

SOKA UNIVERSITY OF AMERICA PRESENTS



CONFERENCE | JUNE 3 – 5, 2018 | ALISO VIEJO | CALIFORNIA

Our **Globalizing the Liberal Arts** conference will bring together leaders from leading liberal arts colleges and programs to engage in a summit meeting that will discuss ways in which liberal arts can provide undergraduates with the capability to collaborate on complex problems that span diverse cultural perspectives. The leaders gathered at our meeting articulate the vision of liberal arts and its role in fostering global citizenship, and how liberal arts can respond to the demands of our societies for solutions to urgent social, political and scientific problems.

Our meeting includes Directors for Global Education and Deans from a Mellon Foundation Global Liberal Arts consortium that includes Carleton, Connecticut College, Colorado College, Grinnell, Hamilton, Lafayette, Mount Holyoke, Middlebury, Saint Lawrence, Trinity College, Union, Wesleyan, and Williams. With strong regional connections to the Claremont Colleges (Scripps, Pitzer, Pomona, CMC and Harvey Mudd), as well as nearby peer institutions, we will be able to offer presentations and share perspectives on global liberal arts from leading institutions across Southern California. Yale University and Yale-NUS College (Singapore) have agreed to participate, and both have sent teams of faculty to represent their new projects in undergraduate education and liberal arts. Yale and Yale-NUS jointly organized a conference in 2016 entitled “Globalizing the Liberal Arts (<https://gla.yale-nus.edu.sg/>) and many of participants from that meeting will be invited and expected to attend.

An additional opportunity exists to connect to excellent liberal arts programs internationally and we expect several representatives of international institutions to attend. The presence of representatives from leading international liberal arts colleges and programs will provide a truly global perspective, with representatives from Yale-NUS College (Singapore), Ashoka University (India), and Duke-Kunshan University (China) all presenting.

CONFERENCE THEMES

The themes of our conference are arranged as a pairing of a plenary panel discussion with a longer working group discussion. Each morning will feature three plenary panels on each of three themes, and the afternoon will provide a 90 minute parallel discussion on the three topics. The panels will each include an overview of the topic, two or three representative case studies (highlighting both successes and challenge areas), and a discussion of generalizable principles with the audience. The discussions will allow participants to dig deeper into the topics, and develop solutions, and ongoing collaborations that can bring new developments on each campus.

The themes are organized into six sessions, described below, which include the 60 minute panel discussion and 90-minute working group discussion.

PLENARY KEYNOTE I

Hiram Chodosh, President, Claremont McKenna College

Title: “The Future of Learning”

PLENARY KEYNOTE II

Patti McGill Peterson, Senior Fellow, American Council on Education

Title: “Globally Engaged Institutions: Lists of Initiatives or Institutional DNA”

The global engagement of higher education has a long and multifaceted history. Ultimately, each college or university decides whether and to what extent a commitment to being a globally oriented institution will be part of its mission. If an explicit commitment is articulated, the next steps are determining its architecture and building blocks. This process is often referred to as comprehensive internationalization and conveys a wide range of activity as institutions attempt to define themselves in global terms. In her presentation, Dr. Peterson will provide a broad overview of the internationalization of higher education in the United States and offer an assessment of current efforts to make global learning the centerpiece. She will conclude with observations about the relationship of this work to an America First agenda.

PLENARY KEYNOTE III

Adam Weinberg, President, Denison University

Title: “Creating a Globally Engaged Campus”

What does it mean to be a globally engaged campus? In this talk, Dr. Weinberg will lay out a series of principles to imagine a globally oriented liberal arts that educates and inspires a generation of students, faculty, staff, alumni, and local community members with the capacity to work on complex problems that span diverse cultural perspectives. Doing so requires thinking more deeply and broadly about who we need to engage on our campuses and how we want to engage them. It also requires more serious and sustained efforts to connect disparate initiatives that already are taking place on our campuses. Dr. Weinberg will lay out a series of principles and early action steps to move campuses in this direction.

PLENARY ONE: THE ROLE OF THE CORE AND GE CURRICULUM IN GLOBAL LIBERAL ARTS

Panel Chair: *Bryan Penprase, Dean of Faculty, Soka University of America, The Soka University Curriculum*

This talk will provide an overview of the Soka University curriculum, which includes a hybrid block-semester calendar, experiential learning courses known as “Learning Clusters” and a Core and GE curriculum that fosters a sense of global citizenship within students and which includes study abroad in a foreign language and language proficiency for all students.

Presenters:

David Helfand, Professor of Astronomy, and Chair of the Committee on Innovative Teaching and Learning Columbia University, *Essential Ingredients of a Liberal Arts Curriculum*.

A common experience, a broadening experience but, most importantly, an experience that requires self-reflection and deep learning, a general education core is an essential component of any curriculum that claims the moniker “liberal” — it is the piece of the curriculum that prepares students to be truly free citizens of the world.

Terry Nardin, Professor of Political Science and Director of the Common Curriculum at Yale-NUS Yale-NUS College (Singapore), *The Common Curriculum at Yale-NUS College*.

The Common Curriculum at Yale-NUS provides an alternative approach to general education that is global in intent and execution. Since all students have the same Common Curriculum experience, it also strengthens their ability to learn from one another.

Noah Pickus, Dean, Undergraduate Curriculum Affairs and Faculty Development Duke Kunshan University (China), *The Duke-Kunshan University Curriculum*.

This talk describes alternative approaches to general education and the unique features of Duke Kunshan University’s curriculum, with special attention to its shared, integrated, immersive, flexible, and signature dimensions.

PLENARY PANEL TWO: CENTERS FOR GLOBAL LEARNING: VARIATIONS IN STRUCTURE AND OPERATIONS

This panel will present various models of Centers for Global Learning/Global Engagement, exploring both new and long-standing centers within the tradition of liberal arts institutions. Centers with a focus on global learning have a surprising range of diversity in both institutional structure and activities. How do these various centers participate in the liberal arts mission of their institutions? What are the challenges of operating and sustaining such ventures? What can we learn about successful and less successful initiatives that would help our own institutions in future planning?

Panel Chair: *Mary Coffey, Associate Dean, Pomona College, Oldenborg Center for Modern Languages and International Relations*

Presenters:

Tamar Mayer, Director of the Rohatyn Center for Global Affairs and the Program international and Global Studies, Middlebury College, *Expanding the Charge: Globalizing the International Center*.

