

One Size Does Not Fit All:

Sustained Global Commitments for the Small and Medium Sized Institution

Regional Forum hosted by Brandeis University

January 28-29, 2011



ONE SIZE DOES NOT FIT ALL:

SUSTAINED GLOBAL COMMITMENTS
FOR THE SMALL AND MEDIUM
SIZED INSTITUTION

A Campus Forum
hosted by Brandeis University
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INTRODUCTION

Participating Institutions

"Internationalization" has moved from higher education buzzword to headline news. No longer are universities making incremental steps toward building their campuses for the 21st century. Some, report the *New York Times* and *Newsweek*, are building ambitious global franchises, with a "network" of scattered campuses and satellite hubs.

These ventures are decidedly West to East. Duke University in Kunshan, China; Yale University in Singapore; New York University in Abu Dhabi. The proposed and realized "education cities" in Dubai, Qatar, and Hong Kong are other examples.

While this branching out is no doubt important, it does not represent the only blueprint for internationalization – even within those institutions. There are many definitions of internationalization, and a tremendous variety of approaches. The system of internationalization in the U.S. reflects, in some ways, its system of higher education – diverse, fairly independent, and stratified in terms of human and physical resources.

The Association of International Education Administrators (AIEA) is composed of institutional leaders engaged in advancing the international dimensions of higher education. It was formed in 1982 and is based at Duke University.

SESSION SUMMARIES

The Forum was set up as a set of five plenary sessions, each led by a facilitator from one of the planning institutions. Each session featured three to four initial comments from participants, followed by open discussion.

Session One: Defining sustained global commitments

During the opening session, facilitated by Daniel Teris (Brandeis University), it was quickly evident that "sustained global commitments" has meaning beyond a physical presence abroad. For many smaller colleges and universities, it means an interconnected web of relationships both on the home campus and beyond. Since smaller institutions tend to be decentralized, participants repeatedly noted how much "relationships matter." Several participating institutions have been successful by cultivating partnerships between offices, units, and schools, and by working patiently with overseas partners. April Burns (Endicott College), Jenifer Cushman (Juniata College) and Joel Harrington (Vanderbilt University) served as commenters, offering three different models from their institutions.

Session Two: The special role of the liberal arts

This wide-ranging session, facilitated by Joseph Tullane (St. Norbert College), set the tone for the Forum. The liberal arts model of higher education is based on interactive teaching and critical thinking, with the lofty goal of instilling knowledge and changing attitudes in students. In essence, liberal arts colleges seek to transform their students and encourage them to mature into morally-conscious adults. This is similar to the ideal goal of internationalization, which also pushes students to think critically about the world around them – yet the two concepts are not always linked structurally or intellectually. Commenters Rebecca Hovey (Smith College) and Bernd Widdig (Boston College) offered examples of these tensions, synergies, and discussions from their own institutions.

Participants thus pushed for a greater link between global and liberal education, hoping that the former could help rejuvenate the latter. When aligning these two areas, it is crucial to have developed networks of cross-campus partnership – especially between offices of international education, diversity, experiential learning and civic engagement, and between academic departments and curriculum committees. While some participants have a rich history of such collaboration (such as at Juniata College), others are often hampered by the history of how different offices and structural reporting lines have traditionally related to one another. The result is a faculty and key players who are often divorced from each other – exactly where and when synergies are most needed. While there are obvious benefits to incorporating international aspects into the liberal arts



The liberal arts debates

"The liberal arts have a transnational character. How do we educate students to be citizens and what does this mean? This is at the core of the liberal arts. This is where we can find our role."

- Forum Participant

I'm sympathetic [to that argument]. But, in truth, we have been trending in the opposite direction in terms of the curriculum—giving students more and more choice without asking them to synthesize knowledge from different fields."

- Forum Participant



Mission and Vision

"Is it our job to internationalize the campus or to Americanize the world?"
- Forum Participant

curriculum, significant challenges also arise. Universities are notoriously conservative and slow to change, and thus to some an "opening up" of the liberal arts—both in form and content—can seem threatening or overwhelming. At one participating institution, a faculty and trustee retreat that examined the future of higher education led some faculty to renounce distance-learning and virtual partnership models (often associated with internationalization) in favor of traditional classroom teaching.

In addition to these reactions there are difficult questions of assessment and student learning: what proof do we have that students are really learning more or more effectively when the liberal arts curriculum is internationalized, and what do we want them to learn? Despite exploding research on internationalization and study abroad, these are core questions that have been largely unaddressed by the field.

For some participants, the liberal arts also mean a more practical commitment – to educational access, diversity, and equality. Commenter Skye Stephenson (Keene State College) challenged the group to think in terms of local populations, and the needs of local students. This sometimes produces "creative tensions" in the liberal arts – tensions between internationalism and "the many years of struggle for racial diversity at home," between global and local civic engagement, and between traditional notions of assessment. Carlos Vega (Wellesley College) reiterated the ideal of equality and access. "The greatest concern is money," he said, pointing to the common belief that global education costs more. He urged participants to focus on how to align the demographics of international education with the new demographics of higher education in general. This means focusing on reducing costs, but also on bridging the "significant gaps" in knowledge of international education practice between internationalization leaders and the faculty.

