International Education in CEHS

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University of Nebraska-Lincoln
College of Education & Human Sciences
Message from the Dean

Dear Friends and Colleagues,

Higher education is being called upon to prepare tomorrow’s professionals to work in a global environment. Global competency is becoming a central characteristic of 21st century education at every level. In addition, international issues and influences increasingly shape discovery and creative work.

At the University of Nebraska–Lincoln, faculty, staff and students in the College of Education and Human Sciences (CEHS) are united in a common mission to “enhance the lives of individuals, families, schools and communities and to strengthen the relationships among them.” As a land-grant institution, much of our teaching, research/creative work, extension and outreach targets Nebraska issues and people. However, this work is not confined to local environs. It has international scope as well. Most importantly, the CEHS foci of teacher education, school and community leadership, food, health, shelter, clothing, economic stability, human development and family are vital to everyone on earth. The College enrolls students from around the globe on campus and in distance education classes. CEHS scholars work in formal partnerships with at least 20 foreign institutions and have projects in 45 international locales. Last year alone, CEHS faculty and students published 80 articles and proceedings in which international work and partners were key. Our alumni are employed in every Nebraska county, all 50 states and in more than 70 countries outside of the United States.

As one can see, international work is not new to CEHS. We have a long history of global engagement. What is more recent, however, is a strong desire among faculty, staff and students to identify international education as an emerging priority in the College. It is expected that by developing a strategic approach to international education we can:

• build on our strengths,
• nurture individual and collective interests,
• expand opportunities, and,
• extend our reach.

For more than a year, members of the CEHS community actively engaged in developing and refining a plan to enhance the College’s international work. That plan, outlined in the following pages, is undergirded by five principles and expressed through four themes. Under each theme are goals to guide our strategic planning. Broadly stated metrics to help us map progress are also included. The plan provides direction without being rigid. It recognizes that international competence can be further developed locally as well as abroad, and from simple to complex strategies. This is the third of several reports describing the work of CEHS. We find this arena challenging and meaningful. We hope you will too.

Sincerely,

Marjorie Kostelnik
Dean
The Need for International Education is Clear

Globalization is blurring the lines between domestic and international issues. Economic and technical evolution is reshaping how and with whom we do business. Shifts in political alliances have affected the quality of life both here and abroad. Knowledge and skill in international relationships and alliances matters. Preparing our students to live and work on an international platform is not just a good idea, it is a critical task.

Undergirding Principles

1. International education in the College of Education and Human Sciences will align with our mission of enhancing the lives of individuals, families, schools and communities and strengthening the connections among them.

2. The CEHS international education plan is founded on variety and choice. There will be a continuum of opportunities for faculty, staff, students and visitors. These will range from local to global experiences, simple to more complex activities, and brief to longer opportunities.

3. International education represents a long-term priority. Specific strategies to support this priority will be flexible and sensitive to changes in needs, contexts, and resources.

4. International education will be sustained through annual strategic planning and resource development.

5. The College will identify appropriate metrics to measure outcomes and impacts.

Themes

International work in the College of Education and Human Sciences will be structured around four themes:

1. Provide opportunities and resources for faculty and staff to more easily engage in globally relevant work.

2. Provide opportunities for students to gain content knowledge, instrumental skills and experience to function effectively as professionals in a global society.

3. Create an environment that attracts international students, scholars and partners, and supports their work with College of Education and Human Sciences faculty, staff and students.

4. Develop a visible and effective infrastructure to support the international vision of the College.

"Learning about diverse cultures helps you realize your own world is pretty small and that significant contributions are made by other cultures as well as your own. Learning about other cultures also helps people learn about themselves, absorbing lessons of tolerance, acceptance and appreciation of others."

- CEHS Emeritus professor
Theme one:

Provide opportunities and resources for faculty and staff to more easily engage in globally relevant work.

Teaching, research/creative work and outreach/extension are central tasks for faculty and staff within CEHS. This work teaches students and scholars worldwide. Through the work of faculty and staff, lives are enhanced, knowledge is expanded and a new generation of professionals comes forward. As faculty and staff continue to integrate international perspectives into their work, the College will provide supporting resources and opportunities.

Goal 1:
Enhance the ability of CEHS faculty and staff to incorporate global perspectives, materials and/or experiences in their teaching, outreach or extension activities on campus and in the community.

Goal 2:
Enhance the ability of CEHS faculty and staff to prepare for and participate in international research, creative work and other scholarly activities.

New Initiative to Support Theme One Goals

The College is creating an internally funded grant program to enhance internationally focused instruction and research/creative work.

