

**Center for Global Education
Wheaton College**

Report for 2006-07 Academic Year

**Prepared by Dr. Harvey Charles
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Introduction

In its fifth year of operation, the Center for Global Education has made important strides in further institutionalizing global education on the campus and in the curriculum. During this year, important strides were made in addressing global learning goals as an organizing principle for the Wheaton curriculum. A new course titled Global Education for Intercultural Competence was developed and taught by the Dean. Study abroad enrollment has again surpassed previous figures as more students seek international academic experiences. There has been a significant upswing in cross-cultural programming on the campus with the arrival of a new Associate Director. We are therefore pleased to share the achievements of the Center for Global Education during the 2006-07 academic year.

The Curriculum

One of the most important objectives of the Center for Global Education is to work with faculty to infuse global perspectives in the curriculum. Wheaton's involvement as one of 16 US colleges and universities participating in the AAC&U-sponsored Shared Futures project is probably the most significant opportunity we have had to realize this goal in a structured and intentional way. Six Wheaton faculty and administrators participated in the five-day Summer Institute convened by the AAC&U at Smith College during the summer of 2006. Wheaton's team consisted of Harvey Charles, Kersti Yllo, both as team leaders, as well as Claire Buck, Darlene Boroviak, Shawn Christian and Gordy Weil. The summer institute was organized around topics related to the UN Millennium Goals. Over the five days of the summer institute, participants met in seven groups to discuss topics including sustainability, globalization, wealth and poverty, women's rights as human rights, health and social justice, and religion, conflict and democracy. Participating institutions made presentations in the afternoons about initiatives on their campus to infuse global perspectives in the general education curriculum.



Wheaton team members at the Summer Institute, left to right: Claire Buck, Kersti Yllo, Gordy Weil and Harvey Charles. Not pictured: Darlene Boroviak and Shawn Christian

One of the highlights of the institute was a presentation on designing curricula for sustainable development. Defined as striving for balance among environmental, social and economic needs, this more expansive definition goes beyond the traditional focus on environmental concerns and embraces issues of poverty, health, education, gender equality, cultural diversity and economic concerns. This was the inspiration for a document the Wheaton team developed titled “Integrating Three Strands of the Wheaton Curriculum: A Strategy for Making the Global Commitments Embedded in the Wheaton Curriculum More Explicit and Intentional” (see appendix).

On the basis of this document, the Wheaton team and additional interested faculty convened during the academic year and began conversations about developing global learning goals. Although commitments were made to foreground global education when the curriculum was developed in 2001, no global learning goals had ever been established. Part of this project also involves developing an assessment strategy to determine whether these global learning goals are being realized. In support of this work, the Educational Policy Committee also established a Global Learning Goals subcommittee. When the global learning goals (see appendix) had been sufficiently developed after input from faculty from the three major academic divisions, they were presented to Ed Pol for discussion. Ed Pol then presented these learning goals to the entire faculty at the May 4th faculty meeting. Feedback from this meeting suggested that there will be more discussion about these global learning goals in the next academic year.

Global Education for Intercultural Competence

The Center for Global Education broke new ground in offering for the first time, the course titled EDUC 225: Global Education for Intercultural Competence. Its central premise is that our past, present and future raise questions that can only be understood when we look beyond our borders. Believing that global and domestic issues are inextricably linked, the course conveyed that success in negotiating this increasingly complex, interdependent and interconnected world requires that we understand these issues and the forces that shape them. Taught by the Dean, the course addressed issues such as immigration, intercultural communication, cultural transitions, environmental sustainability, global poverty/inequality, globalization and religion and global political economy, among others. Thirty-two students were enrolled in this class. This class was an important contribution to the goal of helping students become interculturally competent.

Study Abroad

For the fourth year in a row, study abroad participation by Wheaton students has increased. A total of 256 students enrolled in either traditional or short-term faculty-led study abroad programs representing an increase of 12% over the previous year.