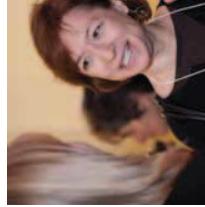
Session Three: Partnering with overseas institutions

It is easy to lose focus on the big picture when pursuing an aggressive internationalization strategy. Committee meetings and internal politics can dictate actions. Meetings with potential partners often seem like "dating" rather than a dialogue about mutual university and societal benefits. The Forum participants were concerned with seeing the forest for the trees. By and large, they have pursued more focused partnership strategies in recent years, centering efforts on a smaller number of core partnerships rather than large databases and file drawers of meaningless university-to-university agreements. Led by facilitator April Burriss (Endicott College), participants identified four key challenges to forming sustainable partnerships: the desire

to follow trends that have worked for other institutions and keep up with peers; choosing partners for prestige rather than institutional fit; differing support and academic expectations at partner institutions; and the legal and practical challenges of partnering. Commenters Joel Harrington (Vanderbilt University), George Generas (University of Hartford), and Burriss focused on these issues, explaining how their respective institutions have tried to tackle these problems by focusing on core relationships, and by combining "top-down" leadership with "bottom-up" support. Commenters Diana Davies (Princeton University) and Bryan McAllister-Grande (Brandeis University), meanwhile, focused on issues of equity and mission, outlining how higher education leaders might reposition partnerships to embody the very values that we want students to learn.

Participants outlined a number of adjustments that might be made to address these issues:

- Tie partnerships to institutional history, mission, and values, and make sure partnerships are tied to the both institutions' central activities.
- Establish and follow a proposal, pilot, and evaluation process to ascertain the probable success of programs before developing full partnerships.
- Give priority to those partnerships that are built in bilateral and exchange fashion, and which have the greatest likelihood of "equal" exchange.
- Create a dialogue, centered in both institutions and between them, about how the partnership can build capacity and growth for core activities: teaching, research, service, and strong institutional culture.
- Invite senior leadership to actually visit the sites and engage with students. This includes not only presidents but also deans, staff members, faculty, and even trustees.
- Guide faculty to participate by showing how partnership opportunities can positively affect their teaching and research.
- Utilize global alumni connections to the partner and partner communities to create a buzz around campus, utilize local knowledge, and develop alumni leadership in new ways.



Session Four: Challenges of senior international officers, from vision to bottom line

This session, facilitated by Rebecca Hovey (Smith College), examined the senior international officer's (SIO) job description. The job description in small colleges and universities is difficult to nail down – depending on the institution, the “senior international officer” may also be the director of study abroad, a member of the senior administration or administrative team, a dean, or a faculty member. Reporting lines are often blurred, characterized by “dots” and informal collaborations more than rigid “lines” and structures. To effectively internationalize, good SIOs must often cross departmental and office lines, sometimes bumping up against traditional structures. Our participants noted that the day-to-day reality of their jobs defies neat description; in reality, they are often “cheerleaders,” “opportunist,” and “facilitators” rolled into one. Because there is seldom an established blueprint for internationalization, SIOs at small colleges and universities are constantly inventing new ideas or pushing colleagues to think in new ways. The cycle seems never-ending, a characteristic that leads to excitement and rejuvenation as well as over-work and exhaustion.

A Good Marriage?
“Partnerships are like dating and marriage. Dating is exciting but with marriage, you need to find out if the person is really compatible.”
- Forum Participant

“But, maybe we should find partners with whom we share some basic values, but who also challenge us to think and learn in new ways. Maybe these partners have interesting friends who will contribute to our development.”
- Forum Participant

SIOs help define and explain internationalization. Rarely are they explicitly told what it is and what it should be. As such, our discussion ranged from job descriptions to the proper place of internationalization as a force in higher education. SIOs operate within a kind of microcosm of the entire campus, what one participant called a “shadow operation.” They must generate and sustain interest and cooperation from the president, senior administration, deans, faculty, student affairs staff, alumni, trustees, students, and many other constituents. And they must be quick on their feet – a definition of internationalization delivered to one faculty member may not be exactly the same as that delivered to another.

Commenters Daniel Terris (Brandeis University), Joseph Tullbane (St. Norbert College), and Robin Melavalin (Colleges of the Fenway) shared their thoughts on their role and institutional structures. One common tension was that of when and if to “declare victory.” If internationalization is an initiative within higher education, when does it end? While SIOs may strive to ensure it never ends, others may want to reach specific targets. Global dimensions can then be taken for granted, or seen as competing with other initiatives and priorities. The irony is that even success can sometimes lead to the very marginalization SIOs are hoping to avoid – “we've done that” is sometimes a refrain heard from senior administrators and faculty.

Commenters and participants offered creative methods for navigating these challenges and sustaining progress. At the Colleges of the Fenway, Princeton University, and Vanderbilt University, interactive databases are being created to allow faculty members to build their own online profiles, lists of international connections, and travel abroad plans. At Endicott College, April Burris has successfully lobbied to sit on search committees for new faculty members; questions regarding global teaching and research are now more engrained in the search and review process, even when she can't be present.