Middlebury's Rohatyn Center for International Affairs was charged with being the epi-center for all co-curricular activities that are international in nature on campus. But while the *International* privileges the nation-state and its international institutions, many of the social, environmental, even economic and political problems cut across political boundaries and present themselves at local and global scales. In response, the Rohatyn Center has changed its name and charge to focus on the *global*. In this presentation, I will discuss what this shift has entailed and draw on lessons learned.

Kate Patch, Senior Director of Global Initiatives, Grinnell College, Institute for Global Engagement, *Internationalizing the Liberal Arts Campus, Now What?*

Comprehensive internationalization is not an end-game scenario. Once a campus commits to the process and the structure is built, the "real work" begins. Within liberal arts colleges, unique challenges arise in the pursuit to align strategic global goals across campus. This presentation will highlight Grinnell College's creation of the Institute for Global Engagement and the future path forward.

Richard Detweiler, President, Global Liberal Arts Alliance (GLAA), *Developing Global Education Networks*

There are basically two approaches to the development of global educational networks: transactional or relational. A transactional approach, which emphasizes contract-like negotiation for specific purposes, is most typical. A relational approach, which emphasizes the building of meaningful partnerships among equals through time invested in developing and maintaining a shared vision, goals, and outcomes, begins more slowly but results in richer and long-lasting collaboration. The development of the relationship-based Global Liberal Arts Alliance by the GLCA will be described.

Anne Dwyer, Associate Professor and Director, Oldenborg Center for Modern Languages and International Relations, *Rebuilding "The Borg": Reimagining a Residential Center as a Global Hub*

Pomona College's Oldenborg Center for Modern Languages and International Relations, founded in 1966, originally combined a coeducational language residence with "groups organized to study international relations," and over time developed a mix of residential and curricular programming, including language tables and a lecture series with high community participation. Now the college is planning to rebuild it as a globally-focused center. But what do these ongoing changes mean in terms of new institutional structures and physical spaces? How do we embrace the new without diluting the language-learning mission of today's "Borg"? How might the balance of residential and curricular programming shift? How might the center make more space for the campus's diverse language communities? In short, how might a reinvigorated global center channel the disparate and divergent global activities of our students and faculty and become an even stronger intellectual and social hub for the college and its surrounding community?

PLENARY PANEL THREE: STUDY ABROAD IN A CONNECTED WORLD

Panel Chair: *Jane Edwards, Dean of International and Professional Experience, Yale University, Setting the Stage for Moving the Furniture*

We will begin with a rapid review of what we have learned about effective practice in the design of study abroad programs, and in providing guidance for students so that they can learn and grow through the experience. This will help us think together about how we can best respond to the extraordinary technological and social changes that have so changed the daily reality of study

abroad, and that challenge the validity of models developed decades ago. We will look at recent research and practical guidance in the field, and think about how to develop a plan for reviewing and recalibrating our own program design and our work with our students.”

Presenters:

Antonio González, Professor of Spanish and Director of the Fries Center for Global Studies, Wesleyan University, *Replicating Intercultural Learning in the High-Tech Classroom: Unforeseen Challenges*.

The new high-tech videoconferencing systems that allow colleagues from different areas of the world to co-teach across cultural boundaries and time zones pose new opportunities and challenges to faculty committed to intercultural learning. Advances in technology enable us to achieve a certain *authenticity* of experience by replicating the type of academic exchange that was previously accessible only by studying abroad. However, as we move to incorporate these platforms in our teaching, we will need to carefully assess how to truly prepare our students attitudinally to engage effectively with the world beyond their borders from within the comfort zone of their domestic campus environment.

Vanita Shastri, Dean of Global Education & Strategic Programs, Ashoka University (India), *Development and Challenges of Student Mobility for Indian Institutions*.

Student mobility of both outbound and inbound present challenges and opportunities for a new university. Sharing some aspects of the journey and milestones that Ashoka has been able to reach in this regard, issues of interest and importance include financing, aid and student exchange as specific areas of challenge for institutions beyond the United States.

Talya Zemach-Bersin, Postdoctoral Fellow, Pembroke Center for Teaching and Research on Women, Brown University and an instructor in Yale’s Education Studies Program, *The Cultural Politics of Study Abroad*.

While many forms of border crossing have been embraced by academics as important fields of inquiry, the matter of American students studying and volunteering abroad has been largely quarantined in the professional domain of international education. What would happen to our assessment of study abroad if we examined it through the disciplinary lenses of history, foreign relations, or anthropology? When taken as a legitimate object of study, student mobility emerges not as an inevitable educational good, but as an enterprise deeply embedded in the politics of America’s relationship to the world. This presentation will identify some of the major ethical questions and pedagogical concerns that emerge from a critical analysis of student interviews and study abroad advertisements.

PLENARY PANEL FOUR: THE GLOBAL LIBERAL ARTS COLLEGE

Panel Chair: *Tamar Mayer, Director of the Rohatyn Center for Global Affairs and of the Program in International and Global Studies, Middlebury College*

In recent years, many liberal arts colleges have begun to promote themselves as incubators of “global citizenship.” In spite of these claims, however, it is unclear what precisely defines a college as global. The purpose of this roundtable discussion is to work toward a definition of the “global” in the liberal arts by looking at different versions of global programs from leading liberal arts colleges.

Jeremy Adelman, (Virtual Presentation) Henry Charles Lea Professor of History and Director of the Global History Lab Princeton University, *Can We Bring the World into a Course?*

While I have done a lot of different programming and planning over the years, perhaps I should focus on my own experience in recent years with humanitarian humanities, integrating refugee learners and Princeton students into the same course without walls. I will talk about the ups and downs of global blended learning, the challenges of helping students to collaborate across distances and socio-economic backgrounds and legal conditions. How can a course bring the world to campus and give campus students access to voices from the rest of the world? How can undergraduate learning be a service to humanity?"

Rosetta Marantz Cohen, Professor of Education and Child Study, Smith College, *The Making of a School: Global Education in the Making*

Regardless of geography, making schools requires close attention to historical, political, environmental, ethical, and practical considerations. This is even more crucial when the designers and educational experts operate from different parts of the globe. In order to afford our students the opportunity for a true global collaboration, the Department of Education and Child Study at Smith College offered this past semester a course entitled The Making of a School, in which students worked with Kenyan educators and experts on the ground to design a new boarding school for girls in Kenya. I'll discuss the class, and the possibilities, complexities, and limitations inherent in an effort like this one.

