and "West." How did you see this theme emerge today? Did you find it compelling? What is Turkey/Istanbul teaching you about the concepts of "East" and "West"? Explain.
- If one of the sites we visited or if something we saw or encountered today piqued your interest, what type of research questions might you bring to bear on it? In other words, even though this may not be the topic of your capstone assignment, what type of research questions does this thing or site or idea raise? What type of academic tools or skills would be necessary for answering these questions?
- Do you notice any connections between different sites we are visiting? Do seemingly different sites raise similar questions or exhibit similar purposes? What might ancient Ephesus, for example, share with the Istanbul Museum of Modern Art?

APPENDIX 2

Global-Mindedness Scale (Adapted from Hett)**Student Attitude Survey**

On the following pages you will find a series of statements. Please read each statement and decide whether or not you agree with it. Then circle the response that most recently reflects your opinion: **Strongly Disagree, Disagree, Unsure, Agree, Strongly Agree—5 point scale** There are no correct answers.

1. I generally find it stimulating to spend an evening talking with people from another culture.
2. I feel an obligation to speak out when I see our government doing something I consider wrong.
3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.
4. Really, there is nothing I can do about the problems of the world.
5. The needs of the United States must continue to be our highest priority in negotiating with other countries.
6. I often think about the kind of world we are creating for future generations.
7. When I hear that thousands of people are starving in an African country, I feel very frustrated.
8. Americans can learn something of value from all different cultures.
9. Generally, an individual's actions are too small to have a significant effect on the ecosystem.
10. Americans should be permitted to pursue the standard of living they can afford if it only has a slightly negative impact on the environment.
11. I think of myself not only as a citizen of my country, but also as a citizen of the world.
12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.
13. I enjoy trying to understand people's behavior in the context of their culture.
14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States.

15. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.
16. American values are probably the best.
17. In the long run, America will probably benefit from the fact that the world is becoming more interconnected.
18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.
19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.
20. I think my behavior can impact people in other countries.
21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.
22. I feel a strong kinship with the worldwide human family.
23. I feel very concerned about the lives of people who live in politically repressive regimes.
24. It is important that we educate people to understand the impact that current policies might have on future generations.
25. It is not really important to me to consider myself as a member of the global community.
26. I sometimes try to imagine how a person who is always hungry must feel.
27. I have very little in common with people in underdeveloped nations.
28. I am able to affect what happens on a global level by what I do in my own community.
29. I sometimes feel irritated with people from other countries because they don't understand how we do things here.
30. Americans have a moral obligation to share their wealth with the less fortunate people of the world.

Scoring Key: Reverse score items: 4, 5, 9, 10, 16, 21, 25, 27, 29

Scoring: *Range of scores 30–150

*Sum all responses

*Higher scores indicate a higher level of global-mindedness.

Items Reflecting Theoretical Dimensions

Responsibility: 2, 7, 12, 18, 23, 26, 30

Cultural Pluralism: 1, 3, 8, 13, 14, 19, 24, 27

Efficacy: 4, 9, 15, 20, 28

Globalcentrism: 5, 10, 16, 21, 29

Interconnectedness: 6, 11, 17, 22, 25

APPENDIX 3

Evaluation Rubric for Intercultural Competence in the Reflection Assignment

High: indicates students made an effective attempt to see things, including themselves, from the perspective of Turks, or maybe more broadly Muslims or Middle-Easterners, especially if they used that perspective to think about themselves or our culture, indicating one or both of the core criteria: that they attempted to shift their perspective or understood that culture shapes perception.

Moderate: shows some signs of sensitivity to different perspectives and maybe less-effective attempts to shift their perspective or engage how their own culture shapes their interpretation.

Low: merely recognizes mistaken prejudices and makes little or no attempt to see culture as a shaping force of perception or to shift their perspective, but merely revises their original binary framework.

None: inhabits a simplistic binary thinking about Turkey as a mere “other.”

APPENDIX 4

**Sample of Student Reflection Writing from the
Exit Survey**

The Topkapı Palace has confused many experts because it has such a unique style and meaning. It was designed for Sultan Mehmed II who chose Istanbul to be the capital due to its strategic location up on a hill near several waterways; perfect to protect and control trade and travel. However, experts have tried so hard to understand this complex unit, as it does not fit the Western definition of a “palace.” In fact, in the article “Splendors of Topkapı” in the *Smithsonian Magazine* that we read, it “has to decide what it is going to be—a Versailles or a Louvre.” These two places are common to Westerners, so they feel the need to compare historical sites such as Topkapı to them, when in reality, the Ottoman Palaces are just different but that does not mean that it is a bad thing. Instead of being critiqued for not being Western enough, it should be valued for its significance in the Eastern world.

CHAPTER FIFTEEN

Assessing Honors Internationalization: A Case Study of Lloyd International Honors College at UNC Greensboro

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INTRODUCTION

Lloyd International Honors College (LIHC) of the University of North Carolina at Greensboro (UNC Greensboro) is a useful example of the reimagining of a traditional honors program into an honors college with an international focus.¹ The process of becoming an internationally focused honors college, which began in 2006, was part of the university's strategic goal of internationalizing its curriculum, student body, faculty, and culture. It has involved an extended process of program development; campus-wide partnership building, specifically in conjunction with the university's International Programs Center (IPC) and Global Engagement Quality Enhancement Plan (QEP); and iterative assessment. This

chapter outlines the internationalization of the honors college as it is embedded in an iterative assessment process. In doing so, it highlights the implementation of international programs and structures at the university and in the honors college, defines the assessment framework the university and honors used to guide their internationalization efforts, discusses specific assessment measures and outcomes, and considers future directions.

INTERNATIONALIZATION OF THE UNIVERSITY AND HONORS

In *Mapping Internationalization on U.S. Campuses*, Laura M. Siaya, a research associate at the American Council on Education (ACE), and Fred M. Hayward, former senior associate at ACE, observed how the internationalization of U.S. universities in the late twentieth century impacted not only their international programs through study abroad and international admissions but also cultural perspectives and diversity of thought across university campuses. The shift toward a stronger international focus at UNC Greensboro began in the late 1980s when the university assessed its international education efforts and took steps to increase student participation in study abroad, the number of degree-seeking international students, and opportunities for faculty to teach and engage in research abroad. The Office of International Programs (OIP; later renamed the International Programs Center or IPC) was established in January 1992 to help achieve these goals. The university's 2009–2014 Strategic Plan further established internationalization as one of its primary goals and emphasized that the university would “foster internationalization by being a university where students, faculty, and community integrate teaching, research, and service into a global context characterized by international and intercultural experiences and perspectives” (Pynes et al. 9).

The internationalization of honors at UNC Greensboro is directly connected to the broader process and context of the internationalization of the university. In 2006, the honors program became the Lloyd International Honors College (LIHC) through a planned gift from alumna Ms. Rebecca Lloyd. The new honors college would have an explicit international focus, and existing

campus resources would be leveraged in support of its new international mission. Curricular and programmatic changes aimed to infuse the rigorous academics of the traditional honors experience with a new focus on enhancing students' global awareness and engagement as well as their intercultural knowledge and competence. LIHC adopted the definition of intercultural knowledge and competence as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."²

The transition from honors program to LIHC led to significant changes in the honors curriculum. The honors program had two twelve-credit curriculum tracks: University Honors (often called General Education Honors) and Honors in the Disciplines (honors within a major). As part of the conversion to LIHC, administrators adapted the two curriculum tracks. University Honors was transformed into International Honors, and Honors in the Disciplines continued its focus on major-related honors work and became known as Disciplinary Honors. Eligible students could complete International Honors or Disciplinary Honors or fulfill the requirements of both programs and then graduate with Full University Honors.

In the new International Honors track, students were required to complete thirteen credit hours of honors coursework as well as a substantial study abroad experience to demonstrate proficiency in a second language. A new one-credit course, Honors Colloquium,³ required for all first-year students, provides an introduction to the academic expectations of honors, global awareness, intercultural competence, and preparation for study abroad. (See Appendix 1 for a current syllabus.) In addition to Honors Colloquium, International Honors students enroll in at least twelve credit hours of other honors courses that satisfy general education requirements. When possible, these courses offer international perspectives on global issues, such as sub-Saharan Africa and the World, which examines environmental sustainability issues in sub-Saharan Africa, and Literary Cartography, which uses literature to remap and reconsider the global perspectives of cities like Florence, Italy, and London,

England. Several honors courses provide the opportunity to travel abroad, such as Literary London or History and Art in St. Petersburg, Russia, which includes travel through Estonia, Poland, and Russia. Some on-campus honors courses offer opportunities for international collaboration. For example, through participation in a Collaborative Online International Learning (COIL) initiative with American University of Beirut, honors students in Human Rights for Whom? engage with students from across the Middle East through a video-conferenced classroom. Reflecting on the nature of the course and COIL classes more generally, the course instructor, Alexandra S. Moore, along with her co-author, Sunka Simon, write in their introduction to *Globally Networked Teaching in the Humanities: Theories and Practices*, “Globalization as an institutional and student-centered priority aims to teach students to think in nuanced ways about their own multilayered, shifting global contexts and to recognize the value and viability of world-views different from their own” (2).⁴

The required study abroad experience is another cornerstone of the International Honors track. While most students study abroad in their sophomore or junior years, students may study abroad at any time except during their first year at the university. The learning abroad experience should last for at least one full semester although several short-term experiences may be substituted when a semester-long experience is not feasible. The Honors Council, which is the curriculum and advisory body of the honors college, defined three characteristics of honors-approved study abroad experiences. A study abroad experience should provide:

1. sufficient intellectual content so that students engage in critical and reflective thinking before, during, and after the time that they are engaged in cultures different from the cultures that they grew up in. The level of intellectual content should be equivalent to at least six semester hours of academic credit and should include ethnographic study of the cultures in which they are immersed.
2. a level of immersion in a culture other than their own that gives students culturally transforming experiences. (Those

experiences should result in students going beyond culture shock and coming to terms with cultures different from the ones that they grew up in.)

3. a transnational character that adds to the cross-cultural nature of the experience almost always requiring the student to travel and spend significant time beyond U.S. borders.⁵

To defray the costs of study abroad, the honors college used the Lloyd gift and an additional gift from the Flow family, a local philanthropic family who support the goal of study abroad, to provide travel grants of \$1,100 to all students who study abroad for a semester. Students who enroll in summer programs receive a lower amount. Along with the university's participation in the Washington-based International Student Exchange Program (ISEP)⁶ and IPC's bilateral exchange agreements with more than one hundred international universities, which offer UNC Greensboro students the opportunity to spend a semester abroad at a cost equivalent to a semester on the home campus, these grants make study abroad cost-effective for students.

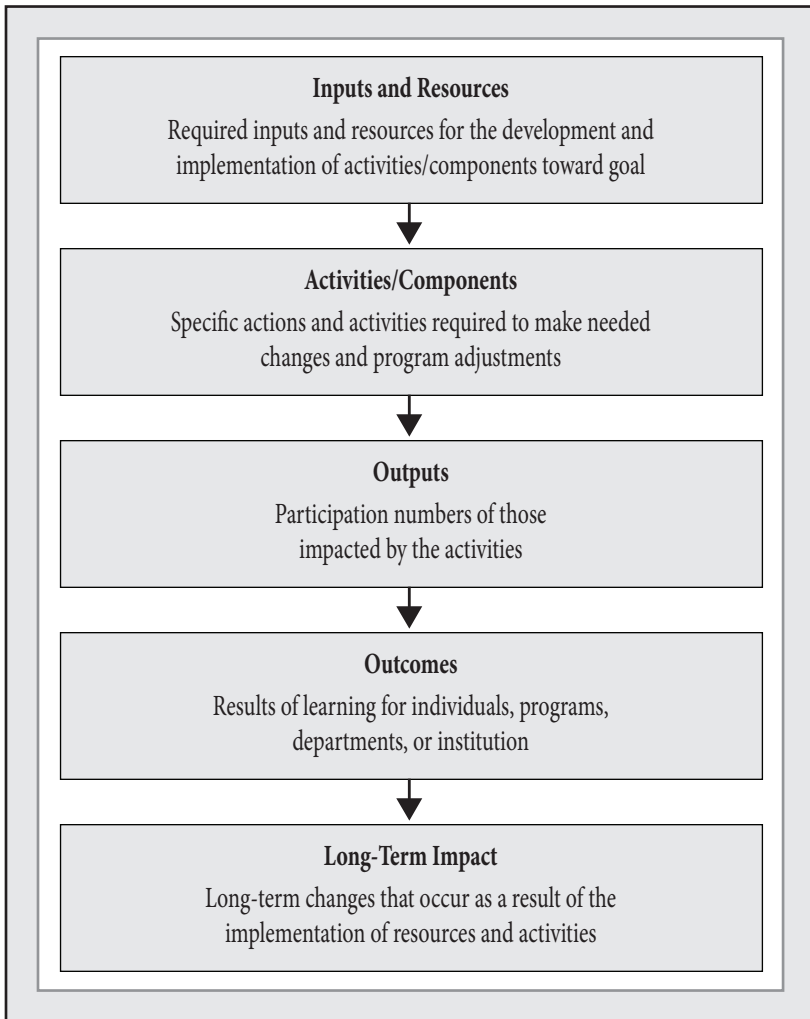
DEVELOPMENT OF AN ASSESSMENT FRAMEWORK

In *Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook*, Rosalie Otero, former Associate Dean of the University of New Mexico Honors College, and Robert Spurrier, Director Emeritus of the Oklahoma State University Honors College, define *assessment* as “the systematic, ongoing, iterative process of monitoring a program or college to determine what is being done well and what needs improvement” (5). Identifying assessment models early helps guide data collection and analysis, not only by ensuring alignment of program development toward specific goals and learning outcomes, but also by ensuring assessment models work to inform program development. The university's initial assessment model was based on achieving certain participation goals, such as reaching a specific number of students studying abroad within a certain time period. Administrators assumed students would achieve desirable learning outcomes

through the process of participation, and that learning model was appropriate during this period.⁷

Later, the university and LIHC implemented a program logic model of assessment, adapted from Darla K. Deardorff's Program Logic Model for Internationalization.⁸ (See Figure 1.) In *Demystifying Outcomes Assessment for International Educators: A Practical Approach*, Deardorff writes that "the logic model is useful not only

FIGURE 1. DEARDORFF'S PROGRAM LOGIC MODEL FOR INTERNATIONALIZATION



for providing a road map for clarifying intended outcomes but also serving as an analytical tool that leads to lasting change within the program or organization” (54). LIHC followed two program logic models, each with a particular focus: a growth model from 2006–2015 and a student learning outcomes model from 2015 to the present. These models helped LIHC develop a robust, international honors program and evaluate the impact of its programming on students in honors and potentially across the university as a whole.

To avoid inherent assessment challenges, Deardorff highlights the need to define common terms in the assessment model. Figure 1 diagrams the relationship between each of these terms. In terms of definitions, *goals* are considered the broad, macro expectations about what students will do or know at the completion of a program while *outcomes* are the concrete, specific statements of student learning and performance connected to the goals. In terms of assessment, *goals* are too broad to be usefully measurable while *outcomes* are the measurable aims of assessment. As defined by the model, *outcomes* measure the results of learning by individuals, programs, departments, or institutions. *Objectives* differ from *outputs*, which provide only the number of those impacted by the activity. *Activities* are the opportunities or actions individuals might engage in, such as curricula, study abroad experiences, and student-focused research, that are created by the *inputs* and *resources* that have been developed to meet specific goals. We have come to view *inputs*—from the allocation of university funds to create the offices and programs that support the internationalization initiatives to the administration and faculty buy-in supporting these structures—as equally and intimately entwined with *outputs*, *learning outcomes*, and *long-term impact*.

From our own implementation of Deardorff’s program logic model, we understand the vitality of each of these components in the creation of a sustainable and vigorous honors program. Early in the internationalization of the university and honors, *outputs* (participation numbers) were often used as the primary measure of program success. The growth of and student participation in internationalization activities served initially to demonstrate

their success. Once growth had been achieved, we then shifted to a learning outcomes model that focused on Deardorff's *outcomes* and *long-term impact* to assess program success. A transition to a learning outcomes model was required to understand more significantly the impact of internationalization initiatives, align activities to goals, and envision future goals.

ASSESSMENT OF UNIVERSITY AND HONORS INTERNATIONALIZATION EFFORTS

With the adoption and implementation of Deardorff's Program Logic Model for Internationalization, the university—and especially honors—moved through a growth model from 2006–2015 and a student learning outcomes model from 2015 to the present. The following sections discuss each of these models and how they provided direction and assessment frameworks for more fully implementing the goals of internationalization.

Program Logic Model for Growth: Implementation and Assessment

From the early 1990s to the early 2000s, the goal of internationalization at UNC Greensboro was growth: increasing the number of students who participated in a substantial study abroad experience; increasing the number of international students on campus, especially degree-seeking students; and increasing faculty access to international research and teaching opportunities. To assess these initial internationalization goals, OIP/IPC used Deardorff's program logic model. Deardorff's model acknowledges the relationship between *inputs and resources* in order to create the needed *activities* to produce *outputs*, the desired participation in those activities.

As *inputs and resources*, these activities were supported through developing bilateral agreements with international universities as well as using existing resources such as the International Student Exchange Program (ISEP). Funding was generated through combining and increasing existing financial resources into an endowment to support students and faculty. The resources to

support the functions of OIP/IPC, specifically international admissions and study abroad, were vital to reaching its goals. *Outputs*, measured by the number of participants engaged in particular *activities*, were used to show that goals were met; however, *outcomes*—measurements of student learning—and *long-term impact* remained outside of the immediate aims of the internationalization process during this period.

The *UNCG Strategic Plan 2009–2014* made internationalization one of UNC Greensboro's primary goals and called for a university-wide assessment of internationalization on campus. In 2010, the Provost designated an Internationalization Taskforce (ITF), comprised of faculty, the Associate Provost of International Programs, and the Dean of Lloyd International Honors College, to review the state of internationalization on campus. To complete a thorough review and explore how other campuses had internationalized, UNC Greensboro participated in the American Council on Education's (ACE) Internationalization Laboratory.⁹ Seeking to build on several other multi-campus programs, the ACE Internationalization Laboratory included Promising Practices in International Education and Global Learning for All.¹⁰

The assessment results acknowledged that UNC Greensboro had clear goals and institutional structures designed to move toward the goal of becoming a global university. In addition, the assessment highlighted the roles of LIHC and IPC in positioning the university for the twenty-first century and their robust learning, research, and service initiatives. Through the campus-wide assessment process and engagement in the ACE Internationalization Laboratory, the taskforce proposed five student learning competencies that all students on campus should develop by the time they graduate.