Funding and financial models were also discussed, and deserved their own session or entire seminar. Financial models at smaller colleges and universities are as diverse as the colleges themselves. Some institutions have experimented with new, self-funding, “enterprise” models typically associated with larger universities, while others have relied on historic exchange programs as a way of limiting costs. The following general trends might be observed:

- Study abroad and international education offices have increasingly moved to direct enrollment, consortia, and to some extent reciprocal exchanges, as ways of cutting costs. Third-party providers are then used primarily for specialty programs such as field experiences in developing countries. However, this model depends on numerous factors of quality control, institutional history, risk management, partnership development, etc. It also can increase the work and staff-load of the office.
- Some participating institutions have experimented with incentives and disincentives to drive students to lower-cost, high-quality programs. While most participating institutions use the “home-school tuition model” (students pay regular university tuition and usually carry their financial aid with them), they are experimenting by shifting the amount and type of financial aid that “travels” depending on the program selected. Institutions have also experimented with other types of incentives, like small grants to travel in the fall semester instead of spring.
- While fully self-funded models are still rare amongst smaller institutions, some kind of partial or creative funding movement has begun. Consortia agreements amongst like-minded institutions are increasing, which can allow for sharing on everything from staffing to marketing. Fundraising for international education has evolved, although is still largely in the infant stages. Some offices successfully collaborated with the development office, while others have a dedicated staff member or staff liaison for development. One participating institution operates



a self-funded international programs office, drawing some incoming funds from an ESL and cultural training institute that serves the local community.

Session Five: Creating and maintaining a strategy

The final session, facilitated by Joel Harrington (Vanderbilt University), served as a space for reflection. One participant commented that the event served as a kind of support group, that it was “energizing and inspiring to be with professionals who shared the same ideas.” While the discussion highlighted the need for shared sensibilities and principles, it also revealed the incredible range of topics and models available.

Commenter Sean Kaylor (Marist College) and Harrington summarized these developments as a kind of re-positioning of internationalization from its historically marginalized to central role in higher education. Although the strategy for that repositioning may take different forms, they reiterated the importance of institutional mission, relationship-building, and methodical planning. “Sustainable” programs must be financially viable, and they must be built piece by piece. SLOs sometimes best serve as interpreters, translating the various meanings of internationalization into a coherent set of goals and business plans. Here they must make difficult choices between opportunism and pure strategic planning, since universities are more risk-adverse and cash-strapped than ever before.

One experiment in bold programming, detailed by commenter Daniel Norton (Goucher College) provided an interesting case study. Goucher College is well-known for instituting a study abroad requirement for all of its students. While this strategic move has resulted in a positive shift in institutional culture, as well as benefits to admissions, it has also caused tensions for other related goals: integrating these experiences into the curriculum, decreasing costs, and encouraging sustained reflection. While one participant claimed that “internationalization is the answer” to every problem in higher education, others argued that we need to stop assuming it always is – and begin committing to niches and pathways that are truly sustainable.

OTHER SESSIONS AND DISCUSSIONS

What sustains our global commitments?

“The key question seems to be what commitments get internalized. Those of us around this table have, individually, internalized a commitment to global knowledge; now we’re trying to explore how to internalize it in our institutions.”
- Forum participant

OUTCOMES

At mealtimes, participants gathered in smaller groups to discuss issues of risk management, operations, international students, “internationalization at home” (campus, curricular and co-curricular internationalization), and faculty engagement. A dinner reception and panel on faculty engagement featured four invited faculty guests from participating institutions:

- Joyce Hope Scott, professor of literature and culture at Wheelock College, talked about the summer study abroad course in Benin and Ghana that she has led for many years.
- Susan Lanser, professor of literature and women’s studies at Brandeis University, spoke about her role in the partnership between Brandeis and Al-Quds University, a university based in Jerusalem and the West Bank.
- Suleiman Mourad, professor of Islamic history and religion at Smith College, talked about the creation of the new Smith Global Studies Center and its programs for faculty members.
- Michael Justin Kilborn, professor of international studies at Endicott College, spoke about internationalization at Endicott, where, he emphasized, partnerships and curriculum need to be tied together in a set of small initiatives, based on two-way exchange between partners.



Universities face a handful of choices when considering their internationalization strategy. The first option is to be parochial, which almost no university or college wants to be. A second choice focuses largely on the home campus and curriculum, in a set of initiatives sometimes called ‘internationalization at home’ or ‘campus internationalization,’ which eschew much focus on overseas partnerships and ventures. A third choice usually adopts some mix of campus internationalization and promising partnerships abroad. Finally, a fourth option, typically reserved for larger universities, includes large-scale overseas campuses, degree programs, and a large number of partnerships and exchanges. While simplistic, this classification also gives more weight than usual to the middle approaches, where a good deal of the variance and innovation is being generated.

While the AIEA Forum group did not reach conclusions about the “right” type of strategy, they focused on the similarities and synergies between two kinds of “sustained commitments” – those at home and those abroad. Although different, there were surprising overlaps in strategic thinking between these two kinds of commitments. This may be due to the particular nature of liberal arts colleges and universities, which were highly represented in our group. Do institutions with historic commitments to the liberal arts – and to the kind of thinking the liberal arts foster – share any similar experiences or a set of unified principles?