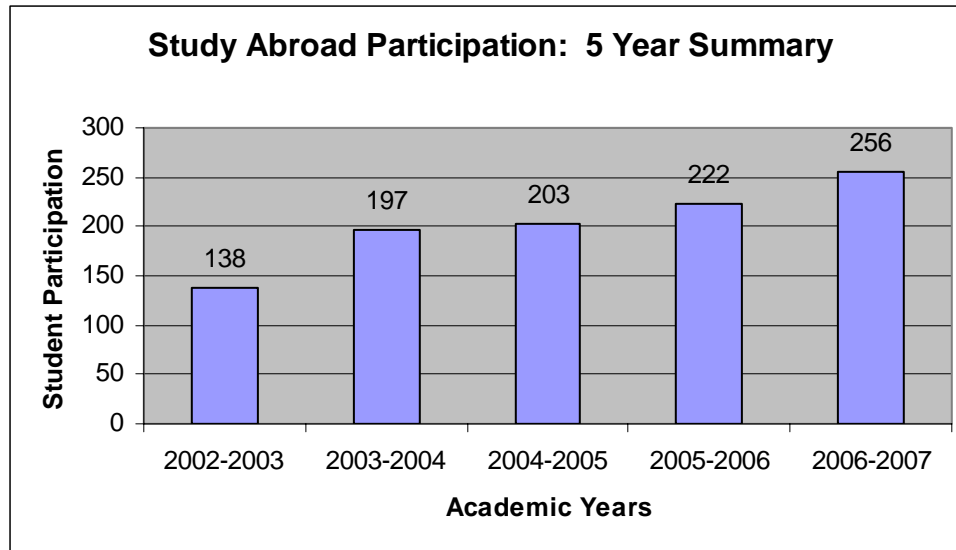
Traditional Semester and Academic-Year Programs

Australia/New Zealand as well as the United Kingdom/Ireland have for a long time been the most popular destination for Wheaton students. This year, they both occupy the top spot with 35 students in each of these regions. Italy and Spain both had 21 students in each country. Students continue to express interest in the menu of study abroad options available to them, and with the number of study abroad applications already received for the next academic year, we anticipate that participation will remain high.

Short-Term Faculty-Led Programs

Four short-term programs were sponsored during the 2006-07 year. Although this is a bit less than half of the programs offered last year, an impressive total of 58 students participated in these programs. The programs were as follows:

- Trinidad & Tobago - Led by Prof. Julie Searles and assisted by Dean Jack Kuszaj. This program focused on the innovative music of Trinidad & Tobago. Students explored the chronological development of Calypso, the song tradition of verbal artistry and social commentary that arose from the Chantwell. They also investigated music of the steelpan, probably the greatest musical invention of the 20th century, visiting panyards and learning about the different types of steelband orchestras while in the throes of preparation for the annual Panorama competitions. Finally, they gained insights into the music of Indo-Trinidadians and the unique contributions they have made in this amazing multicultural country.
- Belize & Costa Rica – Led by Profs. Scott Shumway and Shawn McCafferty, this field-based study of the biology of coral reefs, mangroves, seagrasses, and tropical forests offered students opportunities not possible in or around Norton Massachusetts. Students received lectures, guided natural history walks, guided snorkel tours and participated in class research projects and independent research.
- Botswana & South Africa – Led by Profs. Michelle Harris and Peony Phagen-Smith and titled “Witnessing Contemporary Africaness.” Students had an opportunity to examine African identity in two different southern African countries, identify how contemporary social issues such as changing gender roles, migration and urbanization impact identity formation, and learn about how globalization, technology and various social problems, such as AIDS, interact with expressions of African identity.
- Greece – Led by Prof. Elita Pastra Landis and Dean Alex Trayford. Students had an opportunity to gain an understanding of life during the Bronze Age in the Aegean (3100 - 1200 BC) before the better-known Classical era in Greek history (5th century BC) through viewing the art, architecture, material culture, and items representing the contact of the Minoan and Mycenaean Bronze Age societies with those of the Eastern Mediterranean (Anatolia, Egypt, and the Levant). Another important objective was to understand the impact Minoan and Mycenaean societies played in the Greek imagination of the "Heroic Age" of myth and legend.



Study abroad enrollment of Wheaton students in both traditional and short-term study abroad programs over the past five years.

There is no question that short-term faculty-led programs have become a regular feature of the range of academic opportunities here at Wheaton and reflects the strong infrastructure in place to support global education.

Cross-Cultural Programming

The Center for Global Education sponsored the largest number and the most varied range of cross-cultural programs during the 2006-07 academic year. Managed by the Center, Worldfest is an ongoing series of performances, art exhibitions and special events focused on cross-cultural learning. A record number of Worldfest events were sponsored this past year, a description of which can be found in the appendix.