Nadia Rabesahala Horning, Director of Social Entrepreneurship Programs, Middlebury College, *Increasing the Flow of Ideas and People between a College and a Continent: the Middlebury-ALU Experiment.*

What does it take to "globalize" a liberal arts college in New England? In this presentation, I will discuss the approach I have taken to this challenge since 2015. The approach consists of re-imagining my educator's role as a facilitator of engagement across cultural and institutional boundaries. This conceptualization of the educator's role is a departure from the conventional teacher-scholar one, and it has presented both challenges and opportunities. To unpack these, I will share insights from a recent trip I took with Middlebury College students to the African Leadership University (ALU) in Mauritius."

Trisha Craig, Dean of International and Professional Experience Yale-NUS College (Singapore), *In Asia, For the World: Establishing the Liberal Arts Abroad*

What does it mean to introduce the liberal arts to parts of the world where it is a relatively unknown model of education? Starting from the experience of Yale-NUS in Singapore, I'll talk first about the development of our curriculum, which is designed to answer the question 'what does a young person need to know in the 20th century?' and is built on a foundation of a robust common curriculum that has the East and West in dialogue. Then, the broader issue of why at a time when the liberal arts is losing its luster in the West, it is being championed by States elsewhere in the world will be considered. Finally, some of the implications for institutions operating in these new settings are discussed.

Kara Godwin, Research Consultant Boston College, Center for the International Studies of Higher Education, *Liberal Education's Global Trends and Critical Questions: Where to go from here?*

I come to this panel from a slightly different perspective in that I am a researcher who studies international higher education, and specifically, the global emergence of liberal arts education

outside the U.S. Because I also do a lot of consulting related to liberal arts in the US and abroad, strategic initiatives, and higher ed learning/teaching/curriculum/assessment, I see angles from multiple institutions. My presentation objective will be to broaden perspectives. I would like to do this in two ways: provide an evidence-based summary of what is happening with liberal arts globally, and raise some tough questions about what it means that liberal ed is expanding. My goal is to get people thinking beyond their own institutions and see their institutions/programs within a broader global landscape.”

PLENARY PANEL FIVE: CAPTURING THE GLOBAL EXPERIENCE

The activities collected under the rubric of “global experience” tend to be multiple and far-flung—often including off campus study, select courses, internships, civic engagement, language study, participation in events, and more. How can we curate these experiences in a way that renders them more coherent and meaningful for our students while at the same time translating them into a more broadly understood academic currency? This session will examine strategies and techniques for achieving these goals through coursework, e-portfolios, transcript notations, and advising.

Panel Chair: *Scott Carpenter, Marjorie Crabb Garbisch Professor of French and the Liberal Arts, Director of the Center for Global and Regional Studies, Carleton College, **Global Pathways***

Presenters:

Eva Posfay, Professor of French, former Associate Dean, Carleton College *Who Am I? Promoting Intercultural Reflection in the Classroom*

Arne Koch, Dean of Global Engagement, Associate Professor of German, Colby College, *Integrating Off-Campus Study: Colby College’s Faculty Mentoring (Pilot) Program*

How can we promote integration of study abroad into the fabric of our academic institutions to promote faculty exposure to students’ study-abroad experience and at the same time enhance departmental oversight of students’ off campus experiences, requiring them to articulate their academic and personal goals? Working from this question posed by Colby College’s Global Task Force in May 2016, Colby set out to create as a pilot the OCS Faculty Mentor Program this past spring. Aside from a program description, this presentation will discuss already identified challenges and ways in which an institutional commitment to integrating students’ study abroad experiences may be applicable at different institutions.

Eric Feldman, Program Manager, Office of Global Learning Initiative, Florida International University, *Prompting Reflection with ePortfolios in a Global Distinction Program*

ePortfolios can be utilized to capture student reflection while storing and displaying artifacts of global learning experiences. This session will share transferrable suggestions for practice regarding how to design ePortfolio instructions which excite students and allow them to show their creative side while containing standardized elements across participants.

Elaine Meyer-Lee, Associate Vice President for Global Learning and Leadership, Agnes Scott College, *Building on Global Immersion Experiences in the Curriculum and Co-Curriculum*

Many campuses have now incorporated global immersion experiences of some kind into their curriculum, and this talk will offer some principles and examples for both embedding these more deeply within reflection courses and following them up with later connected manifestations of

global learning, including courses and co-curricular experiences leading toward a Global Learning Specialization noted on the transcript. Ways in which a team-based advising approach and a digital portfolio can both assist students in articulating and curating this learning will be provided, as well as preliminary assessment findings from a multi-method longitudinal assessment.

PLENARY PANEL SIX: GLOBALIZED STEM EDUCATION

How can we bring our STEM faculty and students into deeper engagement with globalized issues in science and technology? What kinds of tie-ins can study abroad have with STEM to make for more meaningful engagement within the international experience? And what are some of the emerging new curricula in science within liberal arts institutions? This panel will discuss the state of STEM education within liberal arts in a global context.

Panel Chair: *Bryan Penprase, Dean of Faculty, Soka University of America*

Presenters:

David Drew, Professor of Education and Joseph B. Platt Chair in the Management of Technology, Claremont Graduate University, *Liberal Arts and Engineering*

David E. Drew will discuss an NSF-funded feasibility study he and Louis Bucciarelli (MIT) have been conducting about innovative ways to more tightly integrate engineering education with the arts and humanities. He also will discuss a) barriers to STEM education facing women and students of color, both in the US and in other countries, and b) strategies and programs to overcome those barriers and increase access to, and diversity in, STEM.

Kathy Takayama, Senior Science Education Fellow at the Howard Hughes Medical Institute (HHMI), *Inclusive STEM Education*.

I will share the processes of a collaborative approach toward inclusive STEM education through the integration of theatre and STEM pedagogy. We facilitate an embodied understanding of diversity, identity, and the power of embracing failure, to promote openness to possibility and stimulate idea generation. By “deconstructing” the signature pedagogies of STEM, we explore stereotype threat, microaggressions, and help reconstruct cultures of inclusion and generosity to foster self-authorship for learners and bring their identities into the global narrative of STEM.