NEW DEFINITIONS OF THE LIBERAL ARTS

Liberal arts colleges and universities might have a special role to play in synthesizing commitments at home and those abroad, moving internationalization to the core of higher education.

But should international education move to the core?

Participants noted a paradox: as global education moves from buzzword to commonplace, it becomes less exceptional. Is internationalization, instead, merely a part of what we do everyday as educators? International educators have always pushed for more recognition, more money, and more advancement of our field. Now that the importance of international education has been widely recognized, how do we plan for the future? The group thus wrestled with the exact place of the “global” in the trajectory of higher education. Key strategic questions included:

1. Should “global” be permeated throughout an institution, making it almost indistinguishable from teaching, research, and service? Or should it be distinct, specialized, and initiative-based, focusing on key ideas and learning opportunities? Should all students be exposed to global education, or just the select few who might be most affected?
2. Can global education “rejuvenate the idea of liberal arts,” as one of our participants hoped for? The group leaned toward the idea that it can, provided that the liberal arts be re-imagined as focusing on critical thinking, moral reasoning, and lifelong curiosity rather than on specific disciplines or knowledge of particular issues and content. Study abroad, these experts said, is only at its best when it asks students to shed expectations and to love learning for the sake of learning.
3. Is it now time to discard the old boundaries between “multicultural” and “global”? Participants raised a major challenge to sustaining our commitments: the sometimes conflicting

missions of offices of diversity and offices of international education, or of offices of experiential/service learning and offices of international education. Several universities have experimented with unified centers, while others have succeeded by opening up dialogue and building relationships between these offices – recognizing that each office still serves a specific need of their student population.

Although the group did not have answers to these questions, they pushed for answering them from the organizing and intellectual framework of the liberal arts. Such a dialogue might allow for new, creative conceptions of older categories. As just one example, the traditional “junior year abroad” is now developing into varied experiences throughout a college career, as well as exciting experimentation with pre-enrollment (gap year) and first-year general education courses. And at some participating institutions, university leaders and faculty have begun incorporating international students and exchange participants actively into courses, themed dorms, orientations, and integrative programming.

CHANGING DYNAMICS OF GLOBAL FLOWS

International partnerships were another major focus of the conversations in many of the sessions. The group attempted to tackle questions of university partnerships in relation to larger questions of global networks, knowledge flows, and mutual-ity. They drew upon their institutions’ historic commitments to social justice and civic engagement, asking how these older commitments can inform new projects.

While many institutions still have strong ties to Europe, global flows of knowledge and students are clearly moving West to East, with a strong focus on the Middle East and Asia. The group noted especially the rise of China as a source of international students and potential partnerships – in some cases creating entirely new student life dynamics on our campuses. Are other regions being left out in this process? What about sustained commitments in Africa or Latin America?

Forum participants posited that the pressure to internationalize sometimes dictate strategies, at the expense of larger societal concerns. Such strategies, ironically, might be moving us away from our core missions.



University leaders might address these concerns by:

- Developing a set of principles for international partnerships that draw upon institutional missions. These principles might include parameters for choosing regional strategies, partners, and projects based on internal and external factors.
- Focusing on a handful of core partnerships, each with multiple goals. This is the strategy being pursued by Vanderbilt University, with a strong emphasis on interdisciplinary research collaborations as well as broader university engagement. Endicott College also has key partnerships in Mexico and Spain that serve as sites for study abroad, degree-granting programs, and professional development.
- Considering geographic and academic diversity. When choosing partners, again refer back to the framework of the liberal arts. Ask: how will this partnership benefit the curriculum, and how will the partner institution's curriculum and academic program benefit? Should we always choose partners based on prestige, trends, and market gain, or should other goals be considered?

Core partnerships might be complemented by broader regional, inter-regional, and global strategies. Of course, institutions should not ignore other beneficial, more informal relationships being formed for research, internships, study or other kinds of projects.

Several participants made the case that the advantages of more methodical, mission-based partnership strategy can trickle down to the entire campus, with the potential to transform core practices of the liberal arts. For example, sustained partnerships might allow for deeper student learning, especially if students visit the partnership site multiple times or experience the partner culture through courses and visits to the home campus.

FINAL REFLECTIONS

University leaders at small and medium sized institutions face unique challenges. Operating at a much different scale than their large university peers, they need to find ways to build a network for their global commitments that goes beyond the senior international officer, study abroad director, and a few faculty members. This network should take advantage of the expertise of those in the field, but likely cannot survive on their goodwill, hard work, and multitasking abilities alone.

Building this network takes time and energy, creativity, and willingness to do things differently – to try new ways of organizing and managing things, while staying true to institutional mission and vision. The comments of the participants demonstrated how important a culture of collaboration and cross-fertilization is. That culture can take years to build – or be catalyzed by the influx of new leadership and energy.

Given the range of challenges and opportunities that will be faced in the coming years – from large-scale global challenges and the astonishing growth of collaborative technologies to the increasing global/local connections -- small and medium sized institutions must rely on the people in this network to build the liberal arts and small research universities of the future.

