

**Center For Global Education
Wheaton College**

Report for 2004-05 Academic Year

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Introduction

The Center for Global Education, in its third year since its founding, continued to build a strong infrastructure for global education and to implement new initiatives to help institutionalized global education values on the campus. The curriculum continues to be the catalyst driving the activities and new initiatives of the Center. As such, working with and supporting faculty to internationalize the curriculum remains a priority. Study abroad participation has continued to grow and cross-cultural programming, sponsored in collaboration with academic departments and student organizations has flourished. I am pleased to report that Wheaton College continues to make significant strides in preparing students to be globally competent. While much remains to be done, the state of global education at Wheaton is the healthiest it has ever been.

Faculty Support

Faculty visit to Southern Africa

The internationalization of the curriculum is possible only if faculty gain the appropriate international experiences to infuse such perspectives in their teaching and acquire the support to facilitate new international learning experiences for their students. This was the impetus for a faculty trip to South Africa and Botswana led by the Dean for Global Education during Spring Break, 2005. Five faculty members from different disciplines in the Humanities and Social Sciences as well as the Associate Dean of the Marshall Multicultural Center accompanied me on this trip. We visited the University of Capetown in South Africa as well as the University of Botswana in Gaborone, Botswana. The trip was designed to explore opportunities for faculty collaboration through research and teaching, to begin laying the groundwork for a January study abroad experience in southern Africa and to explore opportunities for field-based activities, and to inspire reflection and deeper consideration of how existing courses can be infused with global perspectives derived from the African context and how new courses can be developed on themes relevant to Africa, the African diaspora and African American issues.



Wheaton History professor Dolita Cathcart with faculty at the Univ. of Botswana
L to R: Prof. Neill Parsons, Prof. M. Bolaana Prof. Cathcart and Prof. A. M. Chebanne

This faculty visit proved to be enormously successful, both in terms of the projects our faculty have agreed to pursue with faculty at the host institutions, and in terms of the personal transformation and inspiration the faculty derived from this experience. Some of the initiatives to emerge from this visit include the following:

1. The submission of an application to the Fulbright Scholar-in-Residence program to enable Prof. Thabo Fako, a Medical Sociologist to spend the 2006-07 academic year at Wheaton.
2. The submission of an application to Fulbright-Hays—Group Projects Abroad program to fund a group of faculty to return to Botswana/South Africa to engage in a four-week curriculum development project.
3. The development of a January short-term faculty-led program to Botswana for Sociology majors and minors.

Faculty Exchanges

The Center has been working with various partner institutions to develop opportunities for Wheaton faculty to be hosted as visiting scholars through a more formalized faculty exchange program. We have made the greatest progress in this regard with the University of Wollongong, Australia. We are currently exploring a faculty exchange between the Depts. of English of both institutions and have actually identified the first candidate from the Univ. of Wollongong to come. We hope to develop a similar agreement with the University of Botswana. In addition to this, invitations have been extended to have our faculty to visit various institutions to teach summer courses. These include The College Year in Athens program in Greece and Denmark International Study in Copenhagen.

Faculty-led International Academic Experiences

Working with the Assoc. Provost, the Center for Global Education has assisted a number of faculty with seed funding from the Emerson Travel Fund to develop short-term faculty-led January and summer programs in various sites overseas. This kind of support allows to more conspicuously international their courses by extending the academic experience to an overseas site, facilitating learning that could never possibly occur on the campus. These short-term programs offer an alternative to the traditional semester/academic year abroad program that is more tightly integrated into the curriculum at Wheaton. At least six faculty members received such support this past year.

Regional Fulbright Workshop

In March, 2005, the Center for Global Education sponsored a Regional Fulbright Faculty Workshop. More than 20 participants were in attendance representing a number of colleges and universities in the area. A representative from the Council on the International Exchange of Scholars was in attendance to discuss the range of Fulbright funding opportunities. As part of our effort to become a leader in global education, particularly in the northeast, we will offer this workshop on an annual basis.

International Education Workshops

Last fall, the Dean attended the “New Directions in International Education” conference at Beloit College, accompanied by Laura Muller, Prof. of Chemistry. Prof. Muller participated in a special workshop titled “Bringing Sciences into the Discussion about Global Education.” Her involvement in this workshop was particularly useful, given the difficulty that faculty in the natural sciences usually express regarding the task of infusing global perspectives in the curriculum. The Dean chaired a roundtable titled “How do we know if Internationalization Works?”