Katie Purvis-Roberts, Professor of Chemistry and Environmental Science; W.M. Keck Science Department of Claremont McKenna, Pitzer and Scripps Colleges, *International Environmental Chemistry*.

How can we encourage science students to be involved in international collaborations? A case study of student collaboration in an Environmental Chemistry course at the Claremont Colleges focused on environmental issues in Asia will be discussed. As part of the course, the students grapple with real-world environmental problems by working on projects with students from the National University of Malaysia around renewable energy, climate change, and air quality. Eventually a network of engineering and science faculty within Asia Pacific Economic Cooperation (APEC) economies will be developed to utilize student work on real-world projects to inform policy for the APEC Energy Working Group.

Juan Manuel Fernández-Cárdenas, Professor of Education and Director of the Master in Educational Technology, Tecnológico de Monterrey, Mexico, *Understanding the teaching of STEM education through dialogue and transformative learning in Mexico*.

STEM education operates in the contemporary context of globalization and is influenced by a complex interplay of local and global (or 'glocal') forces. Globalization itself is held up by some as a panacea for inequality but is simultaneously shown to be propagating as many inequalities as it is solving. STEM education is similarly contradictory, being seen as a universal driving force for international development, but also accentuating social and cultural inequalities. In this presentation, the aim is to explore perspectives on STEM education focusing on dialogue and transformative learning, addressing the following guiding questions: a) How can we overcome the seemingly contradictory agenda of STEM education in order to simultaneously create economic development and meet the social needs of participants? and b) What sorts of innovations and new approaches are being introduced with regards to the teaching of STEM in Mexico?

CONFIRMED SPEAKERS & SPEAKER BIOS

Plenary Keynote Speakers:



Hiram E. Chodosh, President of Claremont McKenna College

Hiram E. Chodosh became the fifth president of Claremont McKenna College on July 1, 2013. Under his leadership, CMC has raised more than \$135 million for the Student Imperative, a scholarship, financial aid, and student cohort program. Additionally, the College opened three new centers – the CARE Center, designed to foster the understanding and mitigation of social divisions; the Soll Center for Student Opportunities, which both integrates and elevates advisory support for summer internships and post-graduate success; and Roberts Pavilion, an awardwinning facility for athletics, recreation, and community events.

Chodosh received his B.A. in history from Wesleyan University in 1985 and his J.D. from Yale Law School in 1990. In 1993, he joined the faculty of Case Western Reserve University School of Law in Cleveland. He also served in multiple leadership roles at Case including the Hostetler Professor of Law, director of the Frederick K. Cox International Law Center, and associate dean for academic affairs.

In 2006, Chodosh became dean of the SJ. Quinney College of Law at the University of Utah where he also served as the Hugh B. Brown Endowed Presidential Professor of Law and the Senior Presidential Advisor on Global Strategy.

Beyond his academic leadership, Chodosh has made a global impact through his justice reform efforts. Chodosh lectured and taught mediation in India as a Fulbright Senior Scholar in 2003. From 2007-2009, he founded and directed Global Justice Project: Iraq under a \$10.4 million grant from the U.S. Department of State. He has served in advisory positions on justice reform for the World Bank Justice Reform Group, the International Monetary Fund Legal Department, and many court systems, non-profit organizations, and national commissions.

He has published numerous articles, books, and essays on mediation, legal reform, and comparative law. His recent books include *Uniform Civil Code of India: A Blueprint for Scholarly Discourse* (with Shimon Shetreet, 2016), *Law in Iraq: A Document Companion* (with co-editor Chibli Mallat, 2013), both published by Oxford University Press, and *Global Justice Reform: A Comparative Methodology* (2005, NYU Press).

President Chodosh is married to Priya Junnar, director of CMC's distinguished Marian Miner Cook Athenaeum.

<https://www.cmc.edu/president/biography-of-president-chodosh>



Patti McGill Peterson, Ph.D., Senior Fellow, Center for Internationalization and Global Engagement
American Council on Education

Patti McGill Peterson is senior fellow at the American Council on Education (ACE). From 2011 -2016, she oversaw all of ACE's international initiatives and headed the Center for Internationalization and Global Engagement.

Prior to joining ACE, she was senior associate at the Institute for Higher Education Policy (IHEP) whose mission is to increase student access and success in postsecondary education. From 1997-2007, she served as executive director of the Council for International Exchange of Scholars (CIES) and vice president of the Institute of International

Education (IIE). CIES, a division of IIE, administers the worldwide Fulbright Scholar Program on behalf of the US government.

Patti is president emerita of Wells College and St. Lawrence University, where she held presidencies from 1980-97. As a tribute to her leadership at Wells, the Patti McGill Peterson Chair in social sciences was established. At St. Lawrence, the Center for International and Intercultural Studies was named in her honor. She has served on the faculty of the State University of New York, Syracuse University and Wells College and was senior fellow at Cornell University's Institute for Public Affairs.

She has held prominent international and national leadership positions. Patti served as chair of the US-Canada Commission for Educational Exchange, the National Women's College Coalition, the Public Leadership Education Network, and ACE's Commission on Leadership Development and Academic Administration and is a past president of the Association of Colleges and Universities of the state of New York.

Patti holds a bachelor of arts degree from The Pennsylvania State University and master of arts and doctoral degrees from the University of Wisconsin-Madison. She did postgraduate study at Harvard University.

<http://www.acenet.edu/news-room/Pages/Patti-McGill-Peterson-PhD.aspx>



Adam Weinberg, President of Denison University and former CEO of World Learning

Adam Weinberg became the 20th president of Denison University in 2013. He has focused on positioning Denison in ways that address the major issues facing higher education in the 21st century, including career readiness, affordability, diversity, internationalization, and civic education. Prior to coming to Denison, Dr. Weinberg served as president and CEO of World Learning, where he led education programs in more than 70 countries, including overseeing The Experiment in International Living, The School for International Training, and a large portfolio of USAID grants and programs. At Denison, he has helped the college imagine a more global liberal arts. He also has focused on global convenings of liberal arts college presidents, including hosting the Global Liberal Arts Alliance, and partnering with Sir Anthony Seldon to organize an annual convening of globally oriented liberal arts college presidents. Dr. Weinberg started his career at Colgate University, where he was a member of the sociology and anthropology department and also served as vice president and dean of the college. He graduated from Bowdoin College, and he studied at Cambridge University before earning his master's and doctoral degrees in sociology at Northwestern University. He has published widely, is a member of the Council on Foreign Relations. He has also served on a variety of globally oriented boards, including The Talloires Network, InterAction, and the Alliance for International Education and Cultural Exchange.