And, our participants suggested, they would do well to think beyond themselves, to step out of the confines of committee and board meetings and experience the world around them. This is the world that their students are experiencing and the world that institutions, too, are hoping to shape.



CREATIVE IDEAS...

...for Enhancing Community and Collaboration

- At Smith College, a professor of Chinese poetry brings together students from China with American students to partner in interpreting a Chinese poem. In a class ceremony, the Chinese students read the poem in Chinese while American students read the poem in Chinese while American students
- Junia College created a living and learning community called the "Global Village," a set of cooperative dorm floors that celebrate intercultural initiatives through student-led funding and events. See <http://www.juniata.edu/departments/international/globalvillage.html>
- At the Colleges of the Fenway Consortium, the Global Education Opportunities (GEO) Center is creating an online "profile" database, where faculty and staff can create international profiles highlighting their global experience, research and teaching. The GEO Center envisions this database as a way to connect colleagues with similar interests as well as an experiment in fostering an ethos of internationalization across the six campuses. More information on the GEO Center can be found at <http://www.colleges-fenway.org/Global/>
- College sports and internationalization rarely mix, except for the occasional overseas trip. At St. Norbert College, staff used the football team as a way to teach international students about American life, and vice versa. Other teams around campus followed suit, and athletes and international students now say hello to each between classes and invite each other to events and games.
- Wellesley College shuts down the entire campus for a day to celebrate and reflect upon experiential learning, featuring a high percentage of overseas experiences. The annual "Tanner Conference," supported by a University trustee, is a mixture of interactive events, poster sessions, and panel discussions. See <http://www.wellesley.edu/cws/Tanner/>

...for Building Sustained Global Commitments

- Vanderbilt University's International Office, its primary office for internationalization, provides seed funding for faculty who want to form a collaborative research project with one of their international core partners. See <http://www.vanderbilt.edu/voc/corepartnersnew>. They also provide grants for curricular development, and are building a new database for tracking overseas relationships and partnerships.
- Princeton University's Council for International Teaching and Research provides multi-year seed grants for faculty to create major global research networks. The latest winners include a research network in analytic philosophy that connects Princeton's philosophy department with similar departments at the Australian National University, University of Oxford, and the Institut Jean-Nicod in Paris. See <http://www.princeton.edu/international/>
- Juniata College has partnered on several regional initiatives with like-minded liberal arts colleges in central Pennsylvania. Their latest effort is the Keystone Study Abroad Consortium, which will share faculty and academic programming. They are also exploring collaborative efforts to recruit international students to the region.

INNOVATIVE MODELS, PARTNERSHIPS & PROGRAMS

Justice and Public Life. Sorensen Fellows engage in a yearlong learning sequence devoted to issues of social justice, including extensive written work. See <http://www.brandeis.edu/ethics/atbrandeis/sorensenfellowship/index.html>

- Marist College formed a comprehensive partnership with Istituto Lorenzo de' Medici in Florence, Italy to establish a fully integrated branch campus. The campus offers a study abroad program, four-year bachelor's degree, certificates, a graduate program in museum studies, and a new first year year experience. See <http://www.marist.edu/admission/florence/index.html>
- Keene State College was among only 32 U.S. colleges and universities selected for "General Education for a Global Century," a new curriculum and faculty development project sponsored by the Association of American Colleges and Universities (AAC&U) and funded by the Henry Luce Foundation. See <http://www.aacu.org/SharedFutures/globalCentury/>
- In 2010, Wellesley College created the Madeleine Kornblet Albright Institute for Global Affairs. The institute will serve as the central hub for internationalization at Wellesley, offering lectures, a student fellows program, internships, a faculty symposium, and visiting professorships. See <http://www.wellesley.edu/albright/index2.html>
- Goucher College made national news in 2006 when it announced that all of its incoming students will be required to study abroad. To ease costs and equalize opportunities, Goucher provides a \$1200 travel voucher to all students, as well as faculty development grants – challenging the perception that study abroad is not a good fundraising magnet. Goucher now provides \$250,000 in study abroad support (grants and scholarships) per year.
- Drawing upon Endicott College's strengths in Spanish, the institution has set up two strategic, unique branch campuses in Madrid and Mexico City. Envisioned as true partnership between Endicott and the communities, these campuses began as a way to draw a diverse range of international students to Endicott, but now encompass study abroad, bilingual programming, graduate degree programs, and other ventures. See <http://www.endicott.edu/Academics/InternationalAcademics.aspx>
- The undergraduate Sorensen Fellowship Program at Brandeis University is named after the late Theodore C. Sorensen, former counsel to John F. Kennedy and founding chair of the advisory board for Brandeis' International Center for Ethics,

The McGillycuddy-Loegue Center for Undergraduate Global Studies at Boston College was established in 2008 to promote innovative international learning within the curriculum. To foster critical engagement within key areas of commitment, the Center has so far established programs and travel grants for study of Islamic civilization and societies as well as for global service and justice. See <http://www.bc.edu/offices/international/mcgillycuddylogue.html>

