

**Center for Global Education  
Wheaton College**

**Report for 2005-06 Academic Year**

**Prepared by Dr. Harvey Charles  
Dean for Global Education  
May, 2006**

## **Introduction**

The rapid pace of growth and activity over the past three years might have signaled a slower more predictable pace for the fourth year of operations at the Center for Global Education. This was not to be as we served more students, engaged in new initiatives and did much more to make global education synonymous with Wheaton College. A number of important things occurred this semester to further the institutionalization of global education on the campus. Global education continues to be one of the key defining characteristics of the college, and in fact, the day-long program of the President's Commission which convened in late April focused on global education at Wheaton. Wheaton seems to be gaining a reputation for the strength of its approach to global education and we regularly field questions from prospective students and parents on this subject. Be it the curriculum, study abroad programs, cross-cultural programming or new faculty initiatives, this past year saw the further institutionalization of global education on the campus and demonstrated that our ambitions in this regard can be realized.

## **The Curriculum**

### AAC&U Shared Futures Project

Wheaton was one of 16 institutions across the United States invited to be part of the AAC&U sponsored Shared Futures: General Education for Global Learning initiative. This network of institutions will work together over the course of the next two years to develop strategies for infusing global perspectives in the general education curriculum. As part of this network, Wheaton has committed itself to establish global learning goals and to develop an assessment strategy to determine whether these goals are being realized. Wheaton's involvement in this Shared Futures project demonstrates that both our unique curriculum and its foregrounding of global education has brought national visibility to the institution and provides us with a platform to further the institutionalization of this agenda on the campus. Dean Harvey Charles and Assoc. Provost Kersti Yllo will lead a team of eight faculty and administrators to the five-day Summer Institute at Smith College, organized by the AAC&U as part of this Luce Foundation-funded project.

### Teagle Foundation

Wheaton was invited to collaborate with Stonehill College, Connecticut College and Drury University in submitting a grant to the Teagle Foundation to assess student learning outcomes in short-term academic travel programs. This request comes at an interesting time as Wheaton has seen an explosion in faculty-led short term academic programs this year, with nine such programs being offered this year. If funded, this grant will run for three years and will allow Wheaton to be one of the few institutions able to demonstrate in an empirical way the learning outcomes for students who participate in short-term academic programs.

### Scholar-in-Residence Program

Wheaton's application to the Fulbright program for funding through the Scholar-in-Residence program was approved. Prof. Thabo Fako, a medical sociologist at the

University of Botswana, will spend the spring, '07 semester at Wheaton teaching classes, consulting with the African and African American Diaspora Studies program, offering presentations to the campus community and visiting schools and civic organizations in the local community.

### **Area Studies Initiative**

In our ongoing effort to transform Wheaton into a global campus, the Provost, the Dean for Global Education and the Coordinators of the Area Studies Programs met to discuss how best to support the revitalization of these programs. Area Studies programs constitute an important site for global education and any progressive vision of global education must ensure that such programs are well supported. A review of the Latin American Studies program conducted by faculty from the University of Connecticut in February, 2000 highlighted administrative support and visibility as the two major limitations of this program. Although not having the benefit of their own recent reviews, this assessment is essentially true for Asian Studies and African and African American Diaspora Studies (AAADS), the two other Area Studies programs. In light of these circumstances, the Provost has agreed to provide a course release to each program coordinator so that they can commit more time to developing new initiatives and sponsoring various programs, activities that would both revitalize and augment the visibility of these programs. In addition, the Dean has made available office space in the Davis House where these programs can be based and, for the first time, have a physical presence.