A graduating student has:

1. a knowledge of the timely global issues and their historical roots that affect local, national, regional, and global communities;
2. a knowledge of basic human rights in the global context and the impact of the world's diversity on them;

3. an understanding that one's own culture exists among many diverse cultures and is therefore open to seeking and experiencing new ways of thinking and engaging diverse cultural situations;
4. the ability to use diverse cultural frames of reference and alternative perspectives to think critically and solve problems; and
5. the ability to perform in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts.

Four of these learning competencies were adopted, and assessment processes were implemented in conjunction with the university's Global Engagement QEP 2014–2019. (See Appendix 2.) Marking the university's longstanding commitment to global learning, the Global Engagement QEP aimed to deliver the necessary knowledge, skills, and disposition for effective engagement in the world community in the twenty-first century.¹¹ The Global Engagement QEP was "premised on the belief that our students live and work in an emergent global, social, political, economic and cultural order." In the university's internationalization timeline, the Global Engagement QEP marked a significant development in the infusion of global and intercultural practices across the campus. In addition, the Global Engagement QEP functioned to move the university and honors from a growth-oriented model to a student learning outcomes model. The Global Engagement QEP initiatives would come to underpin all high-impact practices, including curricular and co-curricular activities.

During the long university-wide process of internationalization, LIHC played a prominent role in establishing goals, and it mirrored the university's movement from a growth model to a student learning outcomes model. In coordination with the Global Engagement QEP, the college focused on assessment of the outcomes and long-term impacts of internationalization and its student development initiative—mainly, taking intentional action through a combination of performance, deliberate improvisation, and directed play.¹²

In the transition from an honors program to an international honors college, the central goal remained to develop and offer internationally focused and globally aware courses and programming. During the initial growth-focused phase, LIHC's primary aim was to develop specific curricular and programmatic initiatives around internationalization that would increase student activity and participation. In terms of Deardorff's model, administrators prioritized the first three phases of the program logic model (inputs/resources, activities, and outputs) toward full implementation of the initiatives. The assessment of these initiatives focused on the inputs of financial and human capital to ensure the stability and sustainability of the initiatives. Student and faculty participation (outputs), especially where specific goals were set, remained the primary measurable outcomes. Growth and participation would demonstrate the success of the initiatives. Outcomes, the fourth phase of Deardorff's model, were outsourced to individual instructors. Honors courses were redesigned to maintain their core academic rigor while also making global connections with course content in ways that not only exposed students to new knowledge but also led them to thinking in broader, global ways. Because study abroad became a requirement, students would directly experience different cultures and, ideally, become immersed in diverse cultural ways of being outside of their previous experiences. We assumed that by developing these structures for students and increasing participation in them, students' global knowledge and competence would increase.

During the 2005–2006 academic year, honors program enrollment totaled around five hundred students, yet only twenty-six percent of honors students enrolled in honors courses that year. In moving to an International Honors College, a goal was set to increase both honors enrollment and direct student activity in honors. The Provost and Honors Dean established admissions and enrollment goals annually based on available resources. The shift from a program to an international college increased the visibility of honors at UNC Greensboro, and the new International Honors College received a significant increase in applications from new first-year students. Anecdotal evidence showed that the international focus

and study abroad requirement were central to students' decision to attend the university and participate in LIHC. From 2006 to 2008, the college received an average of 150 applications and confirmed a new class of 100 to 130 students each year. By 2010, the class of new students was capped at approximately 210 students even though the number of applications reached up to 900 in subsequent years. As a consequence, the college became increasingly selective as its reputation grew. Total honors enrollment in International Honors and Disciplinary Honors exceeded one thousand students (Table 1). At these levels, the honors college's resources and travel grant funds, established from part of the Lloyd gift as well as partnerships with IPC, reached the upper limit for continued, long-term sustainability.

In addition to establishing increased enrollment and participation goals, LIHC set goals to increase honors students' participation in approved study abroad experiences. Based on available travel grant funds, the honors college planned to send one hundred students abroad each academic year. Leveraging the structures already implemented in the university's internationalization process, LIHC partnered with IPC to send students abroad on long-term study abroad exchanges and honors-approved, faculty-led summer programs. During the first year as the International Honors College in 2006–2007, two students studied abroad on honors-approved programs. The goal of sending over one hundred students abroad was reached during the 2012–2013 academic year (Table 2).

Meeting these enrollment and study abroad goals, while also creating courses and programming around international issues and cultural perspectives, led to increased student engagement in all aspects of the college from admission to graduation. Judging by the numbers (outputs), the honors college had created a vibrant, active community of students.

TABLE 1. INTERNATIONAL HONORS COLLEGE ACTIVE STUDENT ENROLLMENT, 2005–2012

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
562	623	748	950	865	901	972	1021

Program Logic Model for Student Learning Outcomes: Implementation and Assessment

In 2015, LIHC recognized that the previous institutional goals of growth and the establishment of programmatic and curricular initiatives had been met or exceeded, and it shifted from a growth to a student learning outcomes assessment model. This shift coincided with a transition in the honors college's leadership. Dean Jerry Pubantz, professor of political science, had laid the groundwork and created the structure of LIHC. Dr. Omar Ali, who was a newly named Carnegie Foundation North Carolina Professor of the Year and historian, brought methodological innovations and a further commitment to diversifying LIHC's students, faculty, and staff based on establishing pedagogical and organizational direction informed by a developmental cultural-performatory approach.

In assessing student learning outcomes, LIHC worked closely with the Global Engagement QEP and used its recommended competencies adopted from the work of the 2010 Internationalization Taskforce and the ACE Internationalization Laboratory. *Competencies* are defined as a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts, and *outcomes* are considered the measurable results of learning for individuals, programs, departments, or institutions. The Global Engagement QEP hypothesized that more curricular and co-curricular strategies and activities targeted at infusing global and intercultural practices would lead to a greater likelihood that students would attain the knowledge, skills,

TABLE 2. HONORS STUDENTS' PARTICIPATION IN STUDY ABROAD, 2006–2013

	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Summer	0	0	0	3	16	16	20
Fall	0	4	11	15	23	20	30
Spring	2	24	27	45	46	50	48
Full Year	0	3	8	9	7	9	6
Total	2	31	46	72	92	95	104

and attitudes necessary to become globally engaged. Four student learning outcomes (SLOs) were selected as relevant to the global learning needed throughout one's life. (See Table 3.)

The assessment plan measures growth in terms of these SLOs over time, beginning with entrance to the university and culminating with graduation. The direct and indirect measures used to assess the SLOs include

1. the Global Engagement QEP rubrics and writing prompts;
2. the Intercultural Communication Competency toolkit, which includes the Intercultural Development Inventory®;
3. study abroad and course reflections; and
4. exit surveys of graduating seniors.

A discussion of each measure and available assessment results follows.

First, to test the QEP hypothesis using direct measures, campus experts in assessment and global learning designed a writing prompt and rubric that would serve as its primary assessment instrument. (See Appendix 3.) The Global Engagement Rubric was adapted from three Association of American Colleges & Universities (AAC&U) *Valid Assessment of Learning in Undergraduate Education (VALUE)*¹³ rubrics focusing on Ethical Reasoning, Intercultural Knowledge and Competence, and Global Learning. Each student learning outcome in the plan is represented by a row of the rubric.

UNC Greensboro is in the midst of gathering representative cross-sectional writing samples for three specific student cohorts—first-year students, juniors, and seniors—at three touch points: years one, three, and five of the plan. In years three and five—along with the writing samples—students are asked to complete a short survey that indicates the number and types of Global Learning Opportunities they have experienced. At the end of years one and three, trained faculty used the rubric to analyze a representative sampling of the student responses to the writing prompt. Subset scores for each of the four individual QEP SLOs were recorded so that the percentage of students at each level at the touch points could be compared (e.g., the percentage of freshmen and seniors who have reached

“Capstone” level). UNCG’s Office of Assessment, Evaluation, and Research Services (OAERS) analyzes the data in the summer, and in the fall the OAERS presents its analysis to the Global Engagement Implementation Advisory Committee for evaluation.

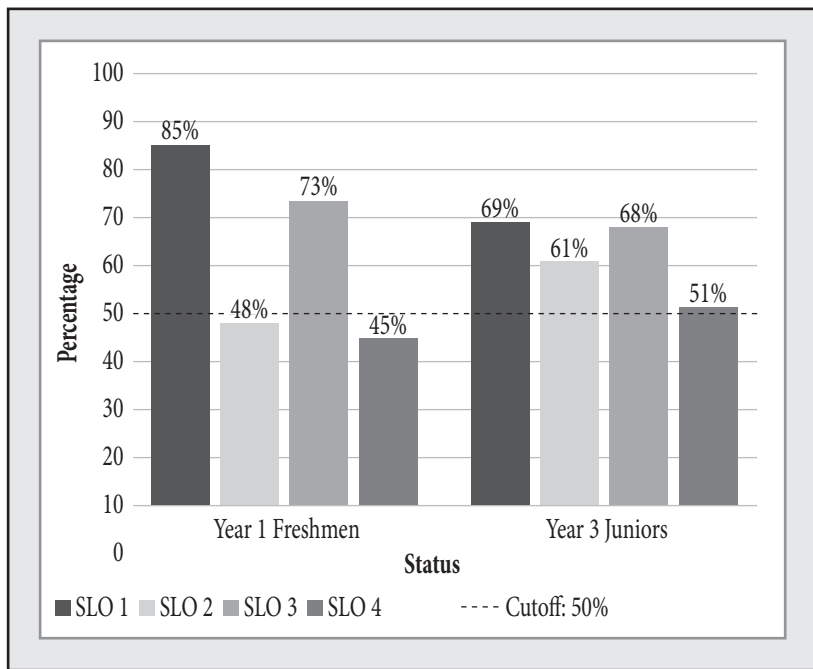
TABLE 3. GLOBAL ENGAGEMENT QEP STUDENT LEARNING OUTCOMES, COMPETENCIES, AND CAPSTONE EVALUATION STANDARDS

Global Engagement Student Learning Outcomes	Student Learning Competencies (Knowledge, Attitude, or Skills)	Evaluation
Students will explain environmental, historical, political, and/or cultural factors relevant to understanding a contemporary issue(s) within a global framework.	Knowledge: Problem Solving	As a capstone, students should identify, explain, analyze, and evaluate why the relationships among contributing factors (e.g., environmental, historical, social, economic, political, and/or cultural) are important to understanding an issue.
Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context.	Knowledge: Ethical Reasoning	As a capstone, students should identify, explain, analyze, and evaluate relationships between/ among two or more competing ethical perspectives on a global issue
Students will demonstrate a willingness to engage in diverse cultural situations.	Attitude: Cultural Openness	As a capstone, students should recognize the value of reciprocally engaging in diverse cultural situations and be able to develop meaningful relationships within those contexts.
Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural, and/or multicultural contexts.	Skills: Communication	As a capstone, students should consistently demonstrate the ability to communicate in a culturally informed manner based on understanding of cultural differences in verbal and/or nonverbal communication.

In year five of the plan, the same procedure will be used, but the timeline will be shortened to facilitate the completion of the impact report. At this time, data collection has started for this assessment process, but preliminary analysis is incomplete. Some preliminary marking, however, of the Global Engagement writing prompt using the rubric is available for 2016–2017. (See Figure 2.)

These results provide a snapshot of students with freshman and junior status and are not pretest-posttest analysis. Yet, the results were initially surprising in that first-year students were generally higher in two of the SLO categories than junior respondents. The Global Engagement QEP hypothesized that the culture and reputation of the university have shifted through internationalization so that matriculating students may select and attend UNC Greensboro with greater awareness in these areas. This area, however, warrants future analysis, especially because we will compare these results with later data and the IDI pretest-posttest analysis described below.

FIGURE 2. PERCENTAGE OF STUDENT SCORES MEETING SLO EXPECTATIONS FROM THE GLOBAL ENGAGEMENT QEP WRITING PROMPT, 2016–2017



Second, the Global Engagement QEP developed the Intercultural Communication Competency (ICC) toolkit for faculty, staff, and students. The ICC toolkit included intercultural workshops and the Intercultural Development Inventory® (IDI). The IDI, a fifty-item questionnaire, assesses intercultural competence, defined as the capability to shift cultural perspectives and appropriately adapt behavior to cultural differences and commonalities. Group profiles, which combine individual IDI results into a larger profile, help students understand the theory behind the IDI and provide strategies to improve their intercultural competence. Building on the work of the sociologists and communication studies scholars, Milton J. Bennett and Janet M. Bennett, the intercultural workshops and IDI were used as learning resources for developing cross-cultural skills, enhancing self-direction and social responsibility, understanding diverse cultures, and developing an ability to value diversity.¹⁴

Individual IDIs are administered during undergraduate students' first year at the university and again at graduation. All first-year students in LIHC participated in the intercultural workshop and received feedback from group-evaluated IDIs. Analysis of IDI pretest-posttest results will be used to measure internationalization, specifically, the knowledge, skills, and attitudes developed by honors students. As of the writing of this chapter, the Global Engagement QEP had just started receiving posttest IDI data, and the pretest-posttest statistical analysis will be completed once an adequate number of participant responses are received. Using the IDI instrument as an analytic tool for measuring learning outcomes, we hope to find that the curricular and co-curricular strategies and activities both in honors and across campus have helped students gain a greater understanding of cultural difference, moving from a monocultural mindset to an intercultural mindset, and have provided developmental strategies for individuals when confronted with cultural differences.

A third student learning outcomes assessment opportunity is provided in three one-credit study abroad courses offered by IPC, which LIHC has included in the International Honors curriculum. The Study Abroad for Global Engagement courses focus on

1) Pre-Departure; 2) Field Experience; and 3) Re-entry Reflections and Applications. They provide a framework for assessing learning derived from the intense preparation for study abroad, reflections on experiences while abroad, and re-entry activities designed to unpack their experiences. These practices provide in-depth self-understanding for students as part of operating in diverse cultural environments as well as preparing these students for potentially transformative and impactful experiences when studying abroad. While abroad, students write biweekly responses to developmentally appropriate prompts based on the length of time at their host university. These responses are currently being analyzed using the Global Engagement QEP rubric to assess the four SLOs.

Finally, in seeking to assess the impact of our curricular and co-curricular programs, we administer a brief survey to graduating seniors. (The survey is included in Appendix 4.) The students respond to questions regarding their global engagement, intercultural competence in communication, and the impact of their LIHC experience. The most recent survey results are summarized in Figures 3A–C and 4. Students reported significant gains in global engagement and intercultural competence in communication during their undergraduate years (see Figures 3A–B). Notably, eighty-four percent of students agreed or strongly agreed they increased their global engagement and intercultural competency as a result of their participation in LIHC (see Figure 3C).

While we acknowledge the limitations of this type of survey, the results suggest that our programming has made a substantial contribution to our internationalization goals. The responses demonstrate its impact on student development, specifically students' positive changing perceptions of themselves as engaged and competent across borders and cultures.

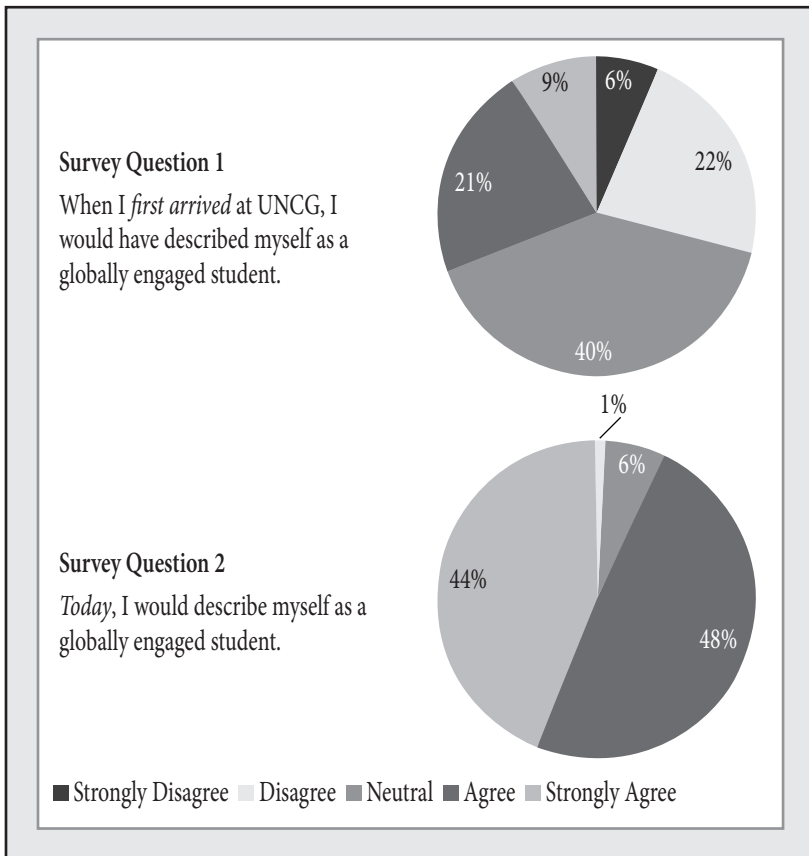
Students had mixed responses to the final question related to the impact of performance, improvisation, and play on their communication skills in terms of their social and emotional intelligence for greater global competency (see Figure 4). Because it is a relatively new initiative, many graduating students may have had limited experience with workshops and other programs focused

on this pedagogy. Also, International Honors students would have more likely participated in these programs than students focused on honors in their major. As a whole, these responses provide rich directions for further efforts to assess the impact of LIHC curricular and co-curricular programming.