- Donor supported seed-grants
- Grants of $500 to $6,000 each
- Applications available each fall
- Proposals to enhance course work—current or new
- Proposals to expand research/creative work involving international subjects, sites and issues
- Proposals to support professional development

Mapping Our Progress

We will have made substantial progress toward these goals when:

- the number of CEHS courses incorporating international perspectives increases.
- more CEHS faculty and staff participate in internationally focused professional development activities.
- more CEHS faculty and staff engaged in international teaching, research/creative work and outreach.
- the number of courtesy appointments between CEHS and international institutions becomes larger.

CEHS will Build on its Strong Record of International Involvement

- CEHS is home to five international journals
- CEHS has had four Fulbright scholars in the past four years
- CEHS faculty and staff are engaged in international work involving 45 countries
- CEHS is home to the Spanish Studies Institute
- CEHS is home to the International Quilt Studies Center & Museum

CEHS faculty forge international relationships resulting in richer study abroad experiences.
Last year, more than 80 proceedings and journal articles addressing international issues were published by CEHS authors. Here are some examples:

- A statewide writing assessment model: Student proficiency and future implications, Dappen, Anderson
- Technology: Professional learning community at work, the E-Leader Conference at Kuala Lumpur
- Advice, cautions, and opportunities for the teachers of binational teachers, Kong, Cho, & Driskell
- Learning from teacher training experiences of Georgia and Nebraska teachers in Mexico, Resource Book
- Second Binational Symposium on Home Economics, After the Rose Revolution: School reform in the Republic of Georgia, Kim, Cho, & Driskell
- Nutrient intakes of young children in Anthropometric indices and selected Administration and Management Sciences, & Eskridge
- Crosslinking plant proteins: A review, Learning and Teacher Education, & Kipia
- Influence of American culture on East Indian immigrants’ perceptions of American culture on East Indian immigrants’ perceptions of marriage and family life, English language learners’ and non-English language learners’ perceptions of the classroom environment, Psychology in the Schools, & LeClair, Doll (Educational Psychology), & Kundakci
- Endangered teaching/learning praxis: Challenges for teacher education, The “movement” of mixed methods research and the role of educators, Maharaj
- English language learners’ and non-English language learners’ perceptions of the classroom environment, Psychology in the Schools, & LeClair, Doll (Educational Psychology)
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Theme two:

Provide opportunities for students to gain content knowledge, instrumental skills and experience to function effectively as professionals in a global society.

The bricks and mortar that once defined workspace are giving way to an environment defined by Skype, Twitter, blogging and world travel. Professionals from across the globe can work in collaboration without the barriers of time and space. Today's student must develop the capacity to negotiate cultural differences, sometimes in person and at other times without the benefit of face-to-face interaction. Effectively preparing students to do this with competence and confidence begins by providing them with content knowledge (e.g., family structure, spiritual beliefs, foods, clothing, effects of climate) and instrumental skills (reading cultural cues, understanding value systems, understanding nonverbal communication, knowing when to barter and when to buy). Eventually, all of this extends into personal contact. There are three goals associated with this theme.

Goal 1:
Students take CEHS course work and participate in research, creative work and extension that incorporates global materials and perspectives.

Goal 2:
Students participate in local and regional community-based experiences that expose them to varied cultures and international issues.

New Initiative to Support Theme Two Goals
The College is developing a menu of experiences that utilize internationally focused sites and intercultural practices found locally. This program, known as Go Nebraska (GoNE), provides students with introductory international experience.

- GoNE Program
  - Community-based
  - Voluntary
  - Students, faculty, staff involvement
  - Individual activities
  - Group activities
  - Field trips
  - Structured opportunities to reflect on GoNE experiences

Current International Course Work
- CEHS offers 34 courses in which international perspectives are featured.
- Every CEHS department offers one or more internationally-focused courses.
- CEHS offers a 12-credit international minor that involves local and regional international experiences.
- CEHS offers an 18-credit international minor that requires study abroad.

Young English Language Learners from a Lincoln elementary school put the finishing touches on their colorful weavings.
Goal 3: Students study abroad.

Studying abroad is a goal for many of our students and it is a goal for the College. Students come with varying levels of cultural experience, and need to become increasingly competent in the global arena. Whether a short sojourn, or a semester long program, the experience of cultural immersion yields insights unavailable in any other way. Based on this understanding, the College will offer study abroad in several forms.

Variations in Study Abroad

International Conferences

Students wishing to travel abroad for a short period of time may attend an international conference with a faculty member. This provides students with a global view of their discipline while introducing them to another country and culture. This structured, discipline-focused, short journey is an excellent way to gain international experience.

Global Volunteering

A unique way for students to support their professional development while serving others is global volunteering. This option is available through Global Volunteers International. Students select their experience by trip date, destination, type of service and/or cost.

Study Tours

Departments offer regularly scheduled study tours that support students’ academic programs. These tours help students meet graduation requirements while broadening their global understanding. Each study tour is carefully planned to combine career focused opportunities and cultural activities. Tours vary in duration, times offered and academic credit.