In addition to Worldfest, the Center sponsored a number of other programs and activities. While some of these programs were targeted to selected audiences such as international students, prospective study abroad students or faculty, most were intended for the benefit of the campus community, and in some cases the local community. The following is a list of some of these events:

- International Photo Contest and Exhibit
- International Women’s Day Luncheon – Dr. Charlotte Cole as Speaker
- Tsunami Luncheon – With Wheaton Alumna Ellen McConville ‘84
- The Legacy of South African Apartheid – Capstone Project/Panel Session
- FYS Classroom Visits
- Art Exhibit – Sponsored in collaboration with Studio Art
- Welcome Back Dinner and Slide Show
- Returnees Reunion
- Local School Visits
- Coffee Talks with Jill

Apple Picking/Apple Pie-Making
International Dinner
Plymouth Plantation Excursion
Ginger Bread Cookie Decorating – Study Break
International Fair
Cliff Walk and Mansion Tour – Newport, Rhode Island
Community Day Events – Arts & Crafts from Around the World Booth



International students and Foreign Language Teaching Assistants at a reception hosted by President and Dr. Crutcher.

Student Workshops

Life After Wheaton
Summer Planning & First Year Planning
International Taxation
US Employment for Non-Immigrant Students
Posse Opportunities Night
Orientation for F- & J-1 Students
Co-Advising with Multicultural Center
Co-Advising with Filene Center (see appendix)

Faculty Workshops

Training for FYS Faculty
New Faculty Workshop/Luncheon
Technology, Experiential and Global Education
Psychology Department Tea re: Global Opportunities
Faculty Lunch Series Session on Overseas Opportunities
Training for Resident Directors
Training for Program Directors of Short-Term Programs



Photo by Tom Maguire, Sun Chronicle

Naemi McPherson, Assistant Director at the Center for Global Education helps 5 year old Anna Beck make a paper balloon at the Arts & Crafts from Around the World booth at Wheaton's Community Day Event on April 29th.

Conference Presentations and Other Professional Activities

As has been the practice, staff members at the Center for Global Education continue to be actively involved in professional organizations in the field of international education. These activities allow us to share new knowledge gained in the field with other colleagues and at the same time, raise the visibility of Wheaton and its visionary work in Global Education: The following is a listing of some of the activities in which Dean Charles was engaged:

“How Do We Know If We are Reaching Our Global Education Goals,” Presenter at the American Association of Colleges and Universities Network for Academic Renewal Conference, Miami, FL (March, 2007).

“Gateway Courses in Global Studies: A Strategy to Broaden the Reach of Global Perspectives Among Undergraduates,” Chair at the Association of International Education Administrators Annual Conference, Washington, DC (February, 2007).

Charles, H. (Forthcoming). Book Review: “Toward a Critical Race Theory of Education,” Adrienne D. Dixson and Celia K. Rousseau, Eds. Contemporary Justice Review. New York, Routledge, 2006.

Charles, H. (2006). “Connecting global learning and science education in the general education curriculum,” Diversity Digest, 9(3), pp. 10-11.

The following is a listing of some of the professional activities of Sue Atkins, Director of Study Abroad:

Participated in a one-month Rotary Exchange Program to Australia where she visited 5 universities in the state of Queensland, meeting with faculty and administrators, and also visiting with the Department of Education for the state of Queensland.

Co-Presenter, NAFSA: National Association of International Educators, National Conference “**CEP: Visa’s for U.S. Students in Education Abroad**” Minneapolis, Minnesota, May 2007.

Co-Presenter, NAFSA: National Association of International Educators, National Conference “**Helicopter Parents, and Us: How Do We Work Together?**” Minneapolis, Minnesota, May 2007.

Presenter, NAFSA: National Association of International Educators, Region XI Conference, “**Integration of the Study Abroad Experience Back at the Home Institution and Beyond**” in Newport, RI, November 2006.

Conclusion

After five years of consistent and committed work, a strong infrastructure is now in place to support global education. The study abroad program is robust and growing, international student enrollment is stable and although small, this population of students is generally well integrated into campus life. Wheaton will host for the first time, two Fulbright awardees for the entire semester at Wheaton during the fall, '07 semester. Our participation in and contributions to the AAC&U Shared Futures project has brought national visibility to the Wheaton curriculum, particularly in terms of its effectiveness in integrating global perspectives. Important work remains in regard to further refining the global learning goals, having them be adopted by academic departments, and deploying assessment measures to determine whether these global learning goals are being achieved. The Center for Global Education will continue to do its part to maintain the momentum of this important work.