LESSONS LEARNED AND FUTURE DIRECTIONS

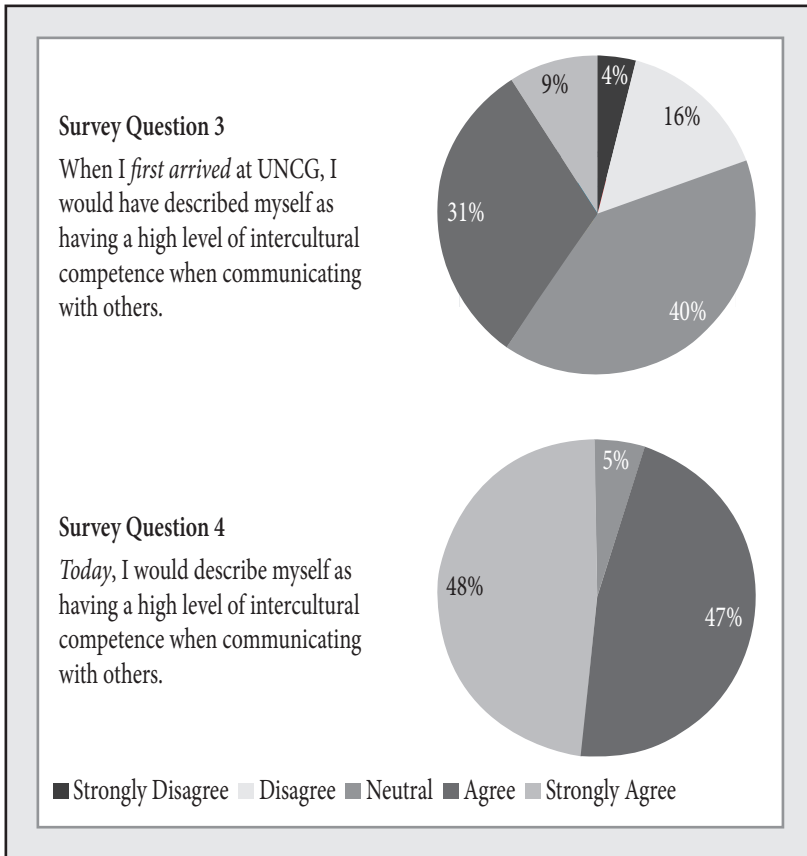
In the initial shift from an honors program to an international honors college, LIHC focused on globalizing its curriculum and increasing its enrollment and study abroad participation.

**FIGURE 3A. GRADUATION SURVEY RESULTS FOR SPRING 2018:
GLOBAL ENGAGEMENT**



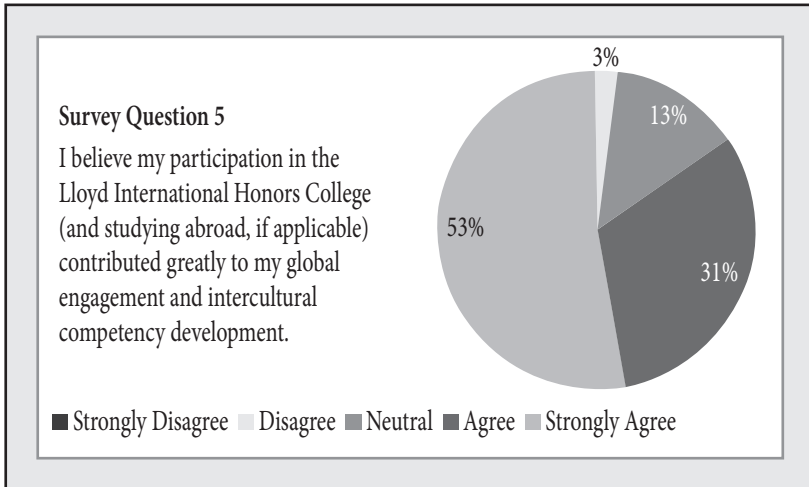
Assessment focused on measuring participation in internationalization initiatives with the belief that participation would inherently lead to learning outcomes. While Deardorff suggests that program design should include learning outcomes assessment from the start, we believed that international content was being adequately conveyed in our courses and student learning would be measured in this context. The framework of the Global Engagement QEP and the collaboration with ACE Internationalization Laboratory, however, provided a broader understanding of learning outcomes that were then adopted in LIHC.

**FIGURE 3B. GRADUATION SURVEY RESULTS FOR SPRING 2018:
INTERCULTURAL COMPETENCE IN COMMUNICATION**

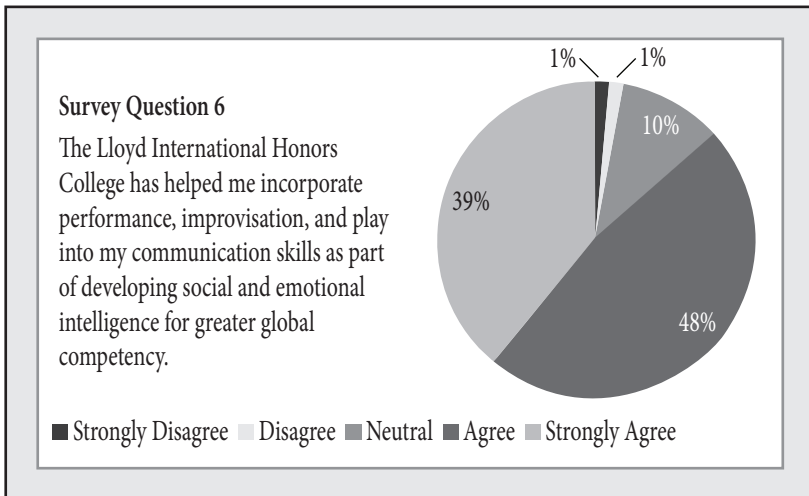


In making the transformation from an honors program to an international honors college, we used Deardorff’s Program Logic Model to recognize the relationships of inputs and resources to the

**FIGURE 3C. GRADUATION SURVEY RESULTS FOR SPRING 2018:
LIHC PARTICIPATION, GLOBAL ENGAGEMENT, AND
INTERCULTURAL COMPETENCY**



**FIGURE 4. GRADUATION SURVEY RESULTS FOR SPRING 2018:
PERFORMANCE, IMPROVISATION, AND PLAY**



larger goals of internationalization toward outputs, learning outcomes, and long-term impact on students, faculty, and the university as a whole. This understanding has allowed honors to prioritize certain directions of growth and think more critically about its programmatic requirements, such as the international experience. We have implemented deeper reflective processes in the hopes of helping students gain a greater understanding of themselves in global and cultural contexts.

The transformation is not just about policy changes from above but has involved genuine partnerships that have created lasting cultural change. Strong commitment from university leadership, supported by passionate faculty and staff across the campus, has led to transformational change in the honors college and solidified its standing as a signature campus program, attracting highly qualified students who express a commitment to global engagement and life-long learning. The LIHC model shows how adopting an assessment framework that is embedded into an iterative assessment process can guide the work with other units on campus as well as enhance an honors program's ability to provide an experiential curriculum, serve as a leader for other areas, and strengthen the university's profile. These successes in turn have contributed to the LIHC's positive, long-term impact on student development and readiness for our emerging twenty-first-century world.

NOTES

¹The University of North Carolina at Greensboro was founded in 1891 and currently has 16,000 undergraduate students, of whom approximately 1,000 are in the Lloyd International Honors College (LIHC). LIHC began as an honors program in 1947 and became an honors college with an international focus in 2006.

²LIHC used the definition of intercultural knowledge and competence that the university's Global Engagement QEP had adopted from Janet M. Bennett (95–110).

³Honors Colloquium, initially named Proseminar, was introduced in 2006 as part of a plan to create a stronger first-year

experience that enculturated students to honors and international issues. The course was initially conceived as an introduction to a life of the mind, liberal education, and critical thinking as well as to global and cultural perspectives. In adopting best practices for introductory courses, the curriculum passed through many iterations in which it became more strongly aligned with the goals of global awareness and intercultural competence. In 2010, the course was renamed Honors Colloquium and carried a course description as an “introduction to a liberal education in a global context, to cultural self-awareness . . . and to methods for ownership of one’s own education.” As LIHC shifted to a learning outcomes model and adopted a more specific curriculum for student development in the context of performative pedagogy while maintaining its focus on global perspectives, a new iteration of Colloquium was implemented. See the syllabus for the Honors Colloquium Course in Appendix 1.

⁴See Moore and Sunka. In this text, Moore provides a description of the honors course, *Human Rights for Whom?*, which involved students from UNC Greensboro and American University of Beirut.

⁵For guides to preparation and outcomes of study abroad, see Duke; Vande Berg et. al., 3–28. For long-term study abroad impact on honors alumni, see Mulvaney. Readers can also find this work in Chapter 16 of this volume.

⁶With costs of study abroad in mind, UNC Greensboro used ISEP exchanges in order to make the study abroad experience more financially feasible for as many students as possible. The ISEP exchange structure allows students to pay tuition and fees to their home institution and swap spots with a student from another ISEP university. For additional information, see the ISEP website, <<https://www.isepstudyabroad.org>>.

⁷See Michael Vande Berg et al. for a discussion about the assumptions regarding learning and study abroad.

⁸Darla K. Deardorff's *Demystifying Outcomes Assessment for International Educators: A Practical Approach* and "A Matter of Logic?" provide, along with John A. McLaughlin and Gretchen B. Jordan's "Using Logic Models," useful explanations and guidelines for implementing logic models.

⁹See the American Council on Education's ACE Internationalization Laboratory website for additional information and ongoing projects: <<https://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx>>. Also see ACE-supported Resources for Internationalization: <<https://campusinternationalization.org>>.

¹⁰In addition to UNC Greensboro, seven other institutions participated in the 2010 ACE laboratory: Case Western Reserve University in Ohio, Richard Stockton College of New Jersey, Shepherd University in West Virginia, Universidad del Turabo in Puerto Rico, the University of Alaska Anchorage, the University of the Pacific in California, and Valparaiso University in Indiana.

¹¹For further discussion about effective engagement in the world community, see Olson et al.; J. M. Bennett; M. J. Bennett; and Vande Berg et al.

¹²See Ali and Cech's "'Yes, And' as Teaching-Learning Methodology," which describes how development may be understood as "the increased capacity to recognize opportunities and act on such opportunities productively." Also, see Moore and Ali's "The Power of Play" for an example of using performative pedagogies in the classroom. Lois Holzman serves as Distinguished Visiting Fellow in Vygotskian Practice and Performance in LIHC, where she works with faculty and students on deepening their understanding of the developmental power of play in learning and development. The "performance turn" in LIHC forms part of an international network of like-minded play and performance advocates in higher education along with visual and performance artists, scientists, and social workers who gather every two years in New York City at a conference entitled "Performing the World." Holzman's *Vygotsky at Work and Play* provides a performance-based methodology of development and learning that draws from the works of Lev S. Vygotsky.

¹³For additional information about AAC&U’s *Valid Assessment of Learning in Undergraduate Education* (VALUE), visit <<https://www.aacu.org/value>>.

¹⁴For more information about the IDI®, go to <<http://idiinventory.com>>. See also Janet M. Bennett’s “Transformative Training: Designing Programs for Culture Learning,” where she discusses the Developmental Model of Intercultural Sensitivity on which the Intercultural Development Continuum (IDC) and Intercultural Development Inventory® (IDI) are based.

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APPENDIX 1

Honors Colloquium Course Syllabus

The Honors Colloquium course provides a one semester introduction to the International Honors Program for entering students and is required for all students who wish to complete the International Honors Program.

Prerequisites/Corequisites: Must be taken in the first semester after being admitted to Lloyd International Honors College.

Welcome to Honors Colloquium! This one-credit-hour course is designed to help guide you through the transition into your new life in the Honors College at UNCG. As part of your requirements, you will attend events on campus, participate in a service-learning experience, play games, learn to improvise, read books and articles, all the while exploring issues of power and privilege, learning and human development, globalization, and civic and community engagement. You will also work on planning to meet your various International Honors requirements, including study abroad. As you will soon find out, success in college depends on your willingness to stretch yourselves, to get a little bit out of your comfort zone. Why? In order to develop intellectually, socially, and personally and sometimes in unexpected ways. Ultimately, college success is about creating and taking control of your own education and development—*the increased capacity to recognize opportunities and positively act on them*. There is no single topic or course of study to help you create your transformation: you grow in many directions all at once. What this class does is introduce you to the ideas, skills, and resources you will need to begin that development. Each experience we have as a class will challenge you to think, act, or reflect in a way you have not done so before.

Catalog Description: Introduction to a liberal education in a global context, to cultural self-awareness and shock, and to methods for ownership of one's own education.

Honors College Student Learning Outcome:

Build critical oral communication skills using creative modes of learning that incorporate performance, improvisation, and play as part of developing social and emotional intelligence for greater global competency.

Course-Specific Student Learning Outcomes:

Upon the completion of this course, students will be able to:

CSLO 1: Understand the concept of “becoming” by stretching abilities in on- and off-campus developmental experiences

CSLO 2: Create developmental learning environments with others through improvisational techniques, including philosophical conversations and play

CSLO 3: Define the practice of critical reflection and incorporate into personal reflections

CSLO 4: Engage in critical discourse, orally and/or in writing, on social topics such as power, privilege, globalization, civic engagement, and developmental learning

Teaching Methods and Assignments for Achieving Learning Outcomes:

This is a pass/not pass course. You will not receive a letter grade for this course, but you must pass Colloquium in order to remain in the International Honors Program. How will you pass? By participating in the events and experiences outlined below and making a good faith effort to complete your other assignments with attention and care. It's very important that you manage your time well and remain in communication with your instructor to ensure that you address any surprises that come up in the course of the semester!

Attendance (CSLOs 1–4; HCSLO)

Attendance is **mandatory** for all 14 class meetings. Attendance will be taken every day. *More than one unexcused absence will result in automatic failure of Colloquium.* See the Policies section below for how to manage an absence.

Events (CSLO 1–4, HCSLO)

You must attend 7 events outside of class. Five of the seven are already pre-set; you get to choose the final two from a list of options. You will be required to document your attendance at these events. *Failure to attend both Service-Learning dates will result in automatic failure of Colloquium. Missing more than one of the other events will result in automatic failure of Colloquium.* See the Events section below for more information.

Assignments (CSLO 1–4, HCSLO)

There are five assignments graded on a pass/not pass basis that are spread throughout the semester.

Read on to learn more about each assignment! *More than one failed assignment will result in automatic failure of Colloquium.*

- One-minute introduction performance

Students will find a partner in class (someone they do not already know!) and will interview them. After learning more about their partner, they will introduce him or her to the class via a live performance. It could be a song, poem, prepared speech, rap, story, or anything else. It must be live (nothing pre-recorded), and it must last at least one minute! (CSLO 1–2, HCSLO)

- Professor interview

One of the most critical contributors to success in college is close relationships with faculty. But it's not always easy to know how to build that relationship. For this assignment, you will visit one of your professors during office hours and interview that person. You *cannot* interview your Colloquium instructor!

- Common Read assignment (Instructor's assignment)
- Additional assignment (Instructor's assignment)
- Plagiarism Tutorial

Learning how to correctly incorporate primary and secondary sources into your own writing is a skill that's critical not only for your own success at college and beyond, but also critical for upholding standards of academic integrity during your time at UNCG. Students often plagiarize without realizing it. This library tutorial helps you understand what plagiarizing is, and how to ensure that you don't do it. You can find it linked in your Canvas page.

Evaluation and Grading:

Pass: Students meet all attendance, event, and assignment requirements.

Not Pass: Students will automatically fail Colloquium if 1) they have more than one unexcused absence, *or* 2) they do not attend both Service-Learning dates, *or* 3) they miss more than one event, *or* 4) they do not complete one assignment.

N.B. In order to remain in International Honors, students must pass Colloquium.

Seven (7) Required Events:

Pre-set

- 1–2. Service-Learning at CNNC: *two* Fridays, TBD
3. Reyna Grande Author Visit and Address: Wednesday, October 10, 7–8:30 p.m.
UNCG Auditorium
4. Honors College Common Read Program TBD

5. Lenora Fulani Visit and Address: Wednesday, October 24, at 6 p.m.

6. **Choose one below**

Food-for-Thought (Wednesdays and Thursdays)

Monday Play (Mondays)

7. **Choose one below**

TEDx UNCG (Friday, October 26, free with ticket)

Conversation with Rhiannon Giddens (Monday, September 10)

Individual IDI debrief (you set the time)

Office of Intercultural Engagement Event (OIE, TBD)

N.B.: The above events are **REQUIRED**. If you cannot make an event due to a *reasonable* conflict (like having a class during the event), talk with your instructor about finding a suitable replacement event.

Required Texts and Readings:

Fulani, Lenora. "The Development Line." All Stars Project, 2013. [Canvas]

Grande, Reyna. *The Distance Between Us*. Washington Square Press, 2012.
[Received at SOAR]

Holzman, Lois. "In the Classroom: Learning to Perform and Performing to Learn"
in *Vygotsky at Work and Play*. London, New York: Routledge, 2009. [Canvas]

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." Wellesley
College Center for Research for Women, 1988. [Canvas]

APPENDIX 2

The Global Engagement QEP's Global Learning Competencies

From the campus-wide review process of internationalization, five global learning competencies were recommended. Of these five competencies, four were selected, edited, and implemented toward assessment of the Global Engagement QEP. Each of the competencies was marked as enhancing students' knowledge, attitudes, and skills considered necessary to engage effectively in the world community. The four competencies are:

1. Knowledge of contemporary issues within a global framework (knowledge);
2. Knowledge of the diverse ethical and value dimensions of issues within a global framework (knowledge);
3. Openness to seeking and experiencing new ways of thinking and engaging diverse cultural situations (attitudes);
4. Ability to engage in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts (skills).

The Global Engagement QEP defines global learning as “the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (v), adapted from Christa L. Olson, Madeleine F. Green, and Barbara A. Hill's *A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn*. American Council on Education, 2006.

In addition, the Global Engagement QEP defines “Intercultural Knowledge and Competence” as “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Janet M. Bennett, 97).

APPENDIX 3

UNC Greensboro Global Engagement QEP Writing Prompt

Choose a contemporary problem with global implications that you have thought about and that is of concern to you. This issue could be related to (but not limited to) poverty alleviation, migration and immigration, education, public health, peace and conflict, human rights, environment and/or climate change.

Please answer each of the three questions below in your essay:

1. Please state the issue you chose. Of all the issues you could select, briefly explain why you selected this one. Identify and evaluate contributing factors of the international or global cultural issue that you selected.
2. Identify and evaluate two or more different ethical perspectives on this issue. State your own ethical position or perspective on the issue and what you wish would happen, and give reasons to justify this position.
3. If you were assigned to work on a project related to the issue you chose with another student from your class who was from another culture, how would you approach communication in light of any cultural differences? Explain why and give examples.