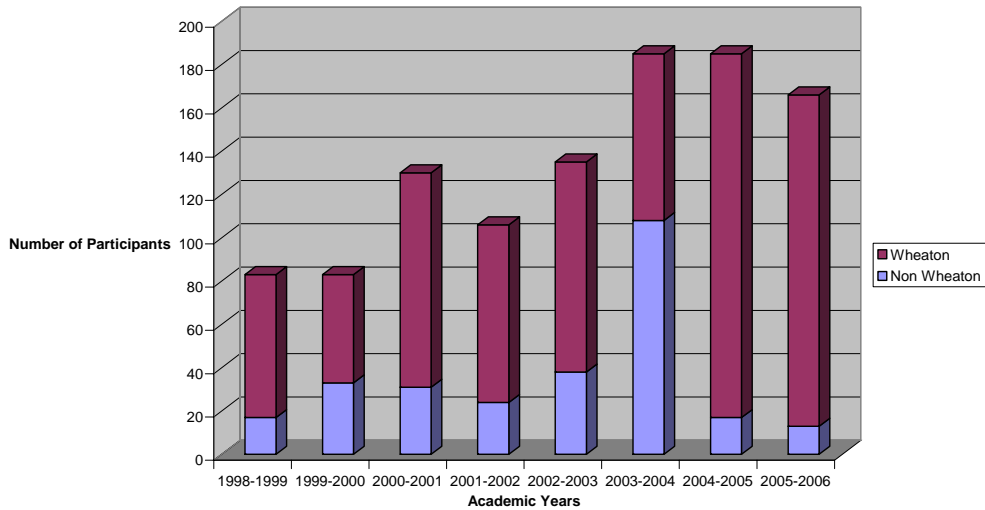
### **Study Abroad**

Students continue to seek study abroad experiences in ever growing numbers each year. While participation in traditional semester and academic-year programs have remained steady, participation in short-term faculty-led programs have taken off. This year, 76 students participated in short-term programs. If this is added to the 168 students who participated in traditional study abroad programs, we have, yet again, a record number of Wheaton students engaging in study abroad programs. Increasingly, we hear of students electing to enroll at Wheaton because of the strength and diversity of our study abroad program options. We continue to add new programs to our menu of options in order to serve a wider cross-section of majors and to meet demand for study in particular destinations.

#### Traditional Semester and Academic-Year Programs

The United Kingdom continues to be the most popular study abroad destination, followed by Australia, Italy and Spain. Students in the top two destinations also have the benefit of support from a Wheaton faculty member serving as a resident director. Fewer students are electing to spend the entire academic year in the same country, compared to the two previous years. Instead, more students who elect to study abroad for an entire year are choosing to spend each of the two semesters in different countries. Academic year programs are about 12% of total study abroad enrollment numbers.

Progression of Student Participation in Study Abroad at Wheaton College



The slight drop in study abroad numbers for this year is partially attributable to the confusion caused by the cap on study abroad participation imposed two years ago and the pre-application process that reduced the time-frame for the submission of applications. We have since learned that some students decided not to apply, fearing that their applications may be turned down. Fortunately, we have never had to deny students the chance to study abroad, and the college remains committed to finding ways to support all students who have applied and are eligible to study abroad.

Students continue to show a greater preference for study abroad in the spring semester over the fall semester. Our fall numbers this year were also lower than last year's. At this point, it is quite likely that fall 2006 numbers will rebound to fall 2004 levels. We expect spring 2007 levels to be strong as well. Participation in the Studio Art Centers International (SACI) program grew by 40% over last year. We had our first student participate in the College Year in Athens program and another first with the ACTR program in Russia.

We are very optimistic about participation levels for the 2006-07 academic year. The college continues to be very supportive as demand for study abroad remains high. An appeal process is now in place that will allow consideration of applications from students with less than the 2.85 gpa required by Wheaton. A marginal number of students are also approved each year for study abroad in non-Wheaton programs.

#### Short term Programs

Wheaton witnessed an explosion in faculty-led short term programs during this year, tripling in number over the previous year. Some previously run programs were repeated but the vast majority were new programs. A total of 76 students participated in these programs. The following gives information on the focus of these programs, their faculty leaders and destinations:

- South Africa & Botswana led by Profs. Michelle Harris and Shawn Christian - Witnessing Contemporary “Africanness”: Ethnic Identity, Language and Mobility in South Africa and Botswana



*Students and faculty in the shadows of Table Mountain, Capetown, South Africa.*

- January in Paris trip led by Prof. Cecile Danehy – Focused on French language and culture
- Navajo Nation trip led by Prof. Derek Price – Focused on child development in the Navajo nation



*Students on Navajo Nation trip from L to R: Ashley Smith, Lisa Weber, Amy Cravenho, Caroline Thompson, and Nikaya Becker-Matero.*

- Florence/Italy trip led by Prof. Allison Levy – Part of a senior seminar class focused on men and masculinities in early modern Florence
- Reggio Emilia/Italy trip led by Prof. Vicki Bartolini – Focused on early childhood development
- Paris over Spring Break trip led by Prof. Evie Lane – Part of a senior seminar class focused on space, color and light in Gothic France
- Brighton/England trip led by Prof. Mary Lee Griffin – An internship experience at two elementary schools in the Brighton area of Sussex, England
- Ireland trip led by Profs. Andy Howard and Tim Cunard – Utilizing the culture and geography of Ireland as inspiration for art making

- Bhutan trip led by Profs. Jeff Timm and Bruce Owen – Focused on Buddhism and development

Although many of these programs were subsidized by funds from the Emerson Travel Fund making it more affordable for students to participate, most of the costs are paid for by students themselves. Scholarship funds are urgently needed to expand student participation in these programs and to support faculty in leading such programs.