- Princeton University's Bridge Year Program allows a select number of incoming freshmen a chance to spend nine months of University-sponsored service at one of four international locations, before enrolling at Princeton... See <http://www.princeton.edu/bridgeyear/>
- The Vanderbilt Initiative for Scholarship and Global Engagement (VSGE) is a yearlong learning sequence. Students link a service-based summer internship with pre-trip thematic coursework and a post-trip research project. Sites include Guatemala, Costa Rica, South Africa, and Northern Ireland. See <http://www.vanderbilt.edu/vig/>
- The Barney School of Business at the University of Hartford has a strong global ethos. Faculty run "international classes" each summer and winter in locations such as Paris, Crete, Singapore, Berlin, and Dubai. International students, meanwhile, are able to communicate with friends and family at home through the "international forum" – a set of message boards in their native languages. See <http://barney.hartford.edu/pages/global.html>
- Brandeis University operates a unique partnership with Al-Quds University, a Palestinian university in Jerusalem. The partnership, initially funded by the Ford Foundation, includes bilateral exchanges at many different levels of university life – administration and strategic planning for staff members, "effective teaching," and mentoring for faculty, and cultural exchange and dialogue for students. See <http://www.brandeis.edu/aqu/>

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JOE GIACALONE is responsible for international undergraduate enrollment for Marist College, including the New York and Florence, Italy branch campus and marketing and communications for the branch campus. He is also responsible for the Freshman Florence Experience, a one year study abroad program. He is also an active member of the Overseas Association for College Admission Counseling and serves as a board member for StudyNY.

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DIANA DAVIES is Vice Provost for International Initiatives at Princeton University. Davies works with academic leaders and senior administrators to implement new policies and revise existing ones to make Princeton more hospitable to international activities. She serves as secretary to the Council for International Teaching and Research, and works to forge new links between Princeton and foreign universities and assists with the oversight of budgets that support international programs.

abroad programs and manages the Smith Consortium programs in India, Mexico, Spain and Japan as well as an evolving array of approved external programs offering international study around the world.

JANET KALUNIAN is Associate Director for Academic Operations in the Office of International Programs at Boston College. She processes transcripts for returned students; sets policy regarding overseas course loads, grading scales, and credit allocation; registers and posts charges for students going abroad; compiles office publications; serves as database administrator; and creates online program evaluations. She has traveled to several of the College's program sites in Europe and has also presented at various conferences in the U.S.

NANCY KANACH is Senior Associate Dean of the College and Director of the Office of International Programs at Princeton University. She oversees the Study Abroad Program, the International Internship Program, post-graduate fellowship advising, and the Bridge Year Program. The Office of International Programs is responsible for developing, promoting, and coordinating international academic activities for Princeton undergraduates. As senior associate dean of the college, Kanach monitors the academic integrity of study abroad programs, approves transfer credit for outside programs, and works closely with faculty to maintain and develop Princeton programs. Kanach is a member of the Academic Consortium Board for CIEE and is on the editorial board of *Frontiers: the Interdisciplinary Journal of Study Abroad*.

SEAN KAYLOR is Vice President for Enrollment Management at Marist College. He is responsible for traditional undergraduate enrollment, graduate and adult enrollment, student financial services, and enrollment marketing & communications for both the Poughkeepsie, New York, campus and Marist's branch campus in Florence, Italy. He is also an active member of the New York State Association for College Admission Counseling and recently served as President

of that organization. Kaylor has presented and moderated at regional and national conferences on all topics related to enrollment management.

BRYAN MCALLISTER-GRAINDE was Associate Director of the Office of Global Affairs at Brandeis University from 2007 - 2011, where he assisted in developing global strategy as well as new "commitments" in India, The Hague, and Israel. He will be a doctoral candidate at the Harvard Graduate School of Education in fall 2011, while continuing to serve as advisor for global initiatives at Brandeis. He has also served on the national and regional leadership teams for NAFSA: Association of International Educators.

ROBIN MELAVALIN is Director of the Global Education Opportunities Center at the Colleges of the Fenway. In this capacity, she is an 'internal consultant' to the six Colleges of the Fenway schools. She focuses on education abroad, which includes working with faculty and administrators as they prepare to take students abroad, streamlining procedures and policies, and working with the campuses to develop their strategic vision for internationalization. An anthropologist, photographer and teacher, she has been in the field of international education for over 20 years and has led student groups to Cuba, Cape Verde, and other countries.

DANIEL NORTON is currently the Associate Dean of International Studies at Goucher College. His focus has been on implementing and refining Goucher's universal study abroad requirement. During the 2009-10 academic year, Goucher's study abroad rate was equivalent to 120% of the graduating class since approximately 20% of these students studied abroad more than once during their undergraduate studies. Over the last 18 months, Goucher has added 20 new semester abroad partner programs and implemented new cost-saving measures to simultaneously diversity study abroad offerings and reduce annual study abroad costs. Working closely with the Development Office, the Office of International Studies now oversees 12 endowed scholarship and development accounts

and 22 restricted accounts, awarding more than \$250,000 per year in student study abroad scholarships and faculty development grants. Previously, Norton was the Director of International Programs at Stephen F. Austin State University in Texas.