UNC Greensboro Global Engagement Rubric

	Global Engagement Student Learning Outcomes	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A
Problem Solving (Knowledge)	1. Students will explain environmental, historical, social, economic, political, and/or cultural factors relevant to understanding a contemporary issue(s) within a global framework	Evaluates why the relationships among the contributing factors (e.g. environmental, historical, social, economic, political, and/or cultural) are important to understanding the issue	Analyzes why the contributing factors are important to the selected global issue	Explains why the contributing factors (e.g. environmental, historical, social, economic, political, and/or cultural) are important to the selected global issue	Identifies one or more contributing factors (e.g. environmental, historical, social, economic, political, and/or cultural) to the selected global issue	Does not show knowledge of contributing factors to contemporary issues within a global framework	
Ethical Reasoning (Knowledge)	2. Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context	Evaluates relationships between/among two or more competing ethical perspectives on a global issue	Analyzes the impact of two or more ethical perspectives on a global issue	Explains why two or more ethical perspectives are relevant to a global issue	Identifies one or more ethical perspectives on a global issue	Demonstrates little to no knowledge of an ethical perspective	

Cultural Openness (Attitude)	3. Students will demonstrate a willingness to engage in diverse cultural situations	Recognizes the value of reciprocally engaging in diverse cultural situations and develops meaningful relationships within those contexts	Recognizes the value of reciprocally engaging in diverse cultural situations and shows willingness to develop relationships within those contexts	Expresses willingness to engage in diverse cultural situations	Expresses marginal willingness to engage in interactions in diverse cultural situations	Does not show evidence of willingness to engage in diverse cultural situations
Communication (Skills)	4. Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural, and/or multicultural contexts	Based on understanding of cultural differences in verbal and/or nonverbal communication, consistently demonstrates the ability to communicate in a culturally informed manner	Begins to identify specific cultural differences in verbal and/or nonverbal communication; demonstrates the ability to communicate in a culturally informed manner	Demonstrates some awareness of cultural differences in verbal and/or nonverbal communication; is able to communicate in a culturally informed manner	Demonstrates rudimentary awareness of cultural differences in verbal and/or nonverbal communication; demonstrates rudimentary ability to communicate in a culturally informed manner	Demonstrates no awareness of cultural differences in verbal and/or nonverbal communication; is unable to demonstrate the ability to communicate in a culturally informed manner

Note: Raters should read from left to right to evaluate students' work based on the highest rating.
 Retrieve Document: <<http://global.dep.uncc.edu/about/dep-assessment.htm>>
 Adapted from American Association of Colleges and Universities VALUE rubrics. For more information, please contact <value@accu.org>. Updated May 9, 2016.

APPENDIX 4

Survey of LIHC Graduating Seniors

Please CIRCLE the number that most closely indicates how much you agree or disagree with the statements below:

Global Engagement

1. When I *first arrived* at UNCG, I would have described myself as a globally engaged student.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

2. *Today*, I would describe myself as a globally engaged student.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Intercultural Competence

3. When I *first arrived* at UNCG, I would have described myself as having a high level of intercultural competence when communicating with others.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

4. *Today*, I would describe myself as having a high level of intercultural competence when communicating with others.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Program Evaluation

5. I believe my participation in the Lloyd International Honors College (and studying abroad, if applicable) contributed greatly to my global engagement and intercultural competency development.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

6. The Lloyd International Honors College has helped me incorporate performance, improvisation, and play into my communication skills as part of developing social and emotional intelligence for greater global competency.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

CHAPTER SIXTEEN

The Long-Term Impact of Study Abroad on Honors Program Alumni

MARY KAY MULVANEY
ELMHURST UNIVERSITY

Note: An earlier version of this chapter was published in *Frontiers: The Interdisciplinary Journal of Study Abroad* (vol. 29, no. 1, 2017, pp. 46–67). This essay appears with permission of that journal and in accordance with the Creative Commons Attribution License Agreement. This reprint includes an Afterword that briefly explains three international education initiatives that evolved from the original findings of this study.

INTRODUCTION

“Study abroad enables students to experience an interconnected world and to embrace difference rather than being threatened by it; it shows them the collective heritage of mankind” (Wolfensberger 281). Indeed, study abroad is often thought to be one of the most effective of experiential learning opportunities, one of the so-called “High-Impact Educational Practices” or “HIPs.” These HIPs,

articulated in the widely cited AAC&U-sponsored 2008 study led by George Kuh, and expanded upon with follow-up assessment data in 2013, of course, build upon the early theoretical framework of John Dewey, Clifford Geertz, Lev Vygotsky, and numerous others in the subsequent decades who recognized the value of experiential learning (Braid; Kolb; Strikwerda; and others). Not surprisingly, our assessment-driven environment, aimed at creating and sustaining the optimum educational conditions for student success within and beyond the classroom, increasingly emphasizes analysis of learning outcomes from these unconventional practices. Numerous studies have been conducted confirming the personal, professional, and societal value of study abroad for undergraduates by international educators, researchers, and major study abroad providers such as International Education of Students (IES), School for International Training (SIT), and International Student Exchange Programs (ISEP). Journal articles have also appeared documenting relatively small-scale studies on the nature and impact of study abroad. Some align with current trends in educational assessment focusing upon student learning outcomes of a specific study abroad program (see Doyle; Williams; Braskamp et al.; Kilgo et al.); some focus on the impact of logistical differentials such as location, duration, pre-and post-prep and/or debriefing sessions (see Rexeisen et al.; Engle; Dean and Jendzurski; Camarena and Collins); some on discussions of broadening intercultural competencies and awareness or developing attributes of global citizenry (see Kurt et al.; Shadowen et al.; Wolfensberger); others on career impact and professional development (see Franklin; DeGraaf et al.; Dwyer); and so forth.

There have also been several large-scale collaborative studies of the impact of study abroad such as the longitudinal GLOSSARI project of the University System of Georgia, focusing on student learning outcomes, especially on functional knowledge, knowledge of global interdependence, and knowledge of cultural relativism (Sutton and Rubin); the Georgetown Consortium Project, largely focusing on student advances in the target language, intercultural skills, and disciplinary learning (Vande Berg et al.); and Study Abroad for Global Engagement (SAGE), a very large-scale

study of study abroad alumni from 1960–2005, conducted by a research team at the University of Minnesota, heavily funded by a U.S. Department of Education grant. The SAGE project focused on identifying long-range impacts of study abroad experiences, hypothesizing and then confirming the personal and social value of study abroad for undergraduates in five domains: civic engagement, knowledge production, philanthropy, social entrepreneurship, and voluntary simplicity (Paige et al.). Subsequent studies expanded on SAGE, particularly the University of Wisconsin-Madison study led by Dianna Murphy et al., who examined the same measures of global engagement but added a control group of university alumni who had not studied abroad. DeGraaf et al. expanded upon SAGE further, examining not only the personal impact of a semester-long study abroad experience among students at a small liberal arts Mid-western college, but also the long-term professional impacts.¹

Positive findings no doubt have influenced a growing commitment to study abroad, evidenced in the expansion of programs across colleges and universities throughout the country and in the 2014 launching of the *Generation Study Abroad* initiative. Engineered by the Institute for International Education, this five-year initiative seeks to double the number of U.S. college students studying abroad by the end of the decade in order to expand students' social and geo-political consciousness and to provide personal benefits such as increased problem-solving skills and heightened self-esteem (see McLeod et al.). Yet, despite the concerted effort of over 400 colleges and universities across the country now pledged to this initiative as "Commitment Partners" (IIE, *Generation*), there is often minimal funding allotted within strapped higher education budgets to make this goal a reality. Currently, less than 10% of all U.S. college students study abroad, and even of those motivated students who complete a bachelors' degree, less than 15% study abroad (IIE, *Open Doors*).

International education expands a student's perspectives, encourages interest in cultural variations, promotes critical analysis, and strengthens observational and interpersonal skills. Yet, even more research is seemingly needed to confirm the value of

study abroad, not only for the individual students involved, but for our communities and society at large, if we are to make study abroad accessible for all undergraduates in the United States. More data are needed to substantiate what many employers and international educators already suspect regarding the longer-term impacts of an international experience on college graduates of the twenty-first century if increased resources are to be secured.

We are specifically in need of data to determine if some of our “best and brightest,” Honors Program graduates, whom we anticipate will be successful in their professional realms of choice and will function as responsible, productive citizens, are significantly impacted by study abroad experiences—enough to behave in notably different ways than their equally talented Honors Program peers who did not study abroad as undergraduates. This study begins to meet that need, examining the long-term impact of study abroad within a ten-year population of Honors Program alumni. It questions, “Does study abroad make a long-range difference for Honors Program undergraduates? Or not?”; and it purports that, if it does, educational institutions of higher education, our government, and society at large must do a better job of promoting and funding it. The focus of this study most closely aligns with the SAGE study and with the Murphy et al. subsequent study by focusing on Honors Program alumni self-reported behaviors that provide insights into the impact of study abroad over time—behaviors affecting students personally and professionally and behaviors potentially affecting society at large as well.

METHODOLOGY

Elmhurst College Honors Program alumni from the classes of 2005–2014 were surveyed. While finalizing my IRB proposal, I updated email addresses for the 478 names of Honors Program alumni,² obtaining many through LinkedIn. Once IRB approval was secured, the survey was distributed electronically using the online survey tool, *Select Survey*, to 426 potential respondents (representing 89% of the alumni group for whom we were able to secure seemingly valid email addresses). The mailing yielded 165

completed surveys for a response rate of 39%. No compensation or incentive was offered. Of the 165 Honors Program (HP) alumni respondents, 78 indicated that they had studied abroad during their years at Elmhurst College, 87 did not.³

The survey included basic identifiers such as gender, academic major, number of years since graduation, and most importantly, queried whether or not the student studied abroad while studying as an undergraduate at Elmhurst College. If respondents indicated “yes” to studying abroad, additional questions were triggered to determine the general location and the length of study. This initial demographic data was followed by four main survey sections that solicited information on:

1. educational and career path,
2. civic engagement—both domestic and international,
3. internationally oriented leisure interests and activities, and
4. institutional loyalty.

The surveys largely drew upon the previous research and survey instrument of Murphy et al., which analyzed indicators of student priorities and behaviors as a valuable lens for determining the long-term impact of study abroad. (See Appendix for a copy of the complete survey entitled “Honors Program Alumni Interests and Pursuits.”)

RESULTS AND DISCUSSION

Demographics

The basic demographic section revealed no surprises. Of the 165 respondents, 116 identified as female. This 70% is only slightly higher than that within Elmhurst College’s general student body, which is approximately 65% female; it is also consistent with the fact that the National Collegiate Honors Council (NCHC) reports female students comprise 65% of honors programs and colleges (“NCHC”). Among the survey respondents, of the 78 alumni who studied abroad, 58 or 74% were female. This aligns with the national

trends; many more female students than male students study abroad (IIE, *Open Doors*). The majority (59%) of the study abroad students surveyed had completed short-term programs, two-to-six weeks in length. Regarding study abroad location choices, not surprisingly, the vast majority (74%) indicated Europe as their place of study; this was followed by a significant group (25%) studying in Central or South America. Only single-digit groups studied in Asia, Africa, and Australia. These latter sites are becoming more accessible and popular, yet, U.S. residents continue to select Europe as their predominant choice for foreign travel and study (IIE, *Open Doors*).

Educational and Career Path

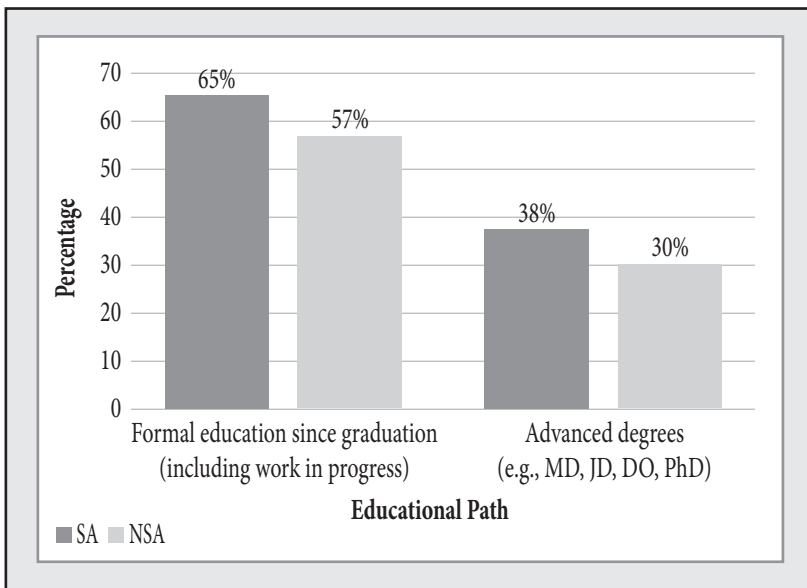
Ninety-one percent of the respondents indicated they are currently employed, distributed across a variety of fields. Six specific fields were identified on the survey—Education, Business, Law, Health Professions, Retail, Trades—the category of Other was listed as a seventh field. Within those parameters, Education, Other, and Business were the largest fields represented with 35%, 26%, and 22% of all respondents, respectively. The option of Health Professions was selected by 15%, Law and Retail each by 4%, and Trades 2%. Students who studied abroad indicated their current employment in the field of education as 34 of the 78, or 44%; while only 24 of 87 students, or 27%, of non-study abroad students reported education as their most recent field of employment. Thus, there is a 17 percentage point rise between study abroad students and non-study abroad students working in the field of education or a 63% higher likelihood of educators among the study abroad group. Arguably, this bodes well for society's future, as these educators who possess personal global experience are directly influencing today's youth. While nearly 50% of the respondents indicated their current employment has global connections, only 5% indicated they currently travel internationally for employment purposes. So, career-wise within this group, global contacts are rather limited.

A significant number of the Honors Program alumni, 101 of the 165 respondents, pursued formal education since completing their bachelor's degree at Elmhurst—in graduate school, professional

school, certificate programs, etc. This 61% positive response seems consistent with both the demands of the rapidly changing marketplace of our technological world and with Honors Program students' heightened motivation. Most interesting, relative to this study, is the seeming connection between pursuing formal education and/or earning advanced academic degrees and the experience of studying abroad. Of those alumni who studied abroad, [hereafter referred to as SA students] 51 of the 78, or 65%, pursued (or are currently pursuing) some form of formal education beyond undergraduate study, compared with 50 of 87, or 57%, of those who did not study abroad [hereafter referred to as NSA students]. And, of the students who studied abroad, 30 of 78, or 38%, completed advanced degrees compared to 26 of 87, or 30%, of those students who did not study abroad. (See Figure 1.)

More SA students may have pursued advanced education for various reasons including a need to complete employment-related curriculum requirements not available to them because of time spent overseas; or the pursuit may be reflective of an already

FIGURE 1. PERCENTAGE COMPARISON OF SA AND NSA ALUMNI POST-BACCALAUREATE EDUCATIONAL PATHS



self-identified, highly motivated population who sought expanding experiences even as undergraduates. But, arguably, study abroad had an impact in raising student curiosity, stimulating intellectual growth, and encouraging pursuits beyond a traditional four-year diploma. This study confirms students who studied abroad earned advanced degrees at a rate of eight percentage points higher than students who did not study abroad or in other words, there is a 27% higher likelihood of earning an advanced degree if an undergraduate studies abroad.

Civic Awareness and Engagement

This section seeks insights into the alumni's civic engagement and awareness by querying the frequency of specific behaviors. It draws heavily (and gratefully) upon the survey instrument of researchers Dianna Murphy et al., which is an acknowledged expansion of the SAGE study instrument with the addition of a control group of NSA students (4). Admittedly, these behaviors offer a limited lens into one's civic engagement and/or awareness; and, of course, numerous factors no doubt contribute to the performance of these behaviors, but, arguably, they can provide an insight into some of the values and priorities of these young adults since all of the behaviors reflect optional, independent choices. This survey analyzes the frequency of these behaviors as potential indicators of the impact of study abroad both personally and socially.

Respondents were asked the frequency of their participation in specific behaviors on a Likert-type scale of "frequently, sometimes, rarely, and never." For discussion purposes, "frequently" and "sometimes" were considered to be positive responses, while "rarely" and "never" were viewed as negative responses. These items were repeated in two sections: one asking for respondents to "indicate [their] degree of civic awareness and engagement regarding *domestic* issues as reflected in the specific activities" and a second section asking them to indicate it regarding *international* issues. Nine behaviors were selected as potential indicators of civic awareness and/or engagement:

1. Voted in an election;
2. Organized or signed petitions;
3. Written letters to an editor;
4. Been involved in protests/demonstrations;
5. Used the Internet to raise awareness about social and political issues;
6. Made a purchasing decision because of the social or political values of a company;
7. Contacted or visited a public official;
8. Attended a formal talk or activity concerning (domestic/international) issues; and
9. Given formal talks on (domestic/international) civic issues.

Perhaps most interesting are the items that solicited the largest percentage of overall response, either positively or negatively. The three activities in both the domestic and international sections receiving the greatest percentage of positive responses were: 1) Voted in an election; 2) Made a purchasing decision because of the social or political values of a company; and 3) Used the Internet to raise awareness about social and political issues. The two activities in *both* the domestic and international sections soliciting the highest percentage of negative responses (i.e., rarely or never) among all respondents were: 1) Written letters to an editor and 2) Given formal talks on civic issues. These positive and negative results are discussed immediately below.

The items with the highest levels of positive response provide valuable data. These percentages were high for all respondents, both SA and NSA, especially for the first two activities: 81% of all respondents voted frequently or sometimes in elections, relative to domestic issues; and 65% made a purchasing decision because of the values of a corporation, domestically. (The high response for these two activities echoes the Murphy et al. study findings.) Both of these results indicate a relatively high degree of civic awareness and engagement that might be anticipated within a population of

Honors Program alumni.⁴ As stated above, these two items solicited the highest level of positive response in the international section as well, though overall the percentages were lower, 50% and 48%, respectively. The lower levels indicate, not surprisingly, a greater concern for domestic issues than international ones, consistent with Paige et al.

The behaviors reporting very high negative responses—writing letters to editors (96% for domestic issues and 98% for international) and delivering formal talks (88% domestic and 95% international)—are most likely reflective of contemporary culture and of the age of the survey respondents. Fewer and fewer people are reading print media or writing letters in the traditional sense, particularly young people under age 35. In any future research this item would most likely be discarded and instead a question regarding editorial response in the form of a blog post or Tweet or other popular digital path would be queried. The high negative response to the formal talk item may well be a reflection of the young age of the respondents, as most would not have yet acquired the experience and/or distinction necessary to merit guest speaker invitations.

For the purposes of this research, the breakdown of these responses to all nine behaviors by students who studied abroad v. students who did not is the most relevant. (See Figures 2 and 3 below.) In the two highest positive response categories for domestic issues, SA students indicated higher percentages than NSA: voting, SA 85% and NSA 77%; purchasing decision, SA 68% and NSA 63%. (See Figure 2.) The highest yielding positive responses for international issues also indicated higher percentages for SA students than NSA: voting, SA 50% and NSA 49%; purchasing, SA 53% and NSA 45%. (See Figure 3.) Thus, to the degree that these two activities provide a lens into civic awareness and engagement, students who studied abroad exhibit a higher level of that awareness and engagement, suggesting study abroad is indeed a high-impact practice with long-term social ramifications.