Other Initiatives

Much of the year was spent working with various committees to generate support for the new Integrated Program for Intercultural Studies. This program, which combines study abroad, work/research abroad and second language acquisition, will be coordinated by the Center for Global Education. We will partner with the Filene Center, Foreign Language, Literature and Culture faculty and academic advisers. The program now has the support of the Global Education Advisory Committee, the Educational Policy Committee, the FLLC faculty and the Filene Center. It will be presented to the entire faculty for approval in fall, 2005.

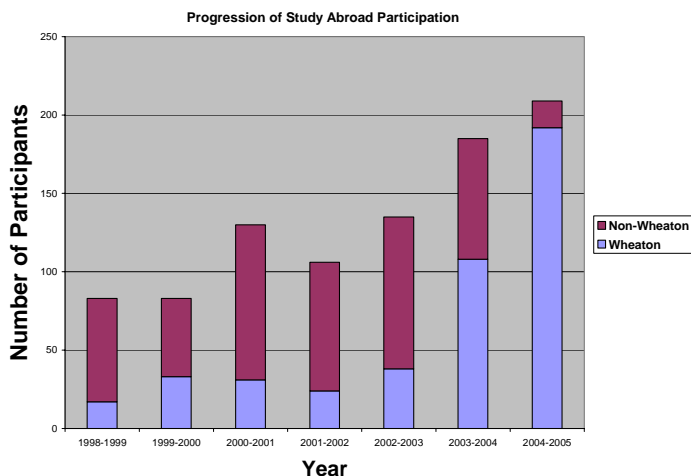
The Center completed the development of a database of Wheaton-approved courses at partner institutions overseas. This database would introduce greater efficiencies in the course-approval process prior to study abroad, make the application process less complicated and confusing, and save time for students and faculty. The Center also completed another database project that is intended for a broad range of data collection and maintenance of study abroad student records.

Study Abroad

Semester and Academic-Year Programs

In 2004-05, a total of 209 Wheaton students participated in study abroad programs. This figure represents a 7% increase in study abroad participation over the previous year. We believe that this figure could have been higher, were it not for the study abroad cap that discouraged some students from pursuing study abroad applications. We are pleased that the prospect of having to turn away qualified applicants from study abroad programs was averted when the President decided to tap into discretionary monies to fund all students who were qualified and willing to engage in study abroad.

Study Abroad Participation at Wheaton



Faculty-led January and Summer Programs

This year saw the introduction of two new January program and a repeat of the summer internship in Brighton for Elementary Education majors. Prof. Allison Levy from Studio Art led 15 students to Florence, Italy in a program titled “Ritual and Representation in Early Modern Florence.” Profs. Scott Shumway and Shawn McCafferty from Biology led 15 students to Costa Rica and Belize to study Tropical Ecology and Marine Biology.

New Agreements

We developed partnerships with four additional institutions, offering study abroad opportunities in five additional cities. These new agreements were signed with the following:

Chinese University of Hong Kong
American University of Cairo
American Council of Teachers of Russian
College Year in Athens Program

Communications

The Global Dispatch has continued to grow into the most complete and concentrated source of information on global activities on the campus, particularly those involving faculty. The fall issue focused on matters of global competence and the spring issue focused on environmental sustainability. This publication generates a great deal of positive feedback, and it has become a very important tool in communicating the college’s commitment to global education.



The Center for Global Education web site is updated regularly and offers a range of information on the programs and activities we sponsor, policies and procedures that govern our programs, curricula with significant global content, faculty resources and cultural events.

Alumni Outreach

The Dean for Global Education, in collaboration with the Office of Development has been working with a number of alumni who support the global education agenda and see this as a priority for the college. The Dean met with a number of alums in various settings, including an event at the Spy Museum in Washington, DC and an event in the Poconos in August, 2004. We have also used the Global Dispatch to both profile alumni and their current engagement with the world as well as have them share their views on the importance of having a global perspective. As a result of these efforts, there are currently a few proposals under consideration by potential donors. These proposals are in support of the Center for Global Education and should be resolved in a positive way in fiscal year 2006.

International Students

Approximately 40 international students were enrolled at Wheaton during the 2004-05 academic year. They represent more than 30 countries and are enrolled in programs of study in all three of the major academic divisions. This number is less than 3% of the total student population and suggests that growth in this area is sorely needed. Notwithstanding international student recruitment done by staff from the Admissions Office, one of the major barriers to growth in the international student population continues to be the high cost of tuition and fees at Wheaton College. Fortunately, the United World College Scholarship offers 100% funding to three international students currently enrolled. We anticipate that an additional three students will receive significant support from this scholarship program in the 2005-06 academic year. Other funding sources have been tapped to support international students (albeit to a less degree than the

UWC scholarship), and in the college's bid to attract the best and the brightest, we hope that this tradition will continue.