APPENDIX

Integrating Three Strands of the Wheaton Curriculum: A Strategy for Making the Global Commitments Embedded in the Wheaton Curriculum More Explicit and Intentional

Wheaton's participation in the AAC&U-sponsored Shared Futures initiative has provided an opportunity to more closely examine Wheaton's commitment to and practice of infusing global perspectives in the curriculum. Furthermore, it allows us to take the implementation of this curriculum to a new level by devising a strategy to more closely integrate three strands of the Wheaton curriculum that include infusion, global education and experiential learning. We argue that there is significant faculty engagement in all three areas of the curriculum. Work is proceeding apace in the infusion agenda, more courses than might generally be acknowledged are infused with global perspectives, and Wheaton's longstanding commitment to service learning continues undiminished.

Wheaton's curriculum has already attracted national attention for its connections feature and how this is used to infuse issues of race, class, gender in the curriculum. What we have not succeeded in doing, however, is to articulate a way to integrate the other two strands of the curriculum in an intentional and explicit way along with the infusion dimension.

The following proposal is therefore not a new project or initiative but rather a new way of framing how we can be more effective at realizing the commitments Wheaton faculty have already made that are articulated in the existing curriculum. The question that still needs to be asked and answered as we engage in formulating a way to conceptualize the integration of these elements of the curriculum is: infusion/global education/experiential learning to what end?

As part of our mission to transform lives to change the world, we believe that the fundamental end to a Wheaton liberal education is students prepared to understand, negotiate and contribute to a sustainable world, a world that will continue and in which humanity can thrive. The operative word is sustainable, and the three elements of the Wheaton curriculum, working in tandem, are the means to achieving this end. We define sustainability as striving for a balance in environmental, social and economic needs. This more expansive definition goes beyond environmental concerns and embraces poverty, health, education, gender equality, cultural diversity and economic concerns as necessary elements of an understanding of sustainability. An education for a sustainable society "enables people to develop the knowledge, values and skills to participate in decisions that will improve the quality of life now without damaging the planet for the future." We believe that the concept of education for sustainability should serve as the device through which diversity, global education and service learning should all be fed. This is, after all, the most urgent issue of our times, and therefore should be a central preoccupation of the liberal education we offer.

The Wheaton team therefore makes the following two recommendations:

1. That Ed Pol establish a subcommittee to develop recommendations that will integrate and foreground existing elements of the curriculum to better reflect our concerns around sustainability.

2. That in view of the work currently underway with the infusion and experiential learning dimensions of the Wheaton curriculum, that the subcommittee develop global learning goals along the vectors of knowledge, values/attitudes and skills, develop outcomes for these goals and develop an evaluation strategy:

This subcommittee should be charged with seeking input from departments and given a timeline for the completion of this work

Wheaton College Global Learning Goals

The Wheaton curriculum, approved in 2001, reflects the bold and visionary commitment of faculty to transform the lives of students to change the world. Arising out of this curriculum are three strands--global education, infusion, and experiential learning--that we propose to integrate in order to frame more effectively the commitments already articulated in the curriculum. We believe that the ultimate objective of these commitments must be to prepare students to understand, negotiate and contribute to a sustainable world. We have embraced an expansive definition of sustainability to include social, cultural, and economic concerns as well as environmental concerns. In effect, an education for a sustainable society “enables people to develop the knowledge, values and skills to participate in decisions that will improve the quality of life now without damaging the planet for the future.” In light of this larger goal, we have developed the following global learning goals:

Knowledge Essential for Global Sustainability

Wheaton students will develop an understanding of

- the interconnectedness of knowledge among the sciences, social sciences and the humanities
- the intersection of race, ethnicity, gender, sexuality, class and religion in shaping human experience
- the increasing interdependence between the global and the local
- culture as central to identity, social relationships and modes of understanding
- the impact of human actions on global processes, systems, and sustainability
- the physical and biological functioning of the biosphere

Skills Essential for Global Sustainability

Wheaton students will develop their ability to

- communicate and interact effectively across cultures
- understand actions and beliefs from other cultural perspectives
- understand implication of individual and community actions on global sustainability
- make decisions in the context of ambiguous data or uncertainty
- use technology for local and global communication needs
- use scientific theory and data in analyzing the biosphere
- be effective change agents in support of global sustainability

Values Essential for Global Sustainability

Wheaton students will develop an informed engagement with and response to

- diversity (cultural diversity and biodiversity)
- human rights
- peace and justice
- the responsible use and appreciation of the biosphere

Worldfest-Sponsored Activities at Wheaton 2006-2007

Worldfest, Wheaton's ongoing series of performances, art exhibitions and special events that highlight cultures from around the world, continues to be a very popular initiative.

