



CHAMPLAIN
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**The Institute for Global Engagement
at Champlain College**

Thank you for considering the nomination of Champlain College's Institute for Global Engagement for the Andrew Heiskell Award for Innovation in International Partnerships.

Through a central Institute for Global Engagement program, all Champlain College students – in each of their four years – have meaningful educational, social, and cultural interactions with cohorts worldwide. International education at Champlain is incorporated into core curriculum courses and required of all students. This is especially significant because Champlain is a small, professionally focused baccalaureate college in one of America's most rural and least racially diverse states. The Institute for Global Engagement demonstrates that even colleges with very limited resources can successfully integrate meaningful global experiences into their curriculum.

At the heart of Champlain's internationalization effort is Global Modules, an online curricular innovation that now links students in 12 countries and is poised for expansion. Global Modules uses already-available Internet technology and a simple organizational construct that gives faculty complete flexibility in designing course content. Because of its straightforward, low-cost architecture, collaborations are possible with any student, anywhere in the world, who has Internet access. These qualities, and Champlain's dramatic results, exemplify IIE's objectives of removing barriers and expanding the reach of international education.

The Institute for Global Engagement has two additional components: an international summer travel program for faculty and a visiting scholar-in-residence program for faculty from various countries to teach and work at Champlain on one-year appointments. As well, the Institute complements and encourages opportunities for study at Champlain campuses in Montréal, Dublin, and Mumbai and for participation in student exchanges and international internships.

Infusing the curriculum with significant international experiences

Preparing citizens for engaging in a global society is a widely held precept in education, and most colleges and universities have embraced the idea. Still, fewer than 2% of Americans study abroad (the traditional venue for offering an international experience), and overwhelmingly they choose destinations in Europe. Because of various factors – among them time and financial constrictions, complex administrative and legal considerations, and, sometimes, safety concerns – most students never have meaningful contact with international colleagues. Even then, the contact is usually a one-time event without a forum for reflection or assessment.

In 2003, Champlain College in Burlington, VT launched its first Global Modules course, which linked students with cohorts in Dubai, the United Arab Emirates, in a month-long online collaboration that involved a common reading and then discussions of Grameen Bank's non-collateralized micro-loans to poor Bangladesh residents. The result was lively, respectful exchanges that considerably deepened students' grasp of a complex subject, improved their critical thinking and teamwork skills, and increased their understanding of another culture.

Global Modules has grown to include over 3,000 students this year at 14 colleges and universities worldwide. In each course, participants include equal numbers of students at two or more universities. Topics, chosen by the professors, are wide-ranging and designed to encourage inquiry and cultural sensitivity.

- In Week 1, students post introductions and become acquainted with their international colleagues through general-interest discussions.
- In Week 2, faculty assign a reading and present questions about its context and content.
- In Week 3, students are divided into groups, with equal numbers from each college, to examine various social, cultural, religious, and ethical issues presented by the text.
- In Week 4, the teams share their discussions with the entire class. Throughout the class (and beyond), students are encouraged to talk about a range of topics – academic and otherwise – that deepen their understanding of, and respect for, their colleagues

One of the advantages of the Global Modules approach is its flexibility, which makes it valuable for curricular development as well as for giving faculty the freedom to tailor the experience to their classes. Over the last year, Champlain students have talked to Jordanian students about religious and cultural issues around Muslim women wearing the hijab and American women's failure to achieve equal pay in the workplace. They have discussed ecological and carbon footprints and cultural differences (especially the interplay between one's own culture and that of an organization) with students from the United Arab Emirates; the universality of human rights with India; domestic violence with students from Ghana; the perception of Arabs in film with students from Australia; the use of African poetry to examine cultural and family roles with students from Kenya; immigration with students from Spain, and medical ethics and health care with students from Sweden.

Champlain's Global Modules partners have included Zayed University in the United Arab Emirates; Ghana University; the University of Jordan and Princess Sumaya University in Jordan; Al Akhawayn University in Morocco; Kenyatta University and Moi University in Kenya; Deakin University and Macquarie University in Australia; Donau University Krems and Klagenfurt University in Austria; Nipissing University in Canada; Corvinus University and Pazmany Peter University in Hungary; University of Alcala in Spain; Goteborg University and University of Skovde in Sweden, and North Carolina Agricultural and Technical State University in the U.S. Work is underway to incorporate the American University in Cairo and Alexandria University in Egypt; the University of Cape Town, the University of Pretoria and the University of South Africa in South Africa, and the University of Tehran and Imam Khomeini University in Iran.

Champlain is increasing its administrative support for Global Modules in order to expand its reach. To facilitate the expansion, Champlain is establishing a consortium of core

schools such as Kenyatta, Al Akhawayn, Zayed, and North Carolina A&T. Additional partners are being recruited in Africa, Asia, Latin America, and the Middle East to further diversify the program. Also, the college is responding to demand by American universities that understand Global Modules is an effective, low-cost way to internationalize its curricula. By 2009-10, we expect that more than 6,000 students a year from across the world will participate in these significant, content-based global education experiences.

The impact at Champlain alone has been far-reaching. In spring 2008, Global Modules was incorporated into Concepts of Community, a required first-year course in the new interdisciplinary core curriculum. In the sophomore year, it will be embedded in the Capitalism and Democracy course, and then into other key courses across the curriculum in the junior and senior years. Each student, each year, has a direct, collaborative global experience through a series of integrated courses that are progressively more challenging. In short, Champlain is taking the unprecedented step of embedding global dialogue as a required, graded part of every student's university experience.

Internationalizing the curriculum and the campus

Building on the success of Global Modules, and underscoring Champlain's commitment to developing a vital, global curriculum, the college established the Institute of Global Engagement. In summer 2008, under the aegis of a new Faculty Internationalization Initiative, 13 faculty representing the fields of economics, philosophy, history, literature, and science received stipends for summer international travel. After visiting Morocco, Turkey, Jordan, Israel, Egypt, and the United Arab Emirates, they are now incorporating their experiences into coursework by creating Middle Eastern-themed third-year courses taught by faculty members with real world, international experience.

Also this year, Champlain hosts (in conjunction with the Cities of Refuge program) its first visiting international scholar-in-residence. Award-winning Congolese playwright Pierre Mujomba is working and teaching at the college all year, offering both academic expertise and a powerful, personal perspective on the impact of political unrest on human rights and the pain of deep poverty amid rich natural reserves. As Champlain's first African faculty member, his presence, and those of other global scholars in future years, will have a profound impact on campus and in the broader community – one of the least diverse in the country.

Summary

Champlain College is grateful for the opportunity to share with the Institute of International Education its innovative Internet-based curriculum and complementary programs of faculty travel and visiting international scholar-in-residence program. The unique Global Modules provides each student with direct, significant, collaborative global experiences each year and seamlessly incorporates them into regular coursework. The Institute of Global Engagement has transformed international education at Champlain and its growing number of partners worldwide.