<https://denison.edu/campus/president/adam-s-weinberg>

Conference Speakers:

Jeremy Adelman, Henry Charles Lea Professor of History and Director of the Global History Lab, Princeton University (Virtual Speaker)

Jeremy Adelman is the Henry Charles Lea Professor of History and Director of the Global History Lab at Princeton University. Educated at the University of Toronto, the London School of Economics, and Oxford University, he is the author or editor of ten books in Latin American and global history. His forthcoming book is entitled *Earth Hunger: Global Integration and the Need for Strangers* (Princeton University Press).

Scott Carpenter, Director of Global Programs, Carleton College

Scott Carpenter (Ph.D., University of Wisconsin, Madison) is the Marjorie Crabb Garbisch Professor of French and the Liberal Arts, as well as the director of Carleton's Center for Global and Regional Studies. He teaches courses on the representation of otherness, modern poetry, nineteenth-century prose, hybrid cultures in Paris, and creative writing. His publications include *Acts of Fiction* (1996, on political representations in nineteenth-century literature) and *Reading Lessons* (2000, an introduction to literary theory), *Aesthetics of Fraudulence in Nineteenth-Century France: Frauds, Hoaxes and Counterfeits* (2009), as well as a novel *Theory of Reminders* (2013) and a collection of short stories (*This Jealous Earth*, 2013). An active participant in the theory and practice of global education, he is currently co-authoring a volume about the integration of study abroad into the liberal arts curriculum.

Mary Coffey, Associate Dean, Pomona College

Rosetta Marantz Cohen, Professor of Education and Child Study, Smith College

Rosetta Marantz Cohen is Professor of Education and Child Study, and, come fall, the Betty Mugar Eveillard Faculty Director of the Lewis Global Studies Center at Smith College. She received her BA from Yale, her MFA from Columbia and her EdD from Teachers College, Columbia. She is the author of five books, including most recently *The Work and Lives of Teachers: A Global Perspective* (Cambridge, 2018), and two award-winning chapbooks of poetry.

Trisha Craig, Dean of International and Professional Experience, Yale-NUS College (Singapore)

Trisha Craig is Dean for International and Professional Experience at Yale NUS College as well as Senior Lecturer in Politics, Philosophy and Economics. She is the product of a liberal arts education, with a BA from Swarthmore College and PhD from Yale. Her work focuses on party politics, elections and institutions in western democracies as well as on higher education globally. She is a frequent commentator in both print and broadcast media.

Richard Detweiler, President, Great Lakes College Association (GLCA) and the Global Liberal Arts Alliance, Developing Global Education Networks.

David Drew, Professor of Education; Joseph B. Platt, Chair in the Management of Technology, Claremont Graduate University

David E. Drew holds the Joseph B. Platt Chair in the Management of Technology at the Claremont Graduate University. His principal appointment is in the School of Educational Studies, where his teaching focuses on quantitative research methods, statistical analysis, and model building. For

ten years Mr. Drew served as dean of the School of Educational Studies. Prior to joining the CGU faculty, he held senior research positions at the Rand Corporation, the National Research Council, and the American Council on Education. Earlier he held a research faculty position at Harvard University, from which he received his PhD, and served as head applications programmer at the Harvard Computing Center.

Anne Dwyer, Associate Professor and Director, Oldenborg Center for Modern Languages and International Relations, Pomona College

Anne Dwyer's research interests include Russian and German modernism; literary treatments of the multiethnic Romanov and Habsburg empires; biography and autobiography; and the history of critical theory. She is currently writing a book on the Soviet afterlife of Viktor Shklovsky and Russian formalism.

Jane Edwards, Dean, Professional and International Experience, Yale University

Jane Edwards has served at Yale since 2006, most recently as Senior Associate Dean and Dean of International and Professional Experience. Prior to coming to Yale she was Director of International Studies at Harvard, and before that served in a similar position at Wesleyan University, where she also taught for the department of Romance Languages. She is a member of the editorial board of the Journal of Studies in International Education and has served nationally on the Boards of NAFSA, CIEE, The Fund for Education Abroad, World Learning, and on the Schools Board of Overseers at Middlebury College. She holds a B.A and M.A from Cambridge University, and her Ph.D. is in Folklore and Folklife from the University of Pennsylvania.

Eric Feldman, Program Manager, Office of Global Learning Initiative, Florida International University

Juan Manuel Fernández-Cárdenas, Professor of Education and Director, Masters in Educational Technology, School of Humanities and Education, Tecnológico de Monterrey, Mexico

Prof Fernández-Cárdenas has published more than 75 research articles, refereed chapters, and books. His research interests include the study of the conformation of communities of practice, the evaluation of educational quality in settings mediated by the use of digital technology, in particular in STEM education, moral development programs, and academic writing activities. Prof. Fernández Cárdenas holds a BSc in Psychology (Honours), from the Faculty of Psychology of the National Autonomous University of Mexico (UNAM), as well as a PhD in Language and Education from the Open University, United Kingdom. He has worked as Research Assistant at the Laboratory of Cognition and Communication of the Faculty of Psychology, UNAM; as Educational Designer at Anáhuac University; as Research Fellow of the Centre for Language and Communications, and the Educational Dialogue Research Unit from the Open University; as Tutor for the Educational Policy and Educational Management Certificate program in FLACSO Mexico; ex- President of the Northeastern Mexico's Network of Educational Research and Innovation (REDIEN), as well as Research Coordinator of the Northern Regional Committee for Cooperation with UNESCO. Until July 2010, he worked as Associate Professor at the Faculty of Psychology of the State University of Nuevo León (UANL). Within these lines of research, he has taught courses at the Undergraduate, Master's and PhD levels at Tecnológico de Monterrey, UANL, and The Open University, UK. He has supervised the development of more than 50 thesis for undergraduate and graduate students, and currently supervises the research projects of three PhD students, and two Master's thesis at the School of Humanities and Education of Tecnológico de Monterrey and UNAM.