However, there appears a limited civic awareness and engagement among all of these alumni, at least as reflected in these behaviors, since seven of the nine activities regarding both domestic

FIGURE 2. PERCENTAGE COMPARISON OF SA AND NSA ALUMNI CIVIC ENGAGEMENT INDICATORS REGARDING DOMESTIC ISSUES

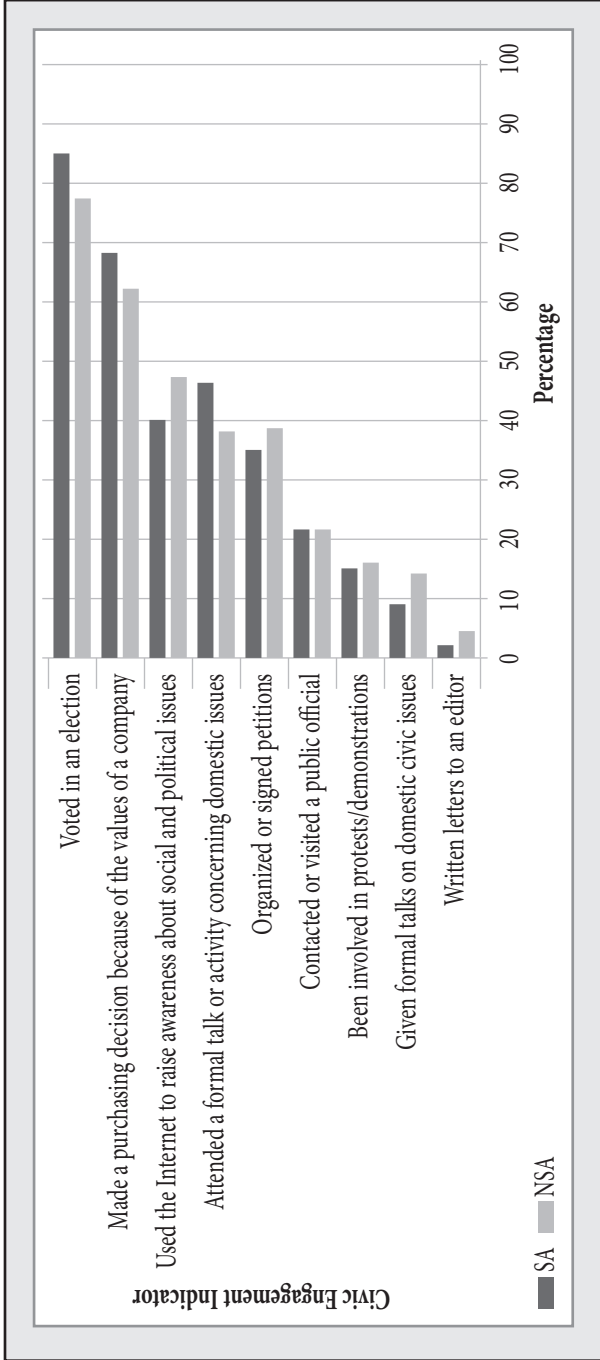
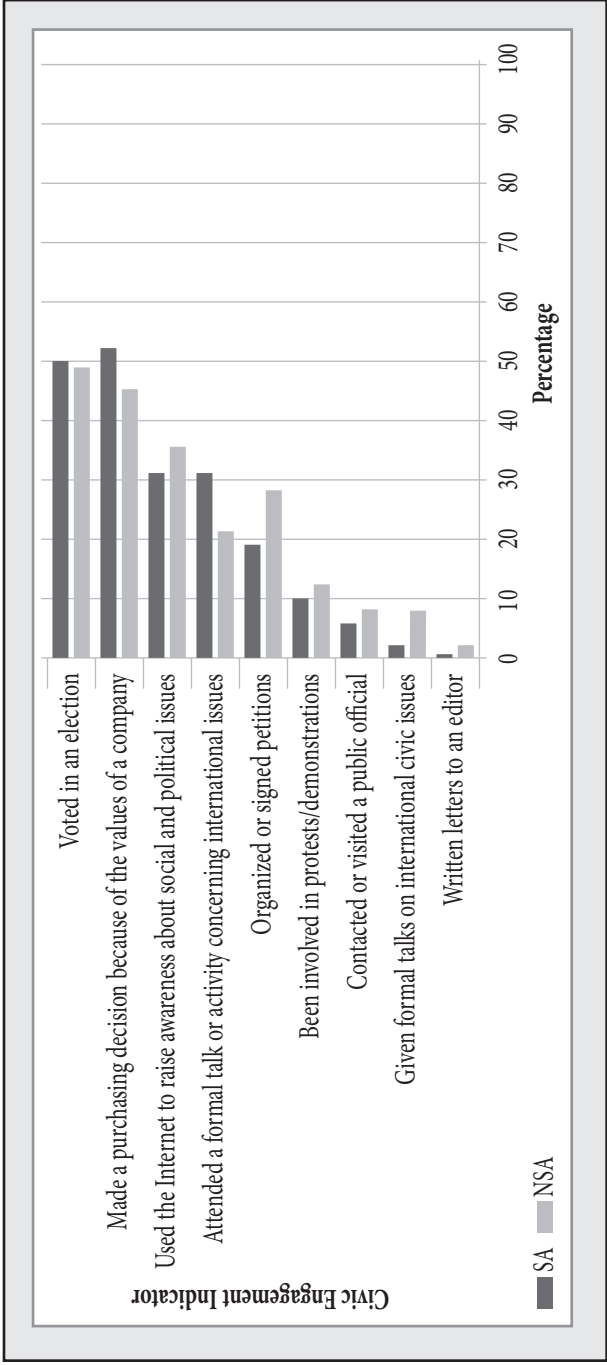


FIGURE 3. PERCENTAGE COMPARISON OF SA AND NSA ALUMNI CIVIC ENGAGEMENT INDICATORS REGARDING INTERNATIONAL ISSUES



and international issues revealed an overall positive response rate among all respondents of less than 45%, shown in Figure 4. These findings are consistent with the Murphy et al. study; six of the behaviors they surveyed, all quite similar to this study, revealed less than 46% positive responses on the domestic behaviors and seven of the international behaviors indicated less than 35% positive responses (8–9). Thus, given limited civic engagement overall, study abroad is arguably more necessary than ever to our society as a whole. Admittedly, SA positive responses surpass NSA responses in only four of the nine indicators; however, since the overall raw numbers are quite low, further research is needed before a valid conclusion can be drawn.

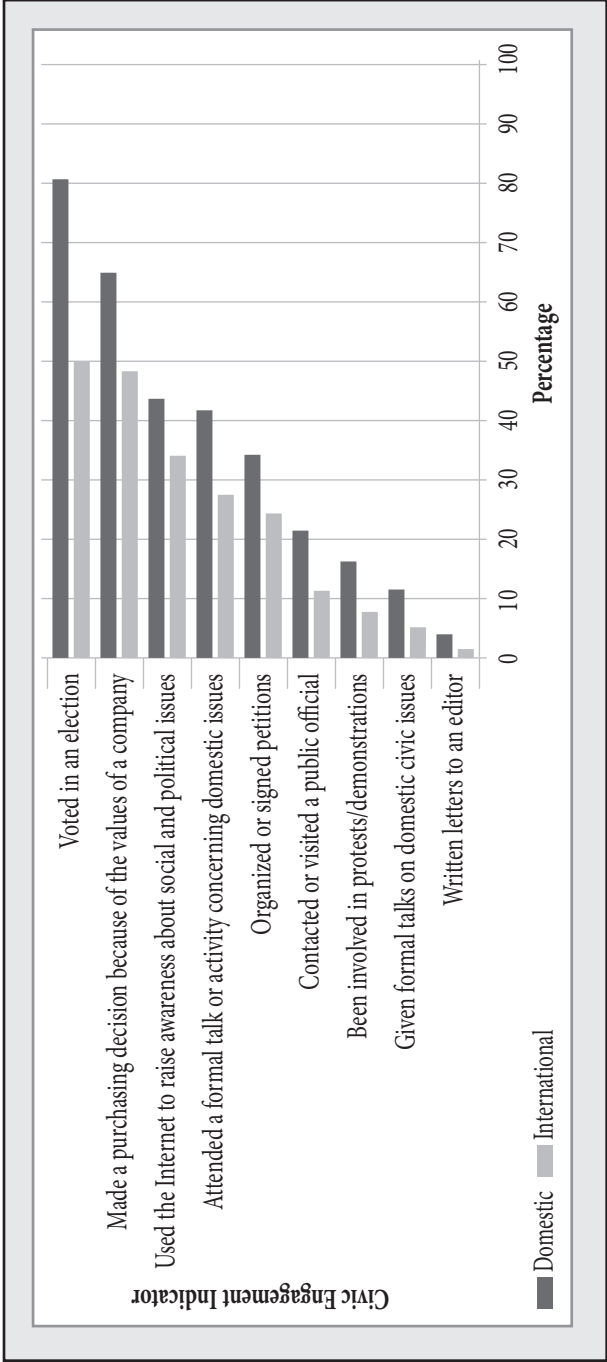
The final two questions in this section on civic awareness and engagement asked only the study abroad (SA) students to what degree study abroad contributed to their civic engagement regarding domestic and international issues. A significant majority of the SA students indicated the positive impact of their study abroad experience. Of these SA students, 62% replied that study abroad contributed to their civic engagement regarding domestic issues “to a large or some degree”; 69% replied that study abroad contributed to their civic engagement regarding international issues “to a large or some degree.” Study abroad is clearly perceived by participants as contributing significantly to long-term civic engagement and particularly, to global engagement—no doubt a benefit for our society as a whole.

Leisure Activities

Again, adapting the survey instrument of researchers Dianna Murphy et al., this segment explores the Honors Program alumni’s largely internationally focused leisure time choices. Respondents, both SA and NSA, were asked to indicate the degree of frequency of their participation in eleven different leisure activities:

1. Volunteer or participate in organizations with domestic ties or focus;
2. Follow current events via major news outlets;

FIGURE 4. TOTAL PERCENTAGES OF POSITIVE RESPONSES TO CIVIC ENGAGEMENT INDICATORS, BOTH DOMESTIC AND INTERNATIONAL



3. Watch films or listen to music in a language other than English;
4. Host international visitors;
5. Read international newspapers, journals, or magazines;
6. Access foreign websites;
7. Volunteer or participate in organizations with international ties or focus;
8. Attend talks or presentations with an international focus;
9. Enjoy international cuisine;
10. Take foreign language classes; and
11. Travel internationally for pleasure.

Significantly, for seven of the eleven activities, the SA alumni reported a higher percentage of positive responses; one reported an equal response rate, and only three of the eleven activities queried solicited a higher percentage rate of positive responses v. negative responses among the NSA group than the SA group. (See Figure 5.)

The five activities with a greater than ten percentage points spread between SA and NSA students (indicating significant variance) were:

- Access foreign websites,
- Attend talks or presentations with an international focus,
- Enjoy international cuisine,
- Take foreign language classes, and
- Travel internationally for pleasure.

The last item exhibited a 23 percentage point spread, with 54% of the SA students indicating they currently travel internationally for pleasure and only 31% of the NSA group. In other words, the SA alums are 74% more likely to travel internationally than their NSA peer alums. While arguably, the SA had a greater propensity to continue to travel internationally, given their initial undergraduate

choice to study abroad, the wide variance remains significant. Presumably, through their travel, the SA group continues to expand their global citizenry skills and perspectives and potentially broaden their intercultural competence—all goals currently widely supported by educators as well as by employers.

The other four most popular activities (as listed above) exhibited an 11 to 14 percentage point spread between the two groups. Not surprisingly, “Enjoy international cuisine,” while predictably even more popular with SA students than NSA (94% to 80%, respectively), was indeed the most popular leisure activity across all 165 respondents. No doubt this is a result of numerous factors including the increasing popularity and widespread accessibility of varied types of cuisine across contemporary America. This finding again closely mirrors that of the Murphy et al. study (12).

The two activities with the next greater likelihood for participation by the SA students were “Take foreign language classes” and “Attend talks or presentations with an international focus.” These two activities displayed a 60% and a 52% greater likelihood of participation among the SA group. Though numerous factors dictate involvement in leisure activities: an individual’s amount of free time, economic resources, peer group interests, geographical accessibility, and so forth, it appears that the SA experience is a significant contributor to subsequent choices of specific leisure activities. And, importantly, both of these particular activities (language classes and international lectures) would definitely enhance an individual’s intercultural awareness and broaden global perspectives.

Responses to the choice of “Access foreign websites” also suggest a broader sense of global awareness among the SA alumni. That item yielded the following results: 37 of the 78 SA respondents or 47% access foreign sites frequently or sometimes, while only 31 of 87 or 36% of the NSA respondents do so. This 9 percentage point spread represents a 31% greater likelihood for SA alumni to access foreign websites than NSA. This propensity may be indicating greater curiosity about international affairs and/or it may be tied to the SA group’s higher percentage of international travel or to other reasons not obvious from this data collection. However, it

would appear that once again the SA group has a greater likelihood to possess a higher level of intercultural awareness reflective of citizens with a broader global consciousness.

It is encouraging that for *both* SA and NSA respondents, the second most popular leisure activity of those queried was “Follow current events via major news outlets.” The two groups aligned closely at 87% and 84%; the 3 percentage points between them indicating only a 4% greater likelihood for SA than NSA to follow current events. This high rate in both groups may well be attributed to the fact that this audience of all former Honors Program members continues to be motivated and intellectually curious even after graduation.

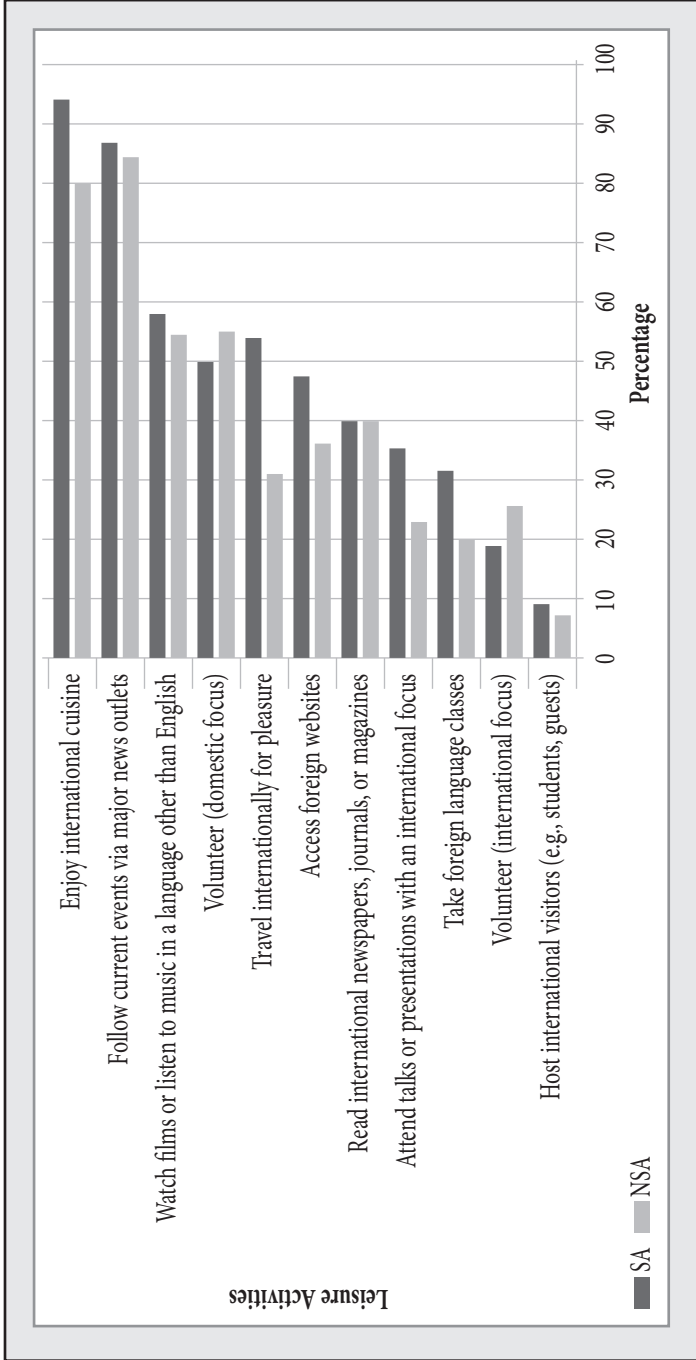
Among the 11 leisure activities surveyed, there were only 3 where the SA group had a lower number of positive responses than the NSA group. “Host international visitors” elicited the lowest response of any item across *both* groups of respondents. Indeed, only 22 of all 165 alumni (13%) indicated that they frequently or sometimes host foreign guests and, unexpectedly, the SA group was lower than the NSA group at (9% and 17% positive responses, respectively). No doubt there are a variety of explanations for the overall low response to this activity. For example, as noted, the majority of the students surveyed participated in a short-term study abroad experience that may not have included enough time in one place to make local friends who subsequently visited; some students participated in service-type programs in developing nations where most commonly the local individuals involved would not have the economic resources to reciprocate travel; and/or the alumni and any international peer connections may not yet have secured the time or financial resources enabling international travel. Speculating that the international visitors may have been extended family members of our alumni might explain the higher response among the NSA alumni, since many of our first-generation students at Elmhurst have international connections, but fewer of them have the resources and/or inclination to study abroad. Furthermore, there is also no way of knowing if the positive responses came from individuals hosting international visitors by virtue of career assignments.

The very low overall raw numbers and the lack of specifics render it impossible to offer valid conclusions as to why this activity seems so unpopular. Further research is needed to determine the value of this survey item as a useful indicator of the impact of study abroad on subsequent leisure activity choices.

Two other leisure activities yielded interesting results meriting discussion: “Volunteer or participate in organizations with domestic ties or focus” and “Volunteer or participate in organizations with international ties or focus.” It is perhaps predictable that 56% of the 165 total respondents indicated that they volunteer or participate in either domestically focused or internationally focused groups since, during undergraduate years in the Honors Program, these young adults tended to be quite involved in service activities on campus and off.⁵ As alumni, they continue that trend when selecting leisure activities. Not surprisingly, overall, all of the respondents indicated considerably lower participation in groups with an international focus, 19% of the SA students and 26% of the NSA participating in such a group, compared with 50 and 55% participation, respectively, for groups with a domestic focus. Presumably, the sheer availability of domestically focused groups v. the international ones accounts for the higher percentages within both groups, though more targeted questioning in any future survey would be warranted to explain the considerably larger interest (more than double) in domestic groups.