### New Agreements

#### ***Free University of Berlin***

At the behest of the German Department, we established a new agreement with Freire University of Berlin (FUBEST). This agreement fills a gap in our German program offerings. We currently participate in a consortium that includes Vanderbilt and Wesleyan Universities. This program is offered only in the spring semester, however, and is open only to students with relatively high levels of German. FU BEST is offered for the entire year, and can therefore accommodate students who wish to be in Germany for the Fall semester and would like to take classes in English. This program was designed with American students in mind and runs on an academic calendar that corresponds to the academic calendar in the United States.

#### ***Glasgow School of Art***

We established an agreement with this institution in response to a request from the Dept. of Studio Art. The existing programs that serve Studio Art majors are all in Italy. This relationship therefore provides an opportunity for students to study at an institution with a distinguished history and with an artistic tradition that differs from that found in Italy.

#### ***Federal University of Minas Gerais***

In fall, '05, we were visited by Prof. Julio Jeha from the FUMG who was then a visiting scholar at Brown University. He expressed an interest in establishing a relationship between FUMG and Wheaton. John Bezis-Selfa who now serves as Coordinator of the Latin American Studies program happens to have an interest in developing ties with at least one Brazilian university in order to support his vision of establishing a program in Brazilian Studies at Wheaton as well as revitalizing the Latin American Studies program. After a very productive meeting, we agreed to move forward with establishing a Memorandum of Understanding between both institutions and talked about the possible visit of a Wheaton delegation to FUMG sometime next year.

### **International Students**

During the 2005-06 academic year, 40 students from 27 countries were enrolled at Wheaton. This represents only about 3% of the student population, a percentage that has remained relatively stable over the past five years. It is our opinion that tuition costs at Wheaton (as is true at many other private liberal arts colleges) remains a major barrier to the enrollment of larger numbers of international students. It was therefore a welcome development to see a greater amount of financial aid granted to incoming international students this past year.

The Center for Global Education sponsored a number of activities in support of international students during the past year. An orientation program was offered for new international students that covered topics including academic expectations, immigration matters and cross-cultural adjustment and involved a tour of Boston. We then convened the first international student gathering to facilitate interaction between international freshmen and international upperclassmen. In October 2005, Wheaton took part in the 1st International Student Festival held in Rhode Island. The event allowed Wheaton students to mingle with over 150 international students from around Southern Massachusetts and Rhode Island. We also offered an international tax workshop as well as an employment workshop. We ended the academic year with an International Brunch which included international and dual-citizen students as well as study abroad Peer Advisors.

### **Visiting scholars**

During the 2005-06 academic year, Wheaton hosted three visiting scholars. **Uygen Pelgen**, a Lecturer at Sherubtse College in Bhutan assisted Prof. Jeff Timm in co-teaching two courses in the Religion Department including the *Buddhism Seminar* and *Living Religions*.

**Marcel Bulles**, a doctoral candidate at the University of Cologne collaborated with Prof. Mike Drout in research on Tolkien, assisted in the preparation of the academic yearbook *Tolkien Studies* and contributed a few articles for the Tolkien Encyclopedia published by Prof. Drout. He did find some time to pursue research for his doctoral degree as well.

**Marcella Uhrova** is a doctoral candidate in American Literature with the Academic of Sciences in Slovakia. Her local sponsor is Prof. Sam Coale. She is profoundly grateful for the support she has been given at Wheaton, including access to Wheaton's library resources

### **Program for Global Engagement**

With the recent approval by faculty of this program, students will have the opportunity to pursue a structured approach through academic and related experiences that would introduce them to the skills, values and knowledge necessary for intercultural effectiveness. They will be required to successfully complete the one credit course titled *Global Education for Intercultural Competence* before leaving for at least one semester of study abroad to be followed by a 12 week internship or research project in the same country or region where they studied. Students will be required to submit an internship or research report, a reflection paper on personal transformation as a result of the abroad experience, and make a presentation to the campus or local community related to the experiences gained abroad.

Students who successfully complete this program will, upon graduation, receive a certified record and a portfolio that reflects their curricula and co-curricula involvement with global issues. The record will show the courses taken by the student both at Wheaton and during the study abroad program that have significant global content. Such

courses may include language courses as well as other courses that focus on the history, politics, geography, literature, culture, economics of countries/regions of the world other than the United States, as well as courses on trends or processes with global implications.