Kara Godwin, Consultant, Boston College, CIHE

Kara A. Godwin is a higher education consultant for governments, universities, and NGOs. She is also a Research Fellow with the Boston College Center for International Higher Education and founder of the Global Liberal Education Collaboratory, an emerging association of liberal arts initiatives outside the US. Her work focuses on curriculum, learning/teaching, strategic planning, policy, and internationalization. Her forthcoming book, *Changing Tides: The Global Rise of Liberal Education*, analyzes the growing global interest in the liberal arts education philosophy.

Antonio González, Director, Center for Global Studies, Wesleyan University

Antonio González has taught at Wesleyan University since 1979. He has published widely on modern Spanish literature, theater and performance, and has been instrumental in spearheading various global initiatives. These include developing study abroad opportunities in Spain, Italy, and Mexico, directing Wesleyan Program in Madrid on numerous occasions, and setting up, in 1992, Wesleyan's Office of International Studies. Most recently Gonzalez helped found and is currently directing Wesleyan's Fries Center of Global Studies.

David Helfand, Professor of Astronomy, and Chair of the Committee on Innovative Teaching and Learning, Columbia University

David J. Helfand, a faculty member at Columbia University for forty-one years, has served nearly half of that time as Chair of the Department of Astronomy. He is the author of nearly 200 scientific publications and has mentored 22 PhD students, but most of his pedagogical efforts have been aimed at teaching science to non-science majors. He instituted the first change in Columbia's Core Curriculum in 50 years by introducing science to all first-year students. In 2005, he joined an effort to create Canada's first independent, non-profit, secular university, Quest University Canada where served as President & Vice-Chancellor from 2008-2015. He also recently completed a four-year term as President of the American Astronomical Society. His first book, "A Survival Guide to the Misinformation Age" appeared last year.

Nadia Horning, Director of Social Entrepreneurship Programs, Middlebury College

Nadia Rabesahala Horning is the faculty director of Social Entrepreneurship programs and the director of African Studies at Middlebury College. She is an associate professor of political science who specializes in African Politics. Her scholarship touches on two topics, the politics of deforestation in Africa and Africa's brain flight and brain gain. Since 2015, Dr. Horning has been involved in curricular development and institutional collaboration at the African Leadership University (ALU). She holds a BA in International Studies and an MA in International Transactions from George Mason University as well as an MA and PhD in Government from Cornell University

Arne Koch, Dean of Global Engagement, Colby College

Tamar Mayer, Director, Rohatyn Center, Middlebury College

Elaine Meyer-Lee, Associate Vice President for Global Learning and Leadership, Agnes Scott College

Terry Nardin, Professor of Political Science and Director of the Common Curriculum, Yale-NUS College (Singapore)

Terry Nardin is Director of the Common Curriculum at Yale-NUS College, where he teaches political philosophy and the history of international thought. He was previously a professor of political science at the National University of Singapore. Before moving to Singapore, he was a distinguished professor at the University of Wisconsin in Milwaukee. He has a B.A. in Philosophy from New York University and a Ph.D. in Political Science from Northwestern. He has been a Rockefeller Foundation Humanities Fellow and has held visiting positions at the University of Canterbury in Christchurch (NZ) the Institute for Advanced Study in Princeton.

Kate Patch, Senior Director of Global Initiatives, Grinnell College

Bryan Penprase, Dean of Faculty, Soka University of America

Dr. Bryan Penprase is Dean of Faculty for the undergraduate program at Soka University of America. He previously was a Professor of Science and founding Director of the Teaching and Learning Center at Yale-NUS College, and for 20 years was the Frank P. Brackett Professor of Astronomy at Pomona College. Dr. Penprase manages the undergraduate program with its innovative curriculum in international liberal arts at Soka University and is working with the faculty and staff to develop a new life science concentration at Soka University. Bryan received both a B.S. in Physics and an M.S. in Applied Physics from Stanford University and a PhD from the University of Chicago in Astronomy and Astrophysics. He has organized or co-organized conferences in liberal arts and STEM education at Yale University, Yale-NUS College, and in India, and is leading the organizing committee for this Globalizing the Liberal Arts conference.

Noah Pickus, Dean, Undergraduate Curriculum Affairs and Faculty Development Duke Kunshan University (China)

Noah Pickus is Associate Provost and Senior Advisor to the Provost at Duke University and Dean of Undergraduate Curricular Affairs and Faculty Development at Duke Kunshan University. Prior to serving in these roles, he was the Nannerl O. Keohane Director of the Kenan Institute for Ethics at Duke University and the founding Director of the Institute for Emerging Issues at NC State University. At Duke, he focuses on strategic planning, learning innovation, and policy engagement and co-authored Duke's new Strategic Plan. At DKU, he led the design of an innovative, interdisciplinary, and problem-based undergraduate curriculum and is responsible for hiring a new faculty, implementing the curriculum, and developing innovative pedagogical approaches. He has taught at Middlebury College and in China and Israel. He was an American Council on Education Fellow at Franklin & Marshall College and is currently the cohort co-director for the Arizona State University-Georgetown University Academy for Innovation in Higher Education Leadership (AIHEL). An Associate Research Professor of Public Policy, Pickus co-directed the Brookings-Duke Immigration Policy Roundtable and is the author of *True Faith and Allegiance: Immigration and American Civic Nationalism* (Princeton) and *Immigration and Citizenship in the 21st Century* (Rowman & Littlefield), as well as essays on ethics and public affairs education and policy reports on liberal arts education in China, U.S. immigration policy, and innovation in higher education. He has held fellowships from the Thomas J. Watson Foundation, the A.W. Mellon Foundation, and the H.B. Earhart Foundation. He received a bachelor's degree in the College of Social Studies at Wesleyan University and a doctorate in politics from Princeton University.

Eva Posfay, Professor of French, Former Associate Dean, Carleton College

Katie Purvis-Roberts, Professor of Chemistry and Environmental Science; Claremont McKenna, Pitzer and Scripps Colleges

Katie Purvis-Roberts is a Professor of Chemistry & Environmental Science at Claremont McKenna, Pitzer, and Scripps Colleges in Claremont, CA where she has taught for the past 17 years. Her research focuses on characterizing the water soluble component of Secondary Organic Aerosol formation from alkyl amines and alcohol amine precursors. Her research is supported by the National Science Foundation. She was awarded a prestigious Henry Dreyfus Teacher-Scholar award from the Camille and Henry Dreyfus Foundation. During the 2016-2017 academic year she was a Jefferson Science Fellow at the United States Department of State in the Bureau of East Asian and Pacific Affairs, Office of Economic Policy. She has supervised over 50 undergraduate students in her air pollution research lab. She is the co-author of two environmental chemistry textbooks, Chemistry in Context for non-majors and Chemistry of the Environment for majors. Katie received a B.A. in chemistry from Westmont College, a Ph.D. in physical chemistry from Princeton University and performed postdoctoral research at the National Center for Atmospheric Research.