Punta Garifuna Dance Showcase

This dance showcase featured a performance by Omar "Babakle" Suazo, a Garifuna tribe member now living in Boston. The tribe, existent only in Northern Honduras, Eastern Belize and Northwestern Nicaragua, is known for rich cultural traditions surrounding music and dance. The performance took place in the Balfour-Hood student center and featured a performance, historical discussion of rituals and dance in relation to the tribe and dance lessons. Instruments used during the performance included drums, seashells and other primitive natural instruments. The programs encouraged students to experience cultural diversity through musical performance and dance.

Music of the Earth: Native American and West African Music and Song

Valerie Dee Naranjo shared her talents as a musician, composer and teacher during her two-day residency and concluding concert. Raised in the southwest in an extended family that includes Navajo, Ute and Mexican heritage, Valerie is internationally known for her work on the West African xylophone called the Gyil. Her performance at Ghana's Bobrine Festival of traditional music led the chief of the nation to declare that women be allowed to play the instrument after decades of use restricted to males. Her two-day stay at Wheaton included lecturing and performing in Professor Julie Searles' class as well as a final performance by both Valerie Dee Naranjo and her long time musical partner, Barry Olsen.

Table Talk: Fair Trade and the Role of Agricultural Cooperatives in the Developing World

Beth Ann Milardo Caspersen '96, Chair of the Board of Equal Exchange, lectured and lead a discussion on the fair trade movement in an effort to bring food related social justice issues to the attention of the Wheaton Community. This talk coincided with the Anthropology course "Feast or Famine The Ecology and Politics of Food".

Wheaton's World Dance Program: Experience West African Dance & Drumming

This West African dance program was an extension of the normal fall African dance classes which were moved to the spring semester. The program brought John Camara, a professor and choreographer of West African dance at Harvard, as well as Issa Coulibaly, a West African drummer, for a night of dancing and awareness of Malian culture through movement and music.

Indian Dance Extravaganza

The Asian American Coalition & International Student Association collaborated on the Indian Dance Extravaganza which included performances by Trybe, various professional dancers and other college dance groups from Harvard, Tufts, and UMass Amherst. The performance featured classical, folk and fusion Indian dances, breaking cultural stereotypes that have risen out of the Bollywood film industry. The performance also featured historical and socio-cultural information surrounding Indian dance, primarily regarding gender and the independence and spirituality that dance has provoked in Indian society.

Middle East Concert/ Middle Eastern Awareness Night

This benefit concert featured Andy and Shani, two Persian pop singers who have gained global acclaim through musical performances and humanitarian work. The concert came to Wheaton College as an effort to raise awareness and quell hostility or fear towards the Middle Eastern

community. The performance drew a crowd from both the Wheaton community as well as the greater Boston area. Proceeds for the concert benefited the International Red Cross.

Food Insecurity in the Local Community: The Cupboard of Kindness

Valerie Goddard and Gloria Barker led a discussion regarding the mission of the Norton Food Pantry, the Fall Food Drive at Wheaton and the users of the pantry concerning local issues of class, inequality, and food insecurity.

Table Talk II: The Organic Farm and Community Assisted Agriculture Movement

Carole Rossi and John Mitchell of Crystal Springs Farm lectured on the organic foods movement, community-assisted agriculture and the issues surrounding GMO foods. This talk coincided with the Anthropology course "Feast or Famine".

International Fair

The International Fair was held in the Balfour-Hood Student Center. Fifteen countries were represented and provided food and displayed items from international students' home country or study abroad returnees shared items from their country of study. Entertainment including musical and dance performances as well as the country specific tables displayed the international presence on campus while giving students an opportunity to share their own culture or cultural experience with the Wheaton Community.

The Sounds of Trinidad and Tobago

Student returnees from the 2007 winter trip to Trinidad and Tobago, in conjunction with "Music 204: Innovative Music Traditions of Trinidad and Tobago", applied what they had learned on their academic trip and shared various aspects of their experience abroad. They presented their experience through photographs documenting their trip, in-depth discussions used for final paper topics, artwork inspired by the trip including various journal entries, drawings, a calypso-performance, and video montage as well as a live, Boston-based steel band performance.