SKYE STEPHENSON is Director of Global Education at Keene State College. She has spent three decades involved in international education and study abroad in many different capacities. She is passionate about the transformative possibilities of intercultural encounters, and how the growth and learning that comes from moving beyond one's "comfort zone" can contribute to a more just world. Stephenson is currently on the Board of Directors of Living Routes, and is Head of the U.S. Donors' Board for the Intercultural University Amawaty in Ecuador.

DANIEL TERRIS is Vice President for Global Affairs at Brandeis University. He develops the strategy for "Global Brandeis" and its partnerships and programs. He is also Director of the International Center for Ethics, Justice and Public Life at Brandeis. Terris received his Ph.D. in the history of American civilization from Harvard University, and he has written on 20th century history, literature, and religion. He is the author of *Ethics at Work: Creating Virtue in an American Corporation* (University Press of New England, 2005) and the co-author of *The International Judge: An Introduction to the Men and Women Who Decide the World's Cases* (with Leigh Swigart and Cesare Romano, University Press of New England, 2007).

JOSEPH TULLBANE is Associate Dean for International Education and Outreach and Director of the Center for International Education at St. Norbert College. Prior to his current position, he served as a civilian consultant to the Department of the Army on Russian Political/Military Affairs, and in the military as an Eastern European and Eurasian political specialist for 23 years. He has lived and traveled extensively in Europe, Latin America, and Asia. He has been active in AIEA since 1999, serving five years

as the Co-Chair of the Professional Development Committee and chairing the AIEA Awards Committee last year. He has participated as an AIEA delegate to two Transatlantic Dialogue conferences. He is currently serving as an AIEA E-Board member.

J. SCOTT VAN DER MEID is Assistant Dean of Academic Services and Director of Study Abroad at Brandeis University. He has directed the study abroad program at Brandeis University since 1999. He has traveled to more than 45 countries on every continent except Antarctica. Professionally Van Der Meid has served on several national advisory boards in the field of international education including Arcadia University's National Advisory Board and the School for International Training's Study Abroad Partnership Council. He currently serves on the IFSA-Butler Executive Council of the National Advisory Council and is a member of the Advisory Board for the NAFSA Rainbow Special Interest Group.

CARLOS VEGA is Professor and Chair of Spanish at Wellesley College, where he also chairs the International Studies Committee. Vega has published books and articles in the fields of Spanish literature, religious narrative, and popular verse. He is currently working on mixed gender identities among medieval Spanish saints. Vega is fascinated by "popular" religiosity and culture – both medieval and modern – and how constructions of gender and sexuality intersect with religious narrative traditions. He has a long-standing interest in study abroad. He is immediate past president of APUNE (Association of Accredited US University Programs in Spain) (www.apune.org) and is currently the U.S. representative for that organization. He serves as consultant for various universities in Spain and Latin America in the field of internationalization.

MARGARET WALSH is Professor of Sociology at Keene State College. She has taught sociology for fifteen years and is currently the director of Keene State College's honors program. Her academic research interests have focused on social stratification, family, and gender. She

writes about family changes and economic conditions in rural communities in the United States. Committed to experiential learning in all of its forms, Walsh brings undergraduate students into the field by nurturing service-learning partnerships in local agencies, participating in research conferences, and designing faculty-led study away programs.

BERND WIDDIG is Director of the Office of International Programs and Director of the McGillicuddy-Logue Center for Undergraduate Global Studies at Boston College. Before joining the College, he served as Director of the MIT-Germany Program and Associate Director of the MIT International Science and Technology Initiative. He is deeply involved in questions of international education. In recognition of his achievements in fostering German-American relations, Widdig received the Cross of the Order of Merit of the Federal Republic of Germany in 2008.

FURTHER RESOURCES

Links to readings and resources used for the Forum are located at: <http://www.brandeis.edu/globalbrandeis/office/aieaforum/>

More information on the Association for International Education Administrators can be found at <http://www.aieaworld.org/>







2011 AIEA-Brandeis University Forum

Welcome Packet

One Size Does Not Fit All:
Sustained Global Commitments for the
Small- and Medium-Sized Institution

January 28 & 29, 2011
Brandeis University
Waltham, MA

<http://www.brandeis.edu/globalbrandeis/office/aieaforum/index.html>

January 14, 2011

Dear colleagues,

We are glad that you are able to join us for the AIEA Forum and look forward to sharing ideas with you. We hope that this packet will be useful as you plan your visit to the Boston area.

In the following pages you will find transportation information, sights to see in Boston, information about Brandeis, etc. We encourage you to make the most out of your visit to the area. In addition, you will find an updated schedule, important telephone numbers, and other items to keep in mind.

If you have any questions, please don't hesitate to contact the Office of Global Affairs (Bryan McAllister-Grande, forum coordinator) at Brandeis University at 781-736-5642 or at oga@brandeis.edu.

Sincerely,

The Forum Planning Committee

April Burriss, Endicott College
Joel F. Harrington, Vanderbilt University
Rebecca Hovey, Smith College
Daniel Terris, Brandeis University
Joseph Tullbane, St. Norbert's College

Updated AIEA Forum Schedule

The sessions will take place in the [Shapiro Campus Center](#) (rooms noted below, and a campus map is included at the end of the packet). All sessions are plenary: they will largely be constructed as open discussions with one facilitator and 2-3 lead commenters from participating institutions.