Vanita Shastri, Dean of Global Education & Strategic Programs, Ashoka University (India)

Vanita Shastri is Dean of Global Education & Strategic Programs at Ashoka University, India, where she was the Founding Dean of Undergraduate Programs. She leads all International partnerships and works on various aspects of internationalization including management of all study abroad and student exchanges. She also leads all summer programs including the summer semester and the Young Scholars Programme at Ashoka and has the responsibility for creating new enrichment programs at the university. She has a Ph.D. from Cornell University and has taught at Boston University, the University of Massachusetts and Wellesley College.

Kathy Takayama, Senior Science Education Fellow, Howard Hughes Medical Institute

Kathy Takayama is a Senior Science Education Fellow at the Howard Hughes Medical Institute (HHMI). She received her B.S. in Biology from the Massachusetts Institute of Technology (MIT) and her Ph.D. in Biochemistry & Molecular Biology from Rutgers Medical School. Following her postdoctoral research as a National Institutes of Health (NIH) Fellow at the University of Wisconsin-Madison, she joined the University of New South Wales in Sydney, Australia, where she was tenured as a faculty member in the School of Biotechnology and Biomolecular Sciences. She returned to the US in 2007, to join Brown University, where she held a joint appointment as the Executive Director of the Sheridan Center for Teaching and Learning, and Professor of Molecular Biology, Cell Biology and Biochemistry. Subsequent to Brown, she has also held directorships of teaching and learning centers at Columbia University (where she was Professor of Biology) and Northeastern University.

As a member of the Science Education Department at HHMI, Kathy currently works at the national level on undergraduate and graduate programs to support HHMI's ongoing mission for inclusive science education.

Talya Zemach-Bersin, Postdoctoral Fellow, and teaching a course, Pembroke Center, Brown University

Talya Zemach-Bersin received her PhD in American Studies from Yale University in 2015. Over the past decade, Zemach-Bersin has published articles and book chapters on the politics of study abroad. She is currently a post-doctoral fellow at Brown University and an instructor in Yale's Education Studies Program. Her first book, *Education and the Making of American Globalism: 1898-1950*, is forthcoming from Harvard University Press and explores the historical relationship between international education and U.S. foreign relations. Her dissertation, on which this book is based, was awarded the History of Education Society's Claude A. Eggertsen Prize.

CONFERENCE ATTENDEES

Jennifer Armstrong, Scripps, Claremont McKenna, Pitzer Colleges, USA

Shane Barter, Soka University of America, USA

Giselda Beaudin, Rollins College, USA

Janna Behrens, Amherst College, USA

Kersey Black, Claremont McKenna, Scripps and Pitzer Colleges, USA

Scott Carpenter, Carleton College, USA

Esther Chang, Soka University of America, USA

Christina Ciambriello, Pomona College, USA

Mary Coffey, Pomona College, USA

Robin Craggs, Occidental College, USA

Trisha Craig, Yale-NUS College, Singapore

Katy Crossley-Frolick, Denison University, USA

Nicole Desjardins Gowdy, Pomona College, USA

Richard Detweiler, GLCA, USA

Michael Donahue, Pitzer College, USA

David Drew, Claremont Graduate University, USA

Anne Dwyer, Pomona College, USA

Gretchen Edwalds-Gilbert, Scripps College, USA

Jane Edwards, Yale University, USA

Sarah England, Soka University of America, USA

Roberta Espinoza, Loyola Marymount University, USA

Eric Feldman, Florida International University, USA

Juan Manuel Fernández Cárdenas, Mexico

Oleg Gelikman, Soka University of America, USA

Kara Godwin, Boston College, CIHE, USA

Michael Golden, Soka University of America, USA

Antonio Gonzalez, Wesleyan University, USA

M. Robert Hamersley, Soka University of America, USA

David Helfand, Columbia University, USA

Peter Hilton, University of Southern California, USA

Rosetta Marantz Cohen, Smith College, USA

Chicora Martin, Mills College, USA

Nadia Horning, Middlebury College, USA

Marc Los Huertos, Pomona College, USA

Cynthia Humes, Claremont McKenna College, USA

Osamu Ishiyama, Soka University in America, USA

Philip Johns, Yale-NUS College, Singapore

Helena Kaufman, Carleton College, USA
Arne Koch, Colby College, USA
Lindsey Kogasaka, Pomona College, USA
Kirk Lange, Mount Holyoke College, USA
Andrea Lanoux, Connecticut College, USA
Jonathan Larson, Grinnell College, USA
Tamar Mayer, Middlebury College, USA
Molly M. Martin, New York University, USA
Patti McGill Peterson, American Council of Education, USA
Elaine Meyer-Lee, Agnes Scott College, USA
Terry Nardin, Yale-NUS College, Singapore
Masumi Odari, University of Nairobi, Kenya
Alex Okuda, Soka University of America, USA
Kate Patch, Grinnell College, USA
Bryan Penprase, Soka University of America, USA
Noah Pickus, Duke Kunshan University, China
Eva Posfay, Carleton College, USA
Usha Rajaram, Azim Premji University, India
Katie Purvis Roberts, Keck Science Department, USA
Ian Read, Soka University of America, USA
Karen Rodriguez, Bard Early College, USA
Emily Russell, Rollins College, USA
Helle Rytikønen, DIS, Denmark
Lieke Schreel, Leiden University College, Netherlands
Kazuhiko Sekita, Soka University, Japan
Vanita Shastri, Ashoka University, India
Janet Shope, Goucher College, USA
Eric Singer, Goucher College, USA
Kathy Takayama, Howard Hughes Medical Institute, USA
Seiji Takaku, Soka University of America, USA
Gregory Warden, Franklin University, Switzerland
Adam Weinberg, Denison University, USA
Michael Weiner, Soka University of America, USA
Emily Wiley, Claremont McKenna, Scripps and Pitzer Colleges, USA
Steve Wuhs, University of Redlands, USA
Wendy Yee, University of Malaya, Malaysia
Talya Zemach-Bersin, Brown University, USA
Eduardo Zimmerman, Universidad de San Andres, Argentina

CONFERENCE ORGANIZERS

Our Organizing Committee represents some of the top liberal arts colleges in the world, and are leaders in advancing global liberal arts.