Exchange Programs

Exchange programs between the University of Nebraska and international institutions are available to students in CEHS majors. These programs involve reciprocal exchanges between CEHS and peer institutions worldwide. Most exchanges are a semester or more long. Some involve students taking courses in the host institution for credit; others involve visits between institutions by students, faculty and/or staff for the purpose of scholarship activity and research.

Recent Study Abroad Destinations for CEHS Student Trips

Students traveled to the Czech Republic and France to experience the cultural and historic significance of international centers of art, design and fashion. (Textiles, Clothing and Design)

CEHS students participated in an exchange program with the Universidad Castilla-La Mancha in Toledo, Spain. Students were immersed in the historical and multi-cultural realities of Spain’s Christian, Arabic, and Jewish communities, while exploring teaching and learning, pedagogy and language acquisition. (Teaching, Learning and Teacher Education)

Audiology students traveled to San Pedro de Marcovia, Dominican Republic, to provide hearing health services to impoverished children, including additional hearing screening, follow-up diagnostic testing and fitting hearing aids on children identified with hearing loss. (Special Education and Communication Disorders)

Students experienced the rich culture and history of China at Hebei University. Through engaging in the lives of Chinese families, students learned about family dynamics and strengths, parenting, schools, nutrition, exercise systems and traditional Chinese medicine. (Child, Youth and Family Studies; Nutrition and Health Sciences)

Students learned about the unique needs of children and their families in Guadalajara, Mexico. Visits to public and private schools, mingled with a sampling of cultural experiences help to create a cultural competence needed to work effectively with families who immigrate to the U.S. (Educational Psychology)

Mapping Our Progress

We will have made substantial progress toward these goals when:

• enrollments in CEHS courses incorporating international content increase.

• the international minors attract more students.

• CEHS students report seeking international experiences on campus and throughout Nebraska.

• the number of CEHS students who study abroad increases.

• the number of theses or dissertations focused on international themes expands.

Czech designers discuss apparel design with students in Prague.
Visiting Students and Scholars

Create an environment that attracts international students, scholars and partners, and supports their work with College of Education and Human Sciences faculty, staff and students

Goal 1: Seek out and attract international students and scholars and support their transition to UNL.

Goal 2: Maintain current partnerships and create new partnerships with international groups, programs and institutions.

Goal 3: Promote the interaction of international visitors and scholars with a broad array of the CEHS community.

International Students are Important Members of the CEHS Community

Currently, these countries are represented in the CEHS student population:

- Algeria
- Australia
- Azerbaijan
- Belize
- Bosnia-Herzegovina
- Brazil
- Canada
- Chile
- China
- Colombia
- Germany
- Guatemala
- India
- Indonesia
- Iran
- Iraq
- Italy
- Japan
- Jordan
- Kuwait
- Latvia
- Mexico
- Malaysia
- Malta
- Montenegro
- Serbia
- South Africa
- South Korea
- Spain
- Syria
- Syrian Arab Republic
- Taiwan
- Tajikistan
- Trinidad and Tobago
- Turkey
- United Kingdom
- Vietnam

Mapping Our Progress

Visiting students and faculty work with state-of-the-art equipment in CEHS laboratories.

We will have made substantial progress toward these goals when:

- the number of international students, scholars and visitors to CEHS increases.
- the number of international partnerships involving teaching, research, creative work and outreach becomes larger.
- the level and types of interaction between international visitors and the CEHS community expands.
Recent Initiatives That Support Theme Four Goals

• Celebrated grand opening of new $12 million facility to house the International Quilt Study Center & Museum.
• Redirected effort of the associate dean for co-curricular activity and a staff person to international education.
• Established international education as a key component of fundraising efforts through the University of Nebraska Foundation.
• Displayed African art on loan from the Malaika Foundation throughout CEHS facilities.

Goal 1: Create a physical environment that communicates the importance of international work.

Goal 2: Develop an adequate infrastructure to consistently support the international work of the College of Education and Human Sciences.

Goal 3: Secure more fiscal resources to support the international work of the College of Education and Human Sciences.

Mapping Our Progress

We will have made substantial progress toward these goals when:

• international artifacts and scholarly products are well integrated throughout the physical environment.
• resources to support international work increase.
• scholarships for study abroad grow in number and size.

Recent Initiatives That Support Theme Four Goals

• Celebrated grand opening of new $12 million facility to house the International Quilt Study Center & Museum.
• Redirected effort of the associate dean for co-curricular activity and a staff person to international education.
• Established international education as a key component of fundraising efforts through the University of Nebraska Foundation.
• Displayed African art on loan from the Malaika Foundation throughout CEHS facilities.

CEHS has garnered approximately $2 million during the past five years to support international scholars on the UNL campus.