Friday January 28

10:00 A.M.

REGISTRATION AND WELCOME

Shapiro Campus Center, Art Gallery, 3rd Floor

An informal welcome reception with coffee and pastries.

10:30 A.M.

OPENING SESSION -- "UNDERSTANDING SUSTAINED GLOBAL COMMITMENTS"

Shapiro Campus Center, Room 313

Facilitator: Dan Terris, Brandeis University (Planning Committee)

Commenters: Joel Harrington, Vanderbilt University (P.C.)

April Burriss, Endicott College (P.C.)

Jenifer Cushman, Juniata College

What are "sustained global commitments"? How are they different from other kinds of internationalization? What is possible on a relatively small scale? This session will be reporting-style in which institutions will briefly describe their particular approaches to these commitments and their relation to larger university and internationalization strategy.

12:00 P.M.

FORUM LUNCH

Faculty Club Lounge, Brandeis Faculty Club

1:30 P.M.

SESSION TWO -- "THE SPECIAL ROLE OF THE LIBERAL ARTS IN SUSTAINED GLOBAL COMMITMENTS"

Shapiro Campus Center, Room 313

Facilitator: Joe Tullbane, St. Norbert's College (P.C.)

Commenters: Rebecca Hovey, Smith College (P.C.)

Carlos A. Vega, Wellesley College

Bernd Widdig, Boston College

Skye Stephenson, Keene State College

What makes us different from the rest? How can the traditions of the liberal arts curriculum be translated to a global context? What are some of the available models?

3:00 P.M.

COFFEE BREAK

Shapiro Campus Center, Art Gallery, 3rd floor

3:30 P.M.

SESSION 3 – “PARTNERING WITH OVERSEAS INSTITUTIONS”

Shapiro Campus Center, Room 313

Facilitator: April Burriss, Endicott College (P.C.)

Commenters: Diana Davies, Princeton University

Joel Harrington, Vanderbilt University (P.C.)

Bryan McAllister-Grande, Brandeis University (P.C.)

George Generas, Univ. of Hartford Barney School
of Business

How are these partnerships different for smaller institutions, and how can they be best integrated into the core activities of our institutions? Which models and strategies are available? What technology can be utilized to enhance the partnering process? What is the best method of choosing partners (or partners choosing you)?

5:00 P.M.

BREAK FOR THE DAY – TRANSPORTATION AVAILABLE BACK TO THE HOTEL

6:30 P.M.

**TRANSPORTATION AVAILABLE FROM HOTEL BACK TO
BRANDEIS UNIVERSITY**

7:00 P.M.

**DINNER -- “ENGAGING THE FACULTY IN SUSTAINED
GLOBAL COMMITMENTS”**

Atrium, [Mandel Center for the Humanities](#), Upper Campus

A small group of faculty members from participating institutions will talk about their experiences being involved in global projects, from study abroad to partnerships to formal degree programs.

Faculty Panelists:



SUSAN LANSER, BRANDEIS UNIVERSITY

Susan S. Lanser is Professor of English and Comparative Literature at Brandeis University. Her scholarly interests encompass eighteenth-century studies, the French Revolution, feminist thought, narrative theory, and the history of gender and sexuality. Her international engagement includes

leadership of the Brandeis partnership with Al-Quds University in Jerusalem, especially the “effective teaching” exchange, working on joint curriculum development and faculty mentoring.



SULEIMAN MOURAD, SMITH COLLEGE

Suleiman Ali Mourad was born in Lebanon and did his college education at the American University of Beirut. He received his Ph.D. from Yale University in 2004. He teaches courses on Islamic history and religion, and on comparative themes in monotheistic religions (Jerusalem, Holy Land, Crusades). He is the Faculty Director of Smith's Global Studies Center.



JOYCE HOPE SCOTT, WHEELOCK COLLEGE

Joyce Hope Scott teaches American popular culture, African-American & Caribbean literature and African American theatre at Wheelock College. Her deep commitment to the internationalization of American education and general interest in the “multi-voiced narrative” of U.S. history has led her to lecturing & research opportunities in many countries around the world. For many years, she has led a Wheelock College summer travel course to Benin and Ghana.



MICHAEL JUSTIN KILBORN, ENDICOTT COLLEGE

Michael is an associate professor of International Studies at Endicott College; he serves as the campus-wide Fulbright Representative, has been a study abroad faculty leader, and has extensive international experience particularly in Eastern Europe (Czech Republic). In addition to his many academic and professional affiliations he is currently the advisor to the International Studies Honor Society, and is the Cultural Coordinator and Advisor to Endicott’s sponsored-exchange students from Eastern Europe, South East Asia, Pakistan, and Latin America.

9:00 P.M.

TRANSPORTATION AVAILABLE BACK TO HOTEL

Saturday, January 29

7:30 A.M.

TRANSPORTATION AVAILABLE TO BRANDeIS UNIVERSITY FOR THE OPTIONAL BREAKFAST SESSION

8:00 A.M.

OPTIONAL BREAKFAST AT BRANDeIS WITH CONCURRENT