Dr. Jane Edwards, Dean of International and Professional Experience; Senior Associate Dean, Yale College, Yale University

Jane Edwards has served at Yale since 2006, most recently as Senior Associate Dean and Dean of International and Professional Experience. Prior to coming to Yale she was Director of International Studies at Harvard, and before that served in a similar position at Wesleyan University, where she also taught for the department of Romance Languages. She is a member of the editorial board of the Journal of Studies in International Education and has served nationally on the Boards of NAFA, CIEE, The Fund for Education Abroad, World Learning, and on the Schools Board of Overseers at Middlebury College. She holds a B.A and M.A from Cambridge University, and her Ph.D. is in Folklore and Folklife from the University of Pennsylvania.



Tamar (Timi) Mayer, Middlebury College Director of the Rohatyn Center for Global Affairs (RCGA)

Tamar (Timi) Mayer, is a political geographer, the director of the Rohatyn Center for Global Affairs and the Program in International and Global Studies at Middlebury College. She graduated from University of Haifa in Israel (AB), and received her master's and doctorate from University of Wisconsin in Madison. Her research interests focus on the interplay among nationalism, landscape and memory as it pertains to stateless ethnic nations, specifically Jewish and Palestinians in Israel and the Palestinian occupied West Bank. Her more recent work has focused on the ethno-cultural identities of Uighurs in Xinjiang, China.

Mayer is the editor or co-editor of five books that focus on different dimensions of international and global issues: Women and the Israeli Occupation (Routledge 1994), Gender Ironies of Nationalism (Routledge 2000), Jerusalem: Idea and Reality (Routledge 2008), The Politics of Fresh Water (Routledge 2017), and The Crisis in Global Youth Unemployment (Routledge, forthcoming in 2018).



Scott Carpenter, Carleton College, Director of the Center for Global and Regional Studies

Scott Carpenter, the Marjorie Crabb Garbisch Professor of French and the Liberal Arts, is the director of Carleton College's Center for Global and Regional Studies. He teaches courses in literature, creative writing, and cross-cultural studies. His research interests include political discourse, travel writing, 19th-century literature, literary theory, and literary frauds and hoaxes. Among his books are Acts of Fiction, The Aesthetics of Fraudulence in Nineteenth-Century France, Theory of Reminders, and This Jealous Earth.



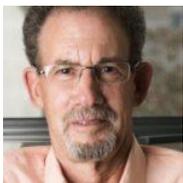
Bryan Penprase, Soka University of America, Dean of Faculty, Undergraduate Program

*Dr. Bryan Penprase is Dean of Faculty for the undergraduate program at Soka University of America, where he works to advance the innovative undergraduate liberal arts curriculum and to develop and expand the Soka University faculty as it develops a new Concentration in Life Science. He previously was a Professor of Science and founding Director of the Teaching and Learning Center at Yale-NUS College, and for 20 years was the Frank P. Brackett Professor of Astronomy at Pomona College. Bryan received both a BS in Physics and an MS in Applied Physics from Stanford University, and a PhD from the University of Chicago in Astronomy and Astrophysics. Bryan's research includes nearly all aspects of observational astrophysics, from photometric observations of nearby asteroids to spectroscopic studies of element formation in the Early Universe, using telescopes such as the Hubble Space Telescope and the Keck Telescope in Hawaii. He is the author of *The Power of Stars – How Celestial Observations Have Shaped Civilization*, published by Springer, Inc., and has lectured across the world about the intersections between culture and astronomy, and about innovative STEM education in a global context. He has organized or co-organized conferences in liberal arts and STEM education at Yale University, Yale-NUS College, and in India, and is leading the organizing committee for this *Globalizing the Liberal Arts* conference.*



Mary Coffey, Pomona College, Associate Dean, and Director for International Initiatives

*Mary Coffey is an expert on 19th- and early 20th-century Spanish literature, in particular the work of Benito Pérez Galdós and his contemporaries. Her published work explores the traditions of nineteenth-century Spanish narrative (historical novels, realist novels) as well as early 19th-century periodical literature (costumbrismo). She is currently completing a book entitled *The Ghosts of Colonies Past and Present: Spanish Imperialism in the Early Fiction of Benito Pérez Galdós*. From 2011 to 2014 she served as President of the Asociación Internacional de Galdosistas. In addition to courses in Spanish literature, Coffey also teaches courses in Spanish cultural studies.*



Michael Weiner, Soka University of America, Associate Dean and Professor of Professor of East Asian History

*Michael Weiner is Associate Dean of Faculty, and Professor of East Asian History and International Studies at Soka University of America. Among his major publications are: *The Internationalization of Japan* (1992); *Race and Migration in Imperial Japan* (1994); *Japan's Minorities: The Illusion of Homogeneity* (1997, 2009); *Race, Ethnicity and Migration in Modern Japan* (2004) and; *The Pacific Basin: An Introduction* (2017). He has recently been commissioned to edit a comprehensive survey of race and ethnicity in Asia, and is a "Featured Author" at Taylor & Francis, Routledge.*



Kara A. Godwin, Global Education Consultant; Research Fellow, Boston College Center for International Higher Education

*Kara Godwin is a higher education consultant for governments, universities, and NGOs. She is also a Research Fellow at the Boston College Center for International Higher Education and founder of the Global Liberal Education Collaboratory, an emerging international association of liberal arts programs. Her work focuses on curriculum, learning/teaching, strategic planning, policy, and internationalization. A forthcoming book, *Changing Tides: The Global Rise of Liberal Education*, analyzes the growing global interest in liberal arts education. Kara previously worked at the Northwestern University Center for Learning and Teaching. She has been a visiting scholar at Amsterdam University College, a US policy analyst, and a consultant for projects on faculty development, curriculum assessment, study abroad, international development, and liberal arts education in China. In her former career, Kara was an IT analyst and project manager in the US and UK.*