### **Conference Presentations and Other Professional Activities**

Staff at the Center for Global Education endeavor to remain as active as possible within the field of International Education. This year, both the Dean and the Director of Study Abroad presented papers at professional meetings. In an attempt to co-opt as many faculty into supporting the global education agenda, and to raise the visibility of Wheaton in terms of its commitment to global education, the Dean invited faculty to present papers with him on the conference panels he organized. This was the case in the follow two instances:

**“Connections: A Curricular Architecture for and Integrated and Interdisciplinary Approach to Global Education,”** Chair and Presenter at the American Association of Colleges and Universities Annual Conference, Washington, DC (January, 2006)

*Participating Wheaton faculty:* Darlene Boroviak, Geoff Collins, Kersti Yllo

**“Unintended Dividends: Immigrant Faculty and the Internationalization of the Curriculum,”** Chair and Presenter at the Association of International Education Administrators Annual Conference, San Diego, CA (February, 2006)

*Participating Wheaton faculty:* Michelle Harris, Elita Pastra-Landis, Ahmed Madkour

Sue Atkins, Director of Study Abroad also presented the following papers:

**“Advising Across the Campus: A Collaborative Model in Progress,”** Presenter, NACADA: National Academic Advising Association, Northeast Regional Conference, Hartford, CT (March 2006).

**“Become a better supervisor: Models for Overseeing Students, Graduate Interns and Professional Staff in an Education Abroad Setting,”** Chair & Presenter, NAFSA: National Association of International Educators, Region XI Conference, Sugarloaf, ME, (November 2005)

In addition to these presentations, Ms. Atkins was selected to serve the New England Region as the Education Abroad Knowledge Community Representative and was recognized for her service as Region XI Eastern Massachusetts Representative over the past three years. Sue is also co-editor of a new resource titled *By Example: Resources for Education Abroad Offices & Advisors* and was a contributor to a publication titled *Top 10 Misconceptions about Study Abroad*, which will also appear on the NAFSA National web site.

### **Cross-Cultural Programming**

Although not all sponsored or co-sponsored by the Center for Global Education, a number of cross-cultural events occurred at Wheaton during the past year. There has been an appreciable increase in the number of such events on campus and may very well reflect a growing interest among faculty and students in global issues and/or a recognition that global issues are increasingly taking center stage in the discourse in our culture. A number of student organizations and departments receive funding from the WorldFest Fund that is managed by the Center for Global Education. The following is a list of some of the events sponsored during this year:

#### Events of a Scholarly Nature

- Presentation on “Feminism Without Other(s): Transnational Feminisms and the African Challenge” by Prof. Oyeronke Oyewumi.
- Presentation on "Shuji Isawa and the Development of Music Education in Meiji Japan" by Prof. Gen'ichi Tsuge. He also gave a lecture on American pedagogical ideas applied to Japanese Music schools in Prof. Mary Lee Griffin's class.
- A two-part series by Wheaton faculty on the subject “Understanding Katrina: Race, Class and the Future of America.”
- Presentation on the Cambodian Genocide and the upcoming UN-sponsored Tribunal by Prof. Alex Hinton of Rutgers University.
- Presentation on “Israel and Palestine: On the Misuse of Anti-Semitism and the Abuse of History” by Prof. Norman Finklestein of DePaul University.
- Presentation on “Women in the Muslim World” by Dr. Yvonne Haddad of the Department of History at Georgetown University. This was given as the Miriam Lee Tropp Lecture.

#### Other Cross-Cultural Activities:

- Model UN – Participation in Harvard Model UN (February 16 – 19, 2006)
- Eye on the World Photo Contest
- Novemberfest with the German Club
- Native People's Heritage Month - La Pinata & Rosalba Solis performed on campus
- Beyond Basic Black: Showcased the history and culture of the Black Diaspora
- Annual Black History Month Talent Show
- International Student Association Talent Show



*International students performing at the International Student Association talent show*

- Capoeira Dance Class
- Bollywood Movie Night with Indian Food
- Sushi Making Night
- Italian night with Biscotti



*Awarded 1st Place "Photograph in Architecture"(Limbe, Haiti) in the Eye on the World Photo Contest  
Photo by Ru-Huey Yen '08*

### Collaborative Programming

- International Career Symposium with Filene Center for Work & Learning & Political Science Department
- Art Exhibition in collaboration with the Studio Art Dept. featuring artwork created by students while on study abroad
- International Women's Day Luncheon featuring alumnae Jean Jones Beard '65 as part of Women's History Month celebrations



*Jean Beard'65 giving the keynote address at the International Women's Day celebrations*

## **Conclusion**

The work of institutionalizing global education at Wheaton College will continue to be the highest priority of the Center for Global Education. To this end, we will work with faculty, through the AAC&U Shared Futures project, to develop global learning goals and an assessment tool to use in tandem with these goals. We hope to launch the new Program for Global Engagement which will offer students a structured approach to cross-cultural immersion and the development of skills increasingly necessary in our interdependent and interconnected world. Whether or not we are successful with the Teagle Foundation grant, we will begin to assess the effectiveness of our study abroad programs including traditional semester and year abroad programs as well as short-term programs. We are pleased with the accomplishments of the Center over the past four years and look forward to making its fifth year the most successful year ever.