Notably for this study, volunteering overall received higher percentage of positive response from the NSA group than the SA group. (See Figure 5.) Fifty-two of the 87 NSA alumni, or 60%, indicated that they frequently or sometimes volunteer in some type of organization, compared to 41 of the 78, or 53%, of the SA respondents. It is impossible to know the reason(s) for the higher percentage of participation among the NSA group without further research. The disparity might be attributed to demographic differentials between the groups, which the survey did not cover, for example, a variance in current family obligations. That is, NSA participants’ slightly greater propensity for volunteer work may be linked to their having young children being involved in local organizations such as Girl or Boy Scouts or attending elementary

FIGURE 5. PERCENTAGE COMPARISON OF SA AND NSA ALUMNI CHOICES OF INTERNATIONALLY ORIENTED LEISURE ACTIVITIES



schools that request volunteers; perhaps the SA group has delayed child-rearing to allow for greater travel time or has time commitments relative to the pursuit of advanced degrees (recall the survey yielded results of significantly greater percentage of international travel and a higher rate of advanced degrees among the SA group). Also, personality variables (not surveyed) may underlie the differential in volunteer rate. For example, perhaps SA students are more adventurous by nature or nurture and more inclined to spend leisure time in new environments. In other words, it may be that the NSA students are more focused on community area leisure activities than ones that take them away from their local environments, which would seem consistent with their undergraduate choice to not study abroad.⁶ Volunteer work may also be tied to the participants' current employment situation, but that connection was not surveyed. Clearly, further research is warranted in order to draw specific conclusions regarding possible relationships between a study abroad experience and subsequent selection of volunteering as a leisure activity, but nonetheless, the survey results do indicate 12% less likely involvement in volunteering or organizational participation overall among the SA students compared with the NSA students. This constitutes an unexpected finding not in accordance with the Murphy et al. research findings.

Institutional Loyalty

The final segment of the survey focused on the alumni's institutional loyalty. In examining long-term impacts of study abroad, college and university providers of international opportunities may well question the potential impact of the experiences on institutional alumni support. It is important to validate the "give back worth" of investing in study abroad programs, not only for the potential positive impact on the individual students, personally and professionally, and on the society, at large, but also for the potential impact on the institutional providers. Increased loyalty and long-term support can reap benefits for future students, faculty, and institutional priorities. In recognition of this, the survey questioned the alumni about six potential indicators of institutional loyalty:

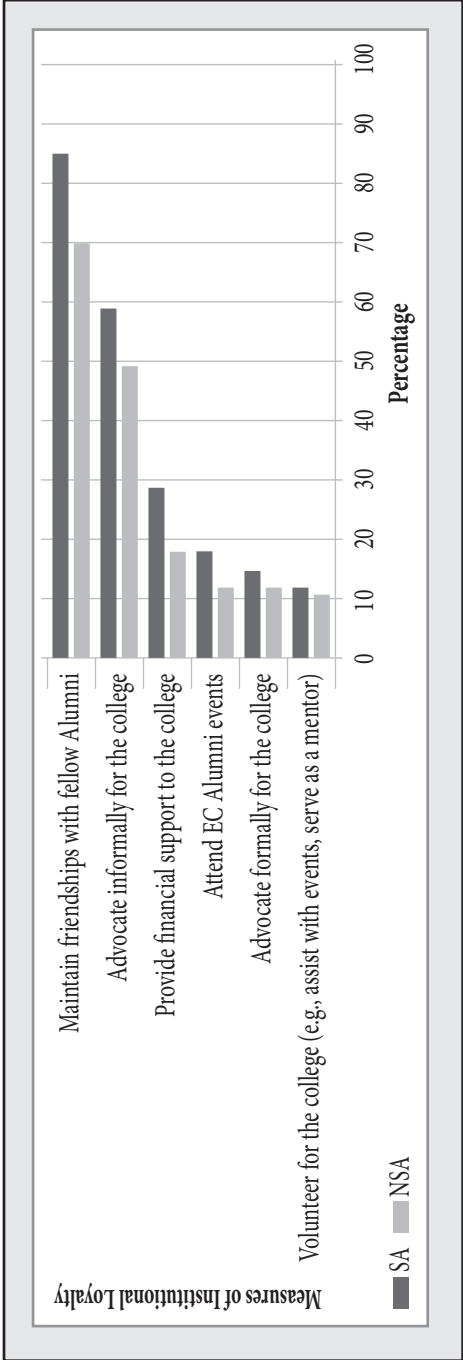
1. Provide financial support to the college;
2. Attend EC Alumni events;
3. Maintain friendships with fellow Alumni;
4. Advocate formally for the college;
5. Advocate informally for the college; and
6. Volunteer for the college.

Significantly, in all six areas, SA alumni reported a higher level of positive responses than the NSA alumni. (See Figure 6.)

Not surprisingly, the category eliciting the strongest positive response across the entire group of respondents was “Maintain friendships with fellow Alumni” (85% of the SA group and 70% of the NSA group). Certainly, previous studies have explored the powerful bonding that occurs while students travel overseas together, facing unfamiliar territory and sharing new (*and often daunting*) experiences within close proximity of peers. (See for example Doyle; Williams; Stebleton et al.; Sutton and Rubin; and others.) Personal quotes from alumni such as those on the IES “The Benefits of Study Abroad” website exemplify this power of study abroad—“the shared experience of living fully immersed in another culture made these friendships [those formed during a study abroad experience ten years prior] particularly poignant and enduring” (Dwyer and Peters). These experiences create the sort of affinity groups educational institutions now commonly promote. Many alumni associations, including that of Elmhurst College, capitalize on such affinity group connections, bringing together students who shared an academic major or living community or programmatic element such as the Honors Program; those who shared an international study experience are also logical candidates for such activities. The 5 percentage point spread between the SA and NSA groups represents a 21% greater likelihood of SA students to maintain friendships than NSA students. These connections may well translate into support for the College.

The second highest potential indicator of institutional loyalty was “Advocate informally,” at 58% and 49%, SA and NSA,

FIGURE 6. PERCENTAGE COMPARISON OF SA AND NSA ALUMNI MEASURES OF INSTITUTIONAL LOYALTY



respectively. This strong advocacy within both of these particular groups may partially reflect a certain level of satisfaction with the College thanks to the students' Honors Program experience.⁷ However, it is notable that the 9 percentage point rise between SA to NSA groups, indicates an 18% greater likelihood for SA students to advocate informally for the College; if fostered, this factor could well lead to an expansion of donor support or new student recruitment. Indicators of institutional loyalty eliciting the lowest positive response, (though still slightly higher for SA than NSA alumni), are: alumni event attendance, formal advocacy, and volunteering for the College (15%, 14%, and 12%, respectively, across all respondents). Additional research is needed to determine ways to expand these measures of support.

Perhaps most significant of the findings in this Institutional Loyalty section of the survey relates to the respondents "Provid[ing] financial support to the college." Indeed, alumni associations and development offices would do well to recognize the significant difference between alumni giving within the SA population of this study. The percentage point variance between SA and NSA indicate that SA alumni are 64% more likely to lend financial support to the College. It is also notable that participation of the Honors Program alumni is definitely higher than the College average. Twenty-two percent of these former Honors Program respondents, across both SA and NSA groups, indicate that they frequently or sometimes financially support the College at some level, while currently Elmhurst College achieves just under 10% alumni giving, in line with the national average as reported in *The Chronicle of Philanthropy* (Will). That alone, may well indicate a reason for Development Offices to seek greater support for honors programs (and perhaps other types of impressionable experiences that emphasize active and collaborative learning, undergraduate research, and other high-impact practices).⁸ But, as noted above, the giving factor comparison between SA and NSA alumni is particularly significant. Of respondents who studied abroad, 28% indicate they financially support the College frequently or sometimes while only 17% of the NSA alumni do. This considerable difference (a 64% greater

likelihood of SA to give back) may well encourage administrators and potential donors to expand study abroad programming and funding, as it would seem the benefits go well beyond providing enhancement of an individual student's personal and professional development.

CONCLUSION

The analysis of this Honors Program alumni survey clearly identifies a positive long-term impact for students who study abroad as undergraduates, especially in three of the four areas examined: career and educational pursuits; internationally oriented leisure activities; and institutional loyalty. The fourth area, civic engagement and awareness, yielded somewhat mixed results.

Regarding that civic engagement and awareness, the two indicators surveyed that elicited the most positive responses (i.e., voting and making a purchasing decision based upon values of the company) did report a greater percentage of study abroad students than non-study abroad students; and arguably, these two citizen behaviors hold significant potential social impact. However, NSA positive responses did surpass SA responses in five of the nine behaviors surveyed, in contrast with some of the findings of the SAGE project follow-up study by Murphy et al. This unanticipated result merits further research, particularly since the overall percentages of positive responses across both groups were strikingly low, suggesting minimal civic engagement appears evident within this group of Honors Program alumni, at least as far as these survey items provide insight into that.

By contrast, the other three lenses employed to investigate long-term personal, professional, and/or social impact of study abroad yielded significant positive results. Notably, the findings evidenced a 27% greater likelihood for the SA students to earn advanced degrees, thus, contributing to a more educated populous. Another significant finding relative to the impact of study abroad on educational and career path is the fact that SA students were 63% more likely to serve as educators of future citizens, potentially expanding their students' global awareness and consciousness and

again contributing not only to their personal and professional development but also to the advancement of modern society. In other words, study abroad seemingly provides a positive personal and professional impact as well as a potential positive social impact.

Leisure activities may also contribute to personal, professional, and societal growth. Though numerous factors—amount of free time, economic resources, physical prowess, peer group interests, geographical accessibility, and so forth—may determine leisure-time choices, it appears that an undergraduate study abroad experience contributes to subsequent choices of internationally oriented leisure activities. For 8 of the 11 behaviors surveyed (in other words, 73% of the time), SA alumni yielded a higher percentage of positive responses for their participation in internationally oriented leisure activities. Specifically, they were 74% more likely to travel internationally than their NSA peers, and the SA group displayed a 60% and a 52% greater likelihood of taking foreign language classes or attending internationally focused talks, respectively. Arguably, the SA greater propensity to continue to travel internationally, study other languages, and follow international issues is predictable given their initial undergraduate choice to study abroad. However, acting upon that propensity, the SA group continues to expand their global citizenry skills and perspectives and potentially broaden their intercultural competence—all goals widely supported by educators as well as by employers.

There was one unexpected finding within the leisure activity section of the survey; SA alumni reported 12% less likely involvement in volunteering or organizational participation overall compared with the non-study abroad students. Further research is warranted to understand possible relationships between a study abroad experience and subsequent selection of volunteering as a leisure activity.⁹

The final category surveyed, institutional support, yielded unequivocal results. Across all six indicators queried, SA respondents outperformed NSA alumni in percentage of positive responses, clearly supporting the hypothesis that study abroad provides personal, professional, and social long-term impacts. The

three indicators with the highest overall percentage of positive responses were maintaining friendships, advocating informally for the College, and contributing financially to the institution. The five percentage point spread between the SA and NSA groups represents a 21% greater likelihood of SA students to maintain friendships than NSA students. And most importantly, the survey indicates that SA alumni are 64% more likely to lend financial support to the College than are NSA alumni—a finding Alumni Associations and Development Offices would do well to exploit.

Further research is nearly always warranted a wider sample; a comparison to non-Honors Program alumni; more detailed lifestyle questions; detailed descriptions of study abroad variables such as duration, location, experiential focus (i.e., service, internship, etc.); living arrangements; and so forth would no doubt valuably expand the findings of this research. Yet, clearly, these findings are sufficient to assert numerous positive long-term personal, professional, institutional, and societal impacts subsequent to an undergraduate study abroad experience, and, most importantly, to justify encouraging honors programs, higher education administrators, and policy makers to fund broader access to quality study abroad experiences for all of our nation's undergraduates and future societal leaders.

NOTES

¹Study abroad is increasingly valued by our graduates' employers; recent extensive research conducted by IES Abroad indicates that nearly ninety percent of graduates who studied overseas found jobs within the first six months of graduation (McMillan).

²Honors Program alumni are defined here as those students who successfully completed the Honors Program requirements and graduated with the designation on their official transcripts and diplomas, as opposed to some students who may have participated in the program for some period of their undergraduate years but never completed/graduated from the program.

³Note: the early years of the program that I inherited included a very small number of graduates; then the program grew

considerably, so there are a larger number of respondents from the years 2009–2014. Eighty-one percent of the respondents had graduated six years or less prior to completing the survey. Fifty-nine percent of the respondents had graduated in the three-to-six year range.

⁴Note, by contrast to these respondents, the national voter turnout for the 2012 U.S. presidential election was only 58% according to <http://www.fairvote.org/voter_turnout#voter_turnout_101>.

⁵Internal programmatic assessments track this information.

⁶Regardless of whether the organization has a domestic or international focus, it is presumed that more than likely the volunteer work is being performed locally.

⁷The survey, while answered anonymously, of course, was solicited under the Director's name. The Director develops and maintains a close, mentoring relationship with many of the Honors Program students, then alumni.

⁸See the Noel Levitz study, *2015 Student Retention and College Completion Practices Benchmark Report*, which articulates the “Top 10 Most Effective Strategies and Tactics for Student Retention and College Completion, by Institution Type.” The high-impact practices, (internships, volunteer work, experiential learning [study abroad], service learning, etc.) as well as Honors Programs are among the top four indicators at both private and public universities.

⁹In any future survey, volunteering may be more appropriately placed in a civic engagement section.

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APPENDIX

Survey Questions

Honors Program Alumni Interests and Pursuits

Part I: Demographics

1. Sex:
 - Male Female Transgender Prefer not to answer
2. How many years has it been since you graduated from Elmhurst College?
 - 1–2 years 3–4 years 5–6 years 7–8 years 9 years or more
3. What was your major at Elmhurst College? _____
4. Did you study abroad while attending Elmhurst College?
 - Yes No
5. Where did you study abroad? (Check all that apply)
 - Europe Asia Africa Australia Central or South America
6. What was your longest single study abroad experience?
 - 2–3 weeks 3–6 weeks Full semester Full academic year
 - Other, please specify: _____
7. Would you be willing to participate in an hour-long focus group about your study abroad experience(s)?
 - Yes No

Part II: Career/Educational Path

8. Are you currently employed?
 - Yes No
9. Which of the following fields most closely describes your most recent employment?
 - Education Business Law Health Professions
 - Trades Retail Other

10. Does/did your most recent source of employment (corporation, educational institution, etc.) have global connections?
 Yes No
11. Do you travel internationally in your current or your most recent employment?
 Yes No
12. Have you pursued formal education since Elmhurst College?
 Yes No
13. Which type of education have you pursued?
 Graduate School Professional School Certificate Program
 Other, please specify: _____
14. Have you earned a degree beyond Bachelor's level?
 Yes No

Part III: Civic Awareness and Engagement

This section is largely adapted from Murphy et al. *Frontiers: The Interdisciplinary Journal of Study Abroad* 24 (2014).

15. Please indicate your degree of civic awareness and engagement regarding domestic (local, state, national) issues as reflected in the activities listed below.

	Frequently	Sometimes	Rarely	Never
Voted in an election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized or signed petitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written letters to an editor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been involved in protests/demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Internet to raise awareness about social and political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a purchasing decision because of the social or political values of a company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contacted or visited a public official	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a formal talk or activity concerning domestic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given formal talks on domestic civic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Please indicate your degree of civic awareness and engagement regarding international issues as reflected in the activities listed below.

	Frequently	Sometimes	Rarely	Never
Voted in an election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized or signed petitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written letters to an editor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been involved in protests/demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Internet to raise awareness about social and political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a purchasing decision because of the social or political values of a company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contacted or visited a public official	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a formal talk or activity concerning international issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given formal talks on international civic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. To what degree do you feel study abroad contributes(d) to your civic engagement regarding domestic issues?

- To a large degree To some degree Very little Not at all

18. To what degree do you feel study abroad contributed to your civic engagement regarding international issues?

- To a large degree To some degree Very little Not at all

Part IV: Leisure Activities

This section is partially adapted from Murphy et al. *Frontiers: The Interdisciplinary Journal of Study Abroad* 24 (2014).

19. How often do you engage in the following activities?

	Frequently	Sometimes	Rarely	Never
Volunteer or participate in organizations with domestic ties or focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow current events via major news outlets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Watch films or listen to music in a language other than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Host international visitors (e.g., students, guests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read international newspapers, journals, or magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access foreign websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer or participate in organizations with international ties or focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend talks or presentations with an international focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoy international cuisine of varied types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take foreign language classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel internationally for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what degree do you feel study abroad contributed to developing your interest in internationally oriented activities?

- To a large degree To some degree Very little Not at all

Part V: Institutional Loyalty

21. In what ways and to what degree have you stayed connected to Elmhurst College since graduation?

	Frequently	Sometimes	Rarely	Never
Provide financial support to the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend EC Alumni events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain friendships with fellow Alumni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocate formally for the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocate informally for the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer for the college (for example, assist with events, serve as a mentor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AFTERWORD:**THREE SUBSEQUENT EFFORTS**

Although the data from this survey are several years old now, given national trends, the conclusions are seemingly still valid. Increasing students' global knowledge through study abroad makes a significant difference in their career and educational choices, their social and political engagement, and their institutional loyalty. Other internationalization efforts, currently on the radar screen of nearly every institution of higher education, also contribute to our students' and colleagues' global competencies, as has been argued throughout this monograph.

While my hope is to amend this alumni longitudinal study after another ten-year cohort can be surveyed, I am encouraged by three major internationalization efforts undertaken within the Elmhurst College (now the Elmhurst University) Honors Program since the study's original publication. These efforts are the introduction of an honors study abroad exit course; the approval of a new honors advisory position focusing on nationally competitive fellowships and emphasizing international opportunities; and the launch of a semester-long, first-year honors semester study abroad option. Each initiative is briefly discussed below.

Re-Entry Course

In the spring 2019 term, we piloted an honors course entitled "Global Reflection" as a re-entry course for students who had recently studied abroad. Designed to be co-taught by the Honors Director and the Director of International Education (both of whom have had extensive experience traveling, developing international curriculum, and teaching overseas), this two-credit honors elective reflects our commitment to the internationalization of honors. (See Appendix 1 for an abbreviated version of the course syllabus.) Subsequent to the pilot run, this course received approval to be offered each spring term.

