

International Programs Faculty Advisors Luncheon  
6 September 2012. Gaylord Hall.

Members in Attendance:

**Engaged Teaching and Learning**

Inger Bull, Andrea Bruder, John Gould

**Extending our Reach**

Carrie Ruiz, Mike Taber

**A Place of Learning**

Christine Siddoway, Gale Murray, Corina  
McKendry

**Institutional Effectiveness**

Jane Murphy, John Lauer

*(It appeared to the moderators that the discussion was moving toward the following goals, although these goals were not stated as such.)*

**(GOAL: Supporting students and faculty teaching and learning abroad to combine safe avenues of exploring discomfort, enhanced global citizenship, and increased awareness of the interconnectedness of experiences and how they relate to one's major. --Refer to final page--)**

Following is a transcript of the conversations that occurred at the luncheon. Below each item is a potential goal (to be edited, combined with others, and molded into a more comprehensive goal) extrapolated from the conversations:

1. Learning that happens abroad is hard to assign course credit. Students want to have experiences, faculty wants to be supportive, but students also want/need credit. Students are learning things that aren't necessarily being *taught*. Venture grants are a part of the solution, but are we encouraging our students to think broadly about learning or allowing alternative avenues for credit?  
**(Goal: Expanding community based international learning, emphasizing the importance of experiences that are not defined as only "academic," but encourage broad learning.)**
2. Students are dying to share their experiences and transformative moments but are there avenues where students can re-engage? Difficulty of students coming back after the experience and reverse culture shock; create some sort of network that students can create support. However, it is hard to get students involved in workshops that have been created for these purposes. We should utilize our alumni around the world to be helpful in study abroad experiences. We must better connect with them.  
**(Goal: Better integration of the off-campus experience into students' academic and personal lives upon return to campus. Can we utilize them more in the classroom? Can we help them better articulate their experiences and use these experiences for the next steps in their education--senior theses, graduate school, scholarship applications)?**
3. Is there space for non-CC students being involved in programs? Can faculty embrace students from other campuses? Should we let other people come here and immerse themselves in Colorado College. We could be a location in the West where others can experience (professors or students) the block plan. Apply for Fulbright scholars. Our students don't get financial aid for

program fee to go abroad. Students should not have to pay extra for such courses. Can we have more locations to study/teach?

**(Goal: To become a location in the West that is both an exporter and an importer of international scholars and to allocate resources for this purpose**

**Goal: To ensure that all CC students have access to all off-campus study opportunities regardless of financial need)**

4. CC has a traditional preference for in depth immersive experience with language component; should we instead augment our comparative programs? Comparative education is what we're getting on the block plan; we're getting themes across major but students have to connect the dots. Do we challenge that or continue to go along with it? Should we create a half block class that prepares students to connect the dots and learn about Fulbright scholarships, etc.

**(Goal: Challenge the traditional model of abroad education to instead emphasize more interdisciplinary, interconnected learning.)**

**Potential Experts:**

Owen Cramer, Dan Johnson, Heather Browne

**Comments:**

- This may be too specific, but regarding #4 below, perhaps creating an extended format or half-block class to prepare for immersion in a culturally-different environment, or to reflect on difficulties/thoughts about reentry? Could we support our students better on these pieces?
- Also, re: 5 (again perhaps too specific) we talked about the importance of supporting blocks abroad, as well as semesters abroad.

*(see below)*

The New  
Decision

Cognitive  
Growth

in a safe discomfort zone:

↑ self-reliance

- dealing w/ ambiguity

↑ resilience + grit

↑ intellectual

↑ curiollance

target  
zone

Substantive  
Academic  
Growth

- rigorous education
- New professional styles
- New perspectives

Social  
Growth

Global awareness  
Fluency, Cultural in  
place abroad  
Facility in new environments  
↑ Global Social  
Network