Leadership Recognition Ceremony

Humanitarian Peter Dalglish, founder of Street Kids International, spoke as the keynote speaker at this year's Leadership Recognition Ceremony. Dalglish has worked with street children worldwide, most recently in an effort to de-arm child soldiers in Nepal. Dalglish arrived a day before the ceremony, providing Wheaton with a day and a half of workshops and discussions with students. His initial work with the United Nations in Sudan inspired him to launch his own project in Khatoum, Sudan. In 1986 his Khatoum program was launched in which he opened Sudan's first technical training school and helped to transform "pickpockets, petty thieves and housebreakers into carpenters, welders and electricians". He has also worked with "bruised and battered children confined to squalid cells in jails and mental institutions, with girls struggling to read and write in Taliban-ruled Afghanistan, and with semi-nomadic children living on abandoned oil barges on the White Nile in South Sudan".

Bhutan Photography Exhibit

This exhibit featured photographs taken by student (now alum) John Garrett-Young '06 who traveled with a group of Wheaton students and faculty during the summer of 2006. His photographs of the trip included served to educate the community about Bhutanese culture and lifestyle, specifically the country's goal of "Gross National Happiness". His exhibit will be shown at the Shambala Meditation Center in New York this summer. Garrett-Young hopes that his exhibit will return to Wheaton during the 2007/2008 academic year.

Campus-Wide Presentation on Global Sustainability by Dr. Debra Rowe

"The Triple Bottom Line for Global Sustainability: Healthier Planet, People and Economies" was the title of a campus-wide presentation made by Dr. Debra Rowe, a national expert on matters of global sustainability, particularly in higher education. Wheaton's involvement in the Shared Futures project sponsored by the AAC&U and the building of the new science center has brought matters of sustainability into focus in recent months. Students, faculty and members of the community attended this inspiring presentation. The audience was challenged to become change agents in order to contribute to a more sustainable world.

FYS ADVISING PARTNERSHIP SUMMARY FOR 2006-2007 (Center for Global Education & The Filene Center for Work & Learning)

For the past three years the Center for Global Education and the Filene Center for Work & Learning have visited FYS sections to help first-year students learn about and plan for opportunities linking academic studies to experience-based learning and global education.

Number of Classes Visited

Fall '06:20 sections visited

Fall '05:11 sections visited

Fall '04:8 sections visited

Spring '07:(2 sections visited)

Spring '06:2 sections visited

Spring '05:1 section visited

Formats for Visits

Fall '06: 5 sections - 90 minute in-class format

3 sections - "Open House" format (students and faculty visiting each Center for 30 minutes)

13 sections - 30 minute in-class format

1 section - 60 minute workshop outside of class with Administrative Mentor and Preceptors

Post-Visit What Next Guide

Fall '06

Co-created (faculty/Global/Filene) three **What Next Guides** -- highlighting ways that students can connect and extend FYS content to future learning in and beyond Wheaton through future courses, overseas study and experiential opportunities. Guides were created for How the Lies of Our Past Shape Our Present Identities, To Punish or Not to Punish and The New Genetics: Promises and Problems.

Fall '05

Co-created a What Next Guide for Theatre and Social Change

Spring Outreach to First-Year Students

- Spring '07 VIP (Very Important Possibilities) workshop for first-year students in the four FYS classes that we did not visit in Fall '06

Ways We Connect with FYS Classes

- Attended FYS faculty training in May.
- Attended FYS faculty training in August.
- Send e-mail to all FYS faculty, Preceptors and Administrative Mentors – highlighting range of ways that our offices can connect with FYS classes and students

What We Learned

- Most FYS students have not been to our Centers before our in-class presentation.
- After conducting the information/planning sessions first year students eagerly make advising appointments and attend other programs and workshops.
- Faculty share that students seem well informed and focused during the semester advising conversations as a result of our class visit.

- Faculty express that they appreciate the opportunity for students to connect directly with us – relieving them from having to advise around the intricacies and offerings of our two offices.

Suggestions for Future

- Offer “How To Be A First-year Student” workshop series or semester long advising curriculum
- Create a centralized on-line advising toolkit for student self-advisement and campus advisors
- Continue to offer advising training sessions with FYS faculty, Preceptors and Administrative Mentors

Feedback –Fall ‘06

Dear Kay and Sue,

I've had recent advising sessions with my FYS students, and several of them mentioned ideas that they'd gotten from your presentation. It was a valuable experience for my students, and I really appreciate your doing this.

Best wishes,
Tim Barker