The course was designed to broaden global knowledge and intercultural competence, to enhance an understanding of the

power of storytelling and metaphor, to expand the impact of a recent study abroad experience through guided exit reflection, and to enable articulation of newly acquired transferable skills as well as students' personal and professional growth. Adapting a variety of methods, both textual and experiential, the course challenges students to continue to expand their journeys as global citizens and contextualize their study abroad experiences relative to their own perspectives, including pre-conceptions and successive reactions to and judgments about foreign cultures inevitably shaped by the lenses of their own cultural biases. In addition, students were mentored through the difficult process of articulating the benefits and challenges of a study abroad experience and, most significantly, its impact in terms of transferable outcomes for their future.

Student learning outcomes for the course were articulated as follows:

- Provide evidence of increased global knowledge and cross-cultural understanding;
- Articulate the cultural values and their underlying metaphors of varied nations;
- Communicate the value of study abroad for personal growth through conscious reflection upon student's personal study abroad experience; and
- Verbalize the acquired transferable skills to enhance future professional opportunities.

Preliminary assessment efforts involving a pre-and post-course survey administered the first and last days of class, a brief narrative response obtained from each student, and the data from the evaluation instrument used for all Elmhurst courses yielded encouraging results. A majority reported positive change regarding their ability to clearly identify their own cultural values, adequately communicate the value of their experience abroad, identify the skills they gained from study abroad, and communicate those specific skills to future employers or graduate school admissions committees. Furthermore,

they indicated they learned new things about themselves and shared a greater interest in following international current affairs.

Fellowship Advising

Wishing to capitalize on the link between internationalizing honors and nationally competitive scholarship opportunities, such as the Fulbright, Marshall, and Pickering, that many of our honors students seek, we have secured further faculty assistance for fellowship advising. Many programs nationwide are expanding in this area; frequently, the responsibility falls to or under the honors program director. Notably, the National Association of Fellowship Advisors (NAFA) listserv posts weekly job ads for similar positions, usually a full-time position and often linked to the honors program or honors college. The variety of opportunities for our talented pool of students is continually expanding, and since each application process brings its own detailed challenges, assistance in this area is crucial to maximize student success. Because of limited resources, this position is currently part-time, offering faculty release-time. We hope that the advisor role will expand to full-time in the near future.

First-Year Spring Term Abroad

The most ambitious undertaking has been the launch of a new honors spring semester abroad program in collaboration with Liverpool Hope University in the UK. This venture is our first long-term study abroad program designed exclusively for Elmhurst Honors Program students and our institution's only long-term program focusing on first-year students. The program, designed for a cohort of ten-to-twelve first-year students of varied majors, will encompass the well-recognized "high-impact practices" upon which the Elmhurst Honors Program is built: study abroad, undergraduate research, service learning, leadership experience, and small-group faculty mentoring. The program will also include a five-day City as Text™ exploration of London at the beginning of the term. (See Appendix 2 for further details in a student-friendly FAQ.)

We targeted first-year students for several reasons; international education research indicates “the sooner, the better” for students to study abroad. It broadens their global awareness and intercultural competence in ways not possible on their home campus, providing an informed, inclusive framing of their entire educational process. This experience not only advances students’ individual personal and professional development, it returns students to campus with a level of knowledge and experience with which to influence other students and positively impact the campus for several years to come. A practical advantage includes the ease of scheduling for first-year students in most majors because the term coursework can satisfy either entry-level major courses or broad General Education requirements.

We selected this particular institution for a myriad of reasons. Liverpool Hope is an institution faithful to its 170-year Christian roots: it offers a welcoming community deeply committed to a culture of research and scholarship. The university was recently awarded Gold Status in the British government’s Teaching Excellence Framework (TEF), which measures excellence in teaching quality, learning environment, and student outcomes. Liverpool Hope’s Gold Rating ranks it alongside institutions such as Oxford, Cambridge, Imperial College London, Bath, and Lancaster.

Liverpool Hope offers broad curriculum choices across the arts, sciences, and humanities; it provides new state-of-the-art facilities for health care education and the performing arts. Extensive extra-curricular activities, with a strong emphasis on intramural sports, are also available to all students. In addition, Liverpool Hope provides a robust support program for international students, clearly valuing an inclusive community of diverse learners. Obviously, a plethora of study abroad sites exist; honors directors would do well to search for international options compatible with their institutional culture.

Clearly, the original longitudinal study yielded significant insights regarding the impact of study abroad, but it also triggered several additional internationalization efforts. A commitment to internationalizing honors has multiple prongs; it can result in nearly

infinite possibilities, depending upon imagination, resources, campus culture, and honors educators' characteristic dedication.

Address correspondence to Mary Kay Mulvaney at
marym@elmhurst.edu.

APPENDIX 1

Abbreviated Syllabus for HON 351: Global Reflection

HON 351: Global Reflection—(.5 credit = 2 semester hours)

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.

—Marcel Proust

Instructors: Dr. Mary Kay Mulvaney and Ms. Gail Gilbert

Required Texts

- Gannon, Martin, and Rajnandini Pillai. *Understanding Global Cultures*. 6th ed. Los Angeles: Sage Publishing, 2016.
- Kindred, Chelsea, and Angela Manginelli. *Making Meaning of Education Abroad: A Journal for the Returnee Experience*. Washington, D.C.: NAFSA, 2017. (Note: This workbook to be provided on the first day of class.)
- Selected readings—posted on course Blackboard site.

Course Description

This course is designed to broaden your global knowledge and intercultural competence; to enhance your understanding of the power of storytelling and metaphor; to expand the impact of your recent study abroad experience through guided exit reflection; and to enable articulation of your newly acquired transferable skills as well as your personal and professional growth. Adapting a variety of methods, both textual and experiential, the course will challenge you to continue to expand your journey as a global citizen and to contextualize your study abroad experience relative to your own perspectives, including pre-conceptions and successive reactions to and judgments about a foreign culture inevitably shaped by a lens of your own cultural bias. In addition, you will be mentored through the difficult process of articulating the benefits and challenges of your study abroad experience and, most significantly, its impact in terms of transferable outcomes for your future.

Student Learning Outcomes

By the conclusion of this course, students should be able to:

- Provide evidence of increased global knowledge and cross-cultural understanding;
- Articulate the cultural values, and their underlying metaphors, of varied areas of the world;

- Communicate the value of study abroad for personal growth through conscious reflection upon students' personal study abroad experience(s); and
- Verbalize the acquired transferable skills to enhance future professional opportunities.

Course Requirements and Assessment Policy

1. Regular class attendance; conscientious participation in all in-class discussions and workshop activities; timely completion of all informal writing assignments/reflections for daily class sessions; careful preparation of course readings for discussion—**35% or 350 possible points of 1000**—25 points each week for the 14 class days.
2. News report (*following current international news—details posted on BB*)—**5% or 50 pts.**
3. Participation in the Study Away Fair AND one other internationally focused event on campus—**5% or 50 pts.**
4. Research Showcase Presentation—oral panel or poster—**10% or 100 pts.**
5. Country Report—oral presentation (*includes Chicago field experience—details posted on BB*) AND an 8–10-page research paper—**25% or 250 points.**
6. E-portfolio—including final reflection essay, class reports, updated resume, and Fulbright application. Details TBA—**20% or 200 points.**

Grading Scale

1000–935 = A; 934–900 = A-; 899–865 = B+; 864–835 = B; 834–800 = B-; 799–765 = C+; 764–735 = C; 734–700 = C-; 699–665 = D+; 664–635 = D; 634–600 = D-; below 600 = F.

Schedule

BUILDING and UNPACKING YOUR STORY

Traveling—it leaves you speechless, then turns you into a storyteller.

—Ibn Battuta (Muslim Moroccan Scholar of the 14th century)

Week 1 Assignment Due: Bring a picture or souvenir that you took/purchased during your study abroad experience that you are prepared to share.

Class Activities: Introductions; Syllabus; Pre-Assessment; Initial Reflection; Video (Adichie).

Week 2 Assignments Due: Prepare the following readings for discussion: “Transforming Nature of Study Abroad”; Excerpts from *Metaphors We*

Live By—on BB; Part 1 of *Global Cultures* (Introduction—pp. 1–22) and Chapters 34 and 35; Complete pp. 1–11 in *Making Meaning* workbook.

Class Activities: Discuss readings; Continue guided reflection; News reports explained/assigned; Metaphor exercise on American culture.

Week 3 Assignment Due: News report #1; Complete pp. 12–24 in *Making Meaning*; Review Chapter 1 of *Global Culture*.

Class Activities: News report; Complete discussion of Chapter 1 in *Global Cultures*; Discuss reflections; Country reports assignment explained. Library Session for second half of class.

Week 4 Assignment Due: News report #2; Prepare for discussion *Global Cultures*—Chapters 3, 4, and 5.

Class Activities: News report; Discuss readings—concept of Authority-Ranking Cultures; Metaphor exercise.

Week 5 Assignment Due: News report #3; Prepare for discussion *Global Cultures*—Chapters 7–9.

Class Activities: News report; Discuss readings—concept of Egalitarian Cultures; Metaphor exercise.

ATTEND STUDY AWAY FAIR—*Founders Lounge*—*Frick Center*—11:30–1:00

Week 6 Assignment Due: News report #4; Prepare for discussion *Global Cultures*—Part IV—pp. 131–165 and 183–200 (Chapters 10, 11, and 14).

Class Activities: News report; Discuss readings.

Week 7 Assignment Due: News report #5; Prepare for discussion—Chapters 27, 29, and 38.

Class Activities: News report; Discuss readings.

Week 8 SPRING BREAK—Enjoy!!

EXPANDING and SHARING YOUR STORY

The whole object of travel is not to set foot on foreign land; it is at last to set foot on one's own country as a foreign land.

—G. K. Chesterton (British poet, philosopher, critic of late 19th–early 20th century)

Week 9 Assignment Due: News reports #6; Complete pp. 32–40 in *Making Meaning*; Prepare Chapters 19 and 21 in *Global Cultures* for discussion.

Country report ESSAYS due.

Class Activities: Expand on reflections; Discuss readings; E-portfolios explained, including final exit reflection. International student panel—second half of class.

Week 10 Assignment Due: Country Oral Reports 1, 2, and 3 due; Prepare Chapters 23 and 31 in *Global Cultures* for discussion.

Class Activities: Country reports (including Chicago field experience); Discuss readings.

Week 11 Assignment Due: Country Oral Reports 4, 5, and 6 due; Prepare Chapters 36 and 37 in *Global Cultures* for discussion.

Class Activities: Country reports; Discuss readings.

Week 12 Assignment Due: Country Oral Reports 7–10 due; Prepare Part XIII—Chapter 33 in *Global Cultures* for discussion.

Class Activities: Country reports; Discuss readings related to American culture.

APPLYING YOUR STORY

A mind that is stretched by a new experience can never go back to its old dimensions.

—Oliver Wendell Holmes (20th-century American Supreme Court Justice)

Week 13 Assignment Due: News report #7 and 8; Readings on Study Abroad and Career Preparation—on BB; Chapter 15 in *Global Cultures*; Current resume; Complete pp. 48–55 in *Making Meaning*.

Class Activities: News reports; Discuss reading; Career Speaker—mock interview questions.

ADDT'L RESEARCH AND PERFORMANCE SHOWCASE—3–7 p.m. Details TBA.

Week 14 Assignment Due: News report #9; Updated resume; Draft of Fulbright application (Details TBA).

Class Activities: News report; Workshop resumes and applications.

Week 15 Assignment Due: News report #10; Complete Fulbright Application; Drafts of E-portfolios.

Class Activities: News report; Workshop E-portfolios; Mock interviews.

Finals E-portfolio Due. Final Reflections. Video (Evans).

APPENDIX 2

Liverpool Hope University Honors Spring Term 2020 Study Abroad FAQ

SPECIAL BONUS included in the price—a 5-day EC faculty-guided exploration of London at the beginning of the term!

Campuses

You will utilize all three campuses—free shuttle service connects them.

— Hope Park

- Liverpool Hope's main campus, located 4 miles from the city centre—a beautiful, suburban-type setting with lovely gardens and outdoor spaces.
- Food court, coffee shops, convenience store, and Chapel on campus.
- Sports, gym, and recreational facilities open and free to all students.

— Creative Campus

- Liverpool Hope's creative and performing arts campus, located in the Liverpool City Centre.
- Two theatres, three dance studios, music technology lab, recording studio, and studios for sculpture, painting, wood, ceramics, metal, and textiles.
- Cornerstone Gallery regularly holds art shows.
- The Great Hall, open space for events, student exhibitions, and guest lectures.

— Aigburth Park Campus

- International student housing—apartment-style with full kitchens.
- Vibrant area with options for neighborhood restaurants, shops, etc.

Classes

- All students will take 4 courses at Liverpool—all transferring as EC credits.
 - One Honors Program elective—"British Life and Culture." It includes numerous experiential components for local immersion and a FY research project. You will also earn a special Certificate of Leadership and Service in conjunction with the HON British Life and Culture course.

- One Liverpool Hope sociology course, with Service-Learning component in connection with the local community—fulfills ECIC Social & Political Analysis AoK.
 - One Liverpool Hope Fine Arts or Literature AoK course at the Creative Campus.
 - One other Liverpool Hope course chosen from a WIDE variety of options across disciplines.
- Modern classroom buildings, numerous computer labs, great library access.

Facilities

- Housing
- Shared kitchen and common room.
 - Single-room accommodations.
 - Shared bathroom and en-suite bathroom options available (for differing prices).
- On-site Laundrette.
- Free Wi-Fi in your room and all areas of the campus.

Support for Students

- Accommodations
- University’s Learning and Support Team.
 - Peer Academic Writing Mentors.
- Wellness
- Physical care resources, as needed.
 - Counseling services on campus.
 - Chaplaincy support, as desired—varied faith traditions supported.

Transportation in/around Liverpool

- Free shuttle buses to and from the teaching campuses.
- Convenient Liverpool city bus service.
- Easy access to several Liverpool train stations for travel to other UK locations.

***Costs for studying abroad at Liverpool Hope
(tuition, meal plan, room and board)***

- Students will pay the same amount as EC tuition.
- Cost for room and board will be between \$3,500–\$4,000 for the term.

Study Abroad Package

- A pre-paid catering card with the equivalent of £35 (\$46) per week of credit, to be used in any campus food outlet (main cafeteria, coffee shop, etc.) or store at Hope Park or the Creative Campus.
- Airport pick-up from Manchester International Airport.
- A new bed pack with single duvet, pillow, covers, and sheet.
- Unrestricted use of the Library and IT facilities at the teaching campuses.
- The opportunity to gain a ‘Certificate in Service and Leadership’.

TENTATIVE Dates

Arrival day 3 January 2020; departure date 25 May 2020.

ABOUT THE AUTHORS

OMAR H. ALI is Dean of the Lloyd International Honors College at the University of North Carolina at Greensboro. A graduate of the London School of Economics and Political Science, he received his PhD in History from Columbia University. A presenter at past NCHC national conferences, he received the Dean's Award for Diversity and Inclusiveness at UNC Greensboro and was named the Carnegie Foundation North Carolina Professor of the Year.

KIM ANDERSEN is Clinical Professor at the Washington State University Honors College where he teaches honors courses on art and art theory, the Icelandic Sagas, and the Viking Age, among other courses. He advises honors students on course selections and study abroad and has led study abroad programs to Scandinavia and Spain yearly since 2000. He is co-author of "Using Iceland as a Model for Interdisciplinary Honors Study," which was published in the *Journal of the National Collegiate Honors Council (JNCHC)* in 2014.

ELLEN BUCKNER is Professor of Nursing at Samford University in Birmingham, Alabama. She has founded and helped develop four honors in nursing programs, which included service abroad experiences and honors thesis projects. She has been an active member of NCHC for two decades, and she was co-editor with Keith Garbutt of *The Other Culture: Science and Mathematics Education in Honors*, an NCHC monograph published in 2012.

MICHAEL CARIGNAN is Associate Professor of History at Elon University, where he teaches intellectual, British, and European history. He served as associate and interim director of Elon's Honors Program for seven years. He has led numerous study abroad programs in England, France, Germany, Italy, and Turkey. His recent

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scholarship focuses on intercultural competence and study abroad, including a multi-institutional study on the effects of predeparture preparation on intercultural development.

CRAIG T. COBANE is Executive Director of the Mahurin Honors College, holds the Jarve Professorship in Honors, and served as Chief International Officer (from 2012–2017) at Western Kentucky University. A regular presenter at NCHC conferences, Cobane has served on the *Honors in Practice (HIP)* editorial board and helps lead Beginning in Honors workshops. His articles on various honors issues, institutional transformation, and national scholarships have appeared in both *HIP* and *JNCHC*. He is the recipient of an American Association of the Advancement of Science (AAAS) Science & Technology Policy Fellowship, an American Council on Education (ACE) Fellowship, and multiple teaching awards.

STEPHANIE COOK graduated from the University of South Alabama with a Bachelor of Science in Nursing in 2016. She completed the departmental honors program, and her thesis was “Exploring Women’s Health in the Dominican Republic through a Service-Learning Experience.” Prior to nursing school, she spent four years in the non-profit sector participating in and leading service trips in the United States, Cambodia, Israel, Mexico, and Thailand. Currently, she is a psychiatric travel-registered nurse working for various hospitals in the United States.

ZANE COOLEY graduated from the University of South Alabama with a Bachelor of Science in Nursing and completed the departmental honors program. He is currently a staff nurse in the Emergency Department at the University of South Alabama University Hospital. He has participated on medical mission trips to the Dominican Republic and Trinidad and Tobago.

KEVIN W. DEAN is Chairperson and Director of the Honors College and Professor of Communication Studies at West Chester University of Pennsylvania. He is the convener of the Pennsylvania

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State System of Higher Education Honors Directors, co-chairs the NCHC International Education Committee, and is the recipient of a Lindback Distinguished Teaching Award. A former National Kellogg Fellow, Dean has lectured on leadership development in China, England, Namibia, The Netherlands, Norway, Russia, Scotland, and South Africa. He has led honors student delegations to China, Norway, and Russia, and he has taken twelve service-learning groups to South Africa to conduct ethnographic research. Dean holds a PhD in Public Communication from the University of Maryland.

SUSAN E. DINAN is Dean of the Honors College and Professor of History at Adelphi University in New York. She is a past president of the Northeast Regional Honors Council and sits on the NCHC International Education and Teaching and Learning Committees. She has written essays on the gender imbalance in honors and on pedagogical issues for *JNCHC*. She has led a short-term study abroad course to England.