Cross-Cultural Programming

The Center for Global Education is committed to offering the campus community a variety of programs that educate and inform about ideas, experiences and traditions that originate in other cultures. To this end, we participated in the sponsorship of the following events during the past year:

- Co-sponsored presentation on Multicultural Australia with Dept. of Sociology, presentation by Prof. Jakubowicz from the University of Sydney



- Co-sponsored with WNCC presentation on Israel and Palestine today by Prof. Jeff Halper from Ben Gurion University
- Co-sponsored with Dept. of Sociology talk by distinguished sociologist Prof. Peter Berger from Boston University on Globalization
- Sponsored workshop on cross-cultural adjustment for Wheaton's international students
- Seventeen Wheaton students participated in Harvard University's 50th Model United Nations Program representing the Bahamas and Tonga. Profs. Darlene Boroviak and Jeanne Wilson served as the faculty advisers and Dean Charles continued to serve as the administrative adviser. The Center for Global Education is the chief sponsor of this student organization, underwriting registration fees and hotel accommodation expenses associated with the conference. Our students performed commendably.

In addition to this, we collaborated with student organizations such as the Global Interest Group and the International Student Organization in sponsoring a variety of programs, from the International Festival to a study abroad information fair.

Pressing Needs for New Academic Year

As the scale of responsibilities and projects at the Center for Global Education increases, so too does the need for additional resources. We continue to be in desperate need of an

Administrative Assistant to manage all the support functions of the Center and supervise the front area of the office.

With the implementation of the Integrated Program for Intercultural Studies, many candidates who may spend their summer engaged in internship or research activity would effectively forfeit income from summer employment. We would like to make scholarships available to such students to at least help them cover the expenses they would incur during that time.

Finally, the Wheaton Model United Nations Program is an effective tool to instill among students the value of seeking peaceful means to resolving conflict. Students acquire research, debating and consensus-building skills through their participation in this program. The Center for Global Education would like to have dedicated funds to support the involvement of this organization in the Harvard Model UN conference each year.

Priorities for 2005-06

1. The three area studies programs all recognize a need for revitalization and for coalescing around an agenda that would give them greater visibility and generate greater interest among students. The Center for Global Education is seeking to establish closer working relationships with these programs to support them in this objective. As a first step, the Center is trying to establish a physical presence for these programs in the Davis House. None of these programs currently have their own physical space and lack administrative support. Being housed in such close proximity to the Center for Global Education would facilitate easier collaboration on variety of projects and allow these programs to benefit from some of our resources.
2. We anticipate that the Integrated Program for Intercultural Studies will be launched next year after the faculty endorses this program. We will be going to recruit students for the program, and will secure approval from Ed. Pol. for the course to be taught by the Dean in connection with this program.
3. In connection with the Infusion project at Wheaton, we hope to sponsor a conference on “Racial Identity Transformation from a Global and Interdisciplinary Perspective” in fall, 2006. Much of the planning for this symposium will occur during the coming year.
4. The presence of visiting scholars on the campus is an important tool in the internationalization of the curriculum. We are currently negotiating a faculty exchange program with the University of Wollongong that would bring faculty from their English department to Wheaton and allow our faculty to be hosted by them. We hope to secure funding through the Fulbright Scholar-in-Residence program to bring a University of Botswana sociologist to spend a year at Wheaton. We also hope to host a visiting scholar from Germany who will be here to collaborate with Prof. Drout on his work on J.R.R. Tolkien.
5. We hope to assemble an interdisciplinary team of faculty, including faculty from colleges in the area to travel to Botswana/South Africa to engage in a curriculum development project. To this end, we hope to seek funding through the Fulbright-

Hays—Group Projects Abroad Program. This endeavor will further support the internationalization of the curriculum at Wheaton and help advance Wheaton’s objective to become a leader (among peer institutions) in global education.

Conclusion

The Center for Global Education continues to pursue an ambitious agenda to support an internationalized curriculum that succeeds in preparing students to be globally competent. We are fortunate to have a supportive administration, faculty and alumni collaborating with us in this very critical endeavor. We look forward to continuing to build on the important accomplishments of the past three years.