ERIN E. EDGINGTON is Associate Dean of the Honors College and Assistant Professor of French at the University of Nevada, Reno, where she teaches at all levels of the honors curriculum from the honors first-year seminar to senior thesis seminars. Her research in the field of honors education includes work on administering contract courses and advising high-achieving students. A specialist of nineteenth-century French literature and art, she is also the author of *Fashioned Texts and Painted Books: Nineteenth-Century French Fan Poetry*. Her current book project considers the tumultuous career of French-Canadian poet William Chapman against the backdrop of turn-of-the-century politics, industrial capitalism, and cultural patronage.

ANDRES GALLO is Professor of Economics and Director of the International Business Flagship Program, Coggin College of Business, University of North Florida. He specializes in international economics issues, with focus on Latin America and economic development. His research examines the political economy of

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property rights, including the U.S. patent system, biotechnology, and property rights in the context of economic development. Gallo has taught at universities in Argentina, France, Germany, Poland, and Spain, and he has conducted study abroad courses to Argentina, Ghana, Guatemala, Peru, Spain, and Uruguay.

ROCHELLE GREGORY is Chair of the English, Speech, and Foreign Languages Division at North Central Texas College (NCTC) in Corinth, Texas. She has led twelve study abroad programs over the past ten years throughout Europe and directed the NCTC Honors Program from 2011–2017. She has also presented several times on internationalization in community college honors programs.

MISTY GUY is Assistant Professor of Nursing at the University of South Alabama. She has developed and facilitated multiple faculty-led service-learning programs to the Dominican Republic, Haiti, and Kenya. She is currently working with nursing faculty in Nairobi, Kenya, to develop sustainable nutritional and educational projects in Limuru, Kenya.

MICHAEL B. JENDZURSKI earned a BA in Kinesiology and an MA in Communication Studies from West Chester University of Pennsylvania (WCU). While at WCU, he served as president of the Honors Student Association and Omicron Delta Kappa, participated in four honors college service-learning programs to South Africa, and published research drawn from those experiences. Jendzurski has made presentations on his honors research in Namibia, The Netherlands, Norway, and Russia. He is a member of the NCHC International Education Committee. Jendzurski recently graduated from the College of Chiropractic at Life University in Marietta, Georgia, and currently serves his community as a chiropractor.

AUDRA JENNINGS is Director of the Office of Scholar Development and Associate Professor of History at Western Kentucky University. She has spent more than a decade helping students apply for national scholarships to support education abroad, research,

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and further study. With Craig T. Cobane, she has published articles on high-impact practices in honors education in *JNCHC*. She is the recipient of a National Science Foundation Science, Technology, and Society Scholar Award and an American Council of Learned Societies Project Development Grant as well as grants from the Franklin D. Roosevelt and Harry S. Truman Presidential Libraries.

LESLIE KAPLAN is Director of the Honors Program in the Hicks Honors College at the University of North Florida. She has led multiple honors study abroad trips to England and Greece over the last thirteen years and has worked extensively to internationalize the campus and curriculum at the University of North Florida during the last decade. She has been an active professional member of the NCHC since 2012.

CHRIS J. KIRKMAN is Senior Academic Advisor and Coordinator of International Honors in the Lloyd International Honors College at the University of North Carolina at Greensboro. While working closely with honors students who study abroad, he is focusing on issues of literacy, culture, and identity as a PhD candidate in English Education in the School of Education at UNC Greensboro. He currently serves on NCHC's International Education Committee.

KIM KLEIN is Director of the Wood Honors College and Professor of History at Shippensburg University in Pennsylvania. A past member of the NCHC Board of Directors, she currently co-chairs the NCHC International Education Committee. She has led honors study abroad and service-learning programs in Belgium, the Dominican Republic, and France. She was the co-editor, with Mary Kay Mulvaney, of NCHC's first international education monograph, *Preparing Tomorrow's Global Leaders: Honors International Education*.

HEIDI EVANS KNOWLES is a graduate of the University of South Alabama Nursing Honors Program. Heidi gained international education experience on a weeklong service abroad trip to

ABOUT THE AUTHORS

the Dominican Republic, where she provided care at free nursing-based clinics to the underserved population. Heidi obtained her Alabama RN License in August of 2016 and worked for Mobile Infirmary Hospital in the Surgical Intensive Care Unit for two and a half years. She is currently working as a travel ICU nurse in Louisiana.

KYLE C. KOPKO is Associate Dean of Institutional Effectiveness, Research, and Planning and Associate Professor of Political Science at Elizabethtown College in Pennsylvania. He oversaw the Elizabethtown College Study Abroad Office from 2016–2018 and the Elizabethtown College Honors Program from 2015–2018. He is a past member of the NCHC Finance Committee.

MARY KAY MULVANEY is Director of the Honors Program at Elmhurst University in Elmhurst, Illinois. She is an English professor with a specialization in rhetorical theory and composition pedagogy. She designs, organizes, and teaches short-term international courses in a variety of locations including the Czech Republic, England, France, Germany, and Poland. She is a past member of the NCHC Board of Directors and past chair of the NCHC International Education Committee. She was the co-editor, with Kim Klein, of NCHC's first international education monograph, *Preparing Tomorrow's Global Leaders: Honors International Education*.

VANESSA NICHOL-PETERS is Director of the Marist College branch campus in Florence, Italy. She has worked extensively in the field of international education: running program centers in Italy and South Africa; working on study abroad compliance issues in Africa, Asia, Australia, and Latin America; and overseeing a diverse portfolio of study abroad programs across east and southern Africa. She has been involved with the development of an honors program for Marist students in Florence.

M. GRANT NORTON is Dean of the Honors College and Professor in the School of Mechanical and Materials Engineering at Washington State University. Norton has been active as a presenter

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at NCHC annual meetings and contributes to the academic programming at Washington State University, including leading honors study abroad programs.

CHRISTINE K. OAKLEY served as Director of Global Learning and Associate Clinical Professor of Sociology at the Pullman Campus of Washington State University. She and Kim Andersen presented on trends in study abroad at the 2017 NCHC conference. She worked in higher education for the past thirty-five years and in international education for nine.

ROBERT J. PAMPEL is Director of the Saint Louis University Honors Program. His research on Jesuit education and curricular design informs his pedagogy and his work to align the program's academic philosophy with the institution's Jesuit mission. He also serves on NCHC's Research Committee and Publications Board.

JAMES G. SNYDER is Director of the Honors Program and Associate Professor of Philosophy at Marist College, and his academic interests include the history of Renaissance philosophy. As honors director, Snyder has expanded honors seminars and undergraduate research opportunities to the college's branch campus in Florence, Italy. He was the co-founder of Marist's Center for Ethics.

JESSE GERLACH ULMER is Honors Program Administrator and Associate Professor of English at VCUarts Qatar, a branch campus of Virginia Commonwealth University's School of the Arts in Doha, Qatar. A member of the NCHC International Education Committee, he has taught writing, American literature, and film courses in the Middle East for over ten years and has led the Honors Program at VCUarts Qatar for six years.

MAUREEN VANDERMAAS-PEELER currently serves as Interim Associate Provost at Elon University. She is Professor of Psychology and Director of the Center for Research on Global Engagement (CRGE) at Elon. As the director of CRGE, she works to foster innovative and interdisciplinary inter-institutional collaborations and

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research on global engagement. She served as Director of Elon's Honors Program for five years and has co-led off-campus study programs for over twenty years in locations such as Hawaii, Denmark, Italy, Turkey, and the United Kingdom.

DANIEL C. VILLANUEVA is Director of the Congress-Bundestag Youth Exchange for Young Professionals (CBYX) at Cultural Vistas, Inc. Prior to being named Director in December 2019, he served for over two decades as honors faculty and administrator, first at the University of Nevada, Las Vegas, and then at the University of Nevada, Reno. Villanueva contributed significantly to embedding global engagement into honors curricular and co-curricular options at both institutions, drawing on research in the fields of honors pedagogy and German studies as well as experience as visiting faculty at the University of Lüneburg.

CRAIG WALLACE is Development Manager of Learning Abroad at Monash University in Melbourne, Australia. Monash is the largest research-intensive university in Australia, and Wallace collaborates with international partner universities to deliver high-impact practices for students. He is a current member of the NCHC International Education Committee and has served in leadership roles at Australian and Canadian universities within the international education sector.

SOPHIA ZEYGOLI is Director of the International Honors Program and Assistant Professor of Linguistics and Modern Greek as a Second Language at Deree—The American College of Greece. She has led honors study abroad educational programs and initiatives in Greece. In her capacity as Scientific Associate of the General Secretariat for Adult Education, Ministry of National Education, she was responsible for designing and implementing European Union-funded language programs. She also worked as an Education Counselor of the Institute for Continuing Adult Education for Greece's Ministry of Education.

ABOUT THE NCHC MONOGRAPH SERIES

The Publications Board of the National Collegiate Honors Council typically publishes two to three monographs a year. The subject matter and style range widely: from handbooks on nuts-and-bolts practices and discussions of honors pedagogy to anthologies on diverse topics addressing honors education and issues relevant to higher education.

The Publications Board encourages people with expertise interested in writing such a monograph to submit a prospectus. Prospective authors or editors of an anthology should submit a proposal discussing the purpose or scope of the manuscript; a prospectus that includes a chapter by chapter summary; a brief writing sample, preferably a draft of the introduction or an early chapter; and a *curriculum vitae*. All monograph proposals will be reviewed by the NCHC Publications Board.

We accept material by email attachment in Word (not pdf).

Direct all proposals, manuscripts, and inquiries about submitting a proposal to the General Editor of the NCHC Monograph Series:

Dr. Jeffrey A. Portnoy
General Editor, NCHC Monograph Series
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Honors College
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NCHC Monographs & Journals

Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-Recommended Site Visitor. A dozen appendices provide examples of “best practices.”

Beginning in Honors: A Handbook by Samuel Schuman (Fourth Edition, 2006, 80pp). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.

Breaking Barriers in Teaching and Learning edited by James Ford and John Zubizarreta (2018, 252pp). This volume—with wider application beyond honors classrooms and programs—offers various ideas, practical approaches, experiences, and adaptable models for breaking traditional barriers in teaching and learning. The contributions inspire us to retool the ways in which we teach and create curriculum and to rethink our assumptions about learning. Honors education centers on the power of excellence in teaching and learning. Breaking free of barriers allows us to use new skills, adjusted ways of thinking, and new freedoms to innovate as starting points for enhancing the learning of all students.

Building Honors Contracts: Insights and Oversights edited by Kristine A. Miller (2020, 320pp). Exploring the history, pedagogy, and administrative structures of mentored student learning, this collection of essays lays a foundation for creative curricular design and for honors contracts being collaborative partnerships involving experiential learning. This book offers a blueprint for building honors contracts that transcend the transactional.

The Demonstrable Value of Honors Education: New Research Evidence edited by Andrew J. Cognard-Black, Jerry Herron, and Patricia J. Smith (2019, 292pp). Using a variety of different methods and exploring a variety of different outcomes across a diversity of institutions and institution types, the contributors to this volume offer research that substantiates in measurable ways the claims by honors educators of value added for honors programming.

Fundraising for Honor\$: A Handbook by Larry R. Andrews (2009, 160pp). Offers information and advice on raising money for honors, beginning with easy first steps and progressing to more sophisticated and ambitious fundraising activities.

A Handbook for Honors Administrators by Ada Long (1995, 117pp). Everything an honors administrator needs to know, including a description of some models of honors administration.

A Handbook for Honors Programs at Two-Year Colleges by Theresa A. James (2006, 136pp). A useful handbook for two-year schools contemplating beginning or redesigning their honors program and for four-year schools doing likewise or wanting to increase awareness about two-year programs and articulation agreements. Contains extensive appendices about honors contracts and a comprehensive bibliography on honors education.

NCHC Monographs & Journals

The Honors College Phenomenon edited by Peter C. Sederberg (2008, 172pp). This monograph examines the growth of honors colleges since 1990: historical and descriptive characterizations of the trend, alternative models that include determining whether becoming a college is appropriate, and stories of creation and recreation. Leaders whose institutions are contemplating or taking this step as well as those directing established colleges should find these essays valuable.

Honors Composition: Historical Perspectives and Contemporary Practices by Annmarie Guzy (2003, 182pp). Parallel historical developments in honors and composition studies; contemporary honors writing projects ranging from admission essays to theses as reported by over 300 NCHC members.

Honors Programs at Smaller Colleges by Samuel Schuman (Third Edition, 2011, 80pp). Practical and comprehensive advice on creating and managing honors programs with particular emphasis on colleges with fewer than 4,000 students.

The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors by Mark Anderson, Karen Lyons, and Norman Weiner (2014, 176pp). To all those who design, administer, and implement an honors thesis program, this handbook offers a range of options, models, best practices, and philosophies that illustrate how to evaluate an honors thesis program, solve pressing problems, select effective requirements and procedures, or introduce a new honors thesis program.

Housing Honors edited by Linda Frost, Lisa W. Kay, and Rachael Poe (2015, 352pp). This collection of essays addresses the issues of where honors lives and how honors space influences educators and students. This volume includes the results of a survey of over 400 institutions; essays on the acquisition, construction, renovation, development, and even the loss of honors space; a forum offering a range of perspectives on residential space for honors students; and a section featuring student perspectives.

If Honors Students Were People: Holistic Honors Education by Samuel Schuman (2013, 256pp). What if honors students were people? What if they were not disembodied intellects but whole persons with physical bodies and questing spirits? Of course . . . they are. This monograph examines the spiritual yearnings of college students and the relationship between exercise and learning.

Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.

NCHC Monographs & Journals

Internationalizing Honors edited by Kim Klein and Mary Kay Mulvaney (2020, 468pp.). This monograph takes a holistic approach to internationalization, highlighting how honors has gone beyond providing short-term international experiences for students and made global issues and experiences central features of curricular and co-curricular programming. The chapters present case studies that serve as models for honors programs and colleges seeking to initiate and further their internationalization efforts.

Occupy Honors Education edited by Lisa L. Coleman, Jonathan D. Kotinek, and Alan Y. Oda (2017, 394pp). This collection of essays issues a call to honors to make diversity, equity, and inclusive excellence its central mission and ongoing state of mind. Echoing the AAC&U declaration “without inclusion there is no true excellence,” the authors discuss transformational diversity, why it is essential, and how to achieve it.

The Other Culture: Science and Mathematics Education in Honors edited by Ellen B. Buckner and Keith Garbutt (2012, 296pp). A collection of essays about teaching science and math in an honors context: topics include science in society, strategies for science and non-science majors, the threat of pseudoscience, chemistry, interdisciplinary science, scientific literacy, philosophy of science, thesis development, calculus, and statistics.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks by Joan Digby with reflective essays on theory and practice by student and faculty participants and National Park Service personnel (First Edition, 2010, 272pp). This monograph explores an experiential learning program that fosters immersion in and stewardship of the national parks. The topics include program designs, group dynamics, philosophical and political issues, photography, wilderness exploration, and assessment.

Partners in the Parks: Field Guide to an Experiential Program in the National Parks edited by Heather Thiessen-Reily and Joan Digby (Second Edition, 2016, 268pp). This collection of recent photographs and essays by students, faculty, and National Park Service rangers reflects upon PITP experiential learning projects in new NPS locations, offers significant refinements in programming and curriculum for revisited projects, and provides strategies and tools for assessing PITP adventures.

Place as Text: Approaches to Active Learning edited by Bernice Braid and Ada Long (Second Edition, 2010, 128pp). Updated theory, information, and advice on experiential pedagogies developed within NCHC during the past 35 years, including Honors Semesters and City as Text™, along with suggested adaptations to multiple educational contexts.

Preparing Tomorrow's Global Leaders: Honors International Education edited by Mary Kay Mulvaney and Kim Klein (2013, 400pp). A valuable resource for initiating or expanding honors study abroad programs, these essays examine theoretical issues, curricular and faculty development, assessment, funding, and security. The monograph also provides models of successful programs that incorporate high-impact educational practices, including City as Text™ pedagogy, service learning, and undergraduate research.

NCHC Monographs & Journals

Setting the Table for Diversity edited by Lisa L. Coleman and Jonathan D. Kotinek (2010, 288pp). This collection of essays provides definitions of diversity in honors, explores the challenges and opportunities diversity brings to honors education, and depicts the transformative nature of diversity when coupled with equity and inclusion. These essays discuss African American, Latinx, international, and first-generation students as well as students with disabilities. Other issues include experiential and service learning, the politics of diversity, and the psychological resistance to it. Appendices relating to NCHC member institutions contain diversity statements and a structural diversity survey.

Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education edited by Peter A. Machonis (2008, 160pp). A companion piece to *Place as Text*, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

Teaching and Learning in Honors edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

Writing on Your Feet: Reflective Practices in City as Text™ edited by Ada Long (2014, 160pp). A sequel to the NCHC monographs *Place as Text: Approaches to Active Learning* and *Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education*, this volume explores the role of reflective writing in the process of active learning while also paying homage to the City as Text™ approach to experiential education that has been pioneered by Bernice Braid and sponsored by NCHC during the past four decades.

Journal of the National Collegiate Honors Council (JNCHC) is a semi-annual periodical featuring scholarly articles on honors education. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education.

Honors in Practice (HIP) is an annual journal of applied research publishing articles about innovative honors practices and integrative, interdisciplinary, and pedagogical issues of interest to honors educators.

UReCA: The NCHC Journal of Undergraduate Research and Creative Activity is a web-based, peer-reviewed journal edited by honors students that fosters the exchange of intellectual and creative work among undergraduates, providing a platform where all students can engage with and contribute to the advancement of their individual fields. To learn more, visit <http://www.nchc-ureca.com>.

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from *Internationalizing Honors*—

This monograph takes a “holistic approach to internationalization. [It] highlights how honors programs and colleges have gone beyond providing often one-time, short-term international experiences for their students and made global issues and experiences central features of their honors curricular and co-curricular programming. It presents case studies that can serve as models for honors programs and colleges seeking to initiate and further their internationalization efforts and highlights the latest research on the impact of internationalization on our students, campuses, and communities.”

* * *

“Our hope is that this monograph will serve multiple audiences: faculty wishing to develop new globally focused courses or partnerships; administrators looking to inspire and support faculty; advancement officers working to encourage donors to recognize the value of internationalizing campuses; and international education professionals striving to create and advance programs for some of the most talented and motivated students on their campuses.

Without doubt, as we face the increasingly complicated global challenges of the twenty-first century, societal needs escalate—the need for greater understanding of the common concerns of all humanity; the need for celebrating, not fearfully shrinking from, the rich diversity of our world; and the need for broader education than the traditional classroom can provide to prepare our students to tackle pressing global issues and to lead in a complex and interdependent world. These crucial needs can be met, at least in part, through the internationalization of higher education and, specifically, of honors education.”

—*Mary Kay Mulvaney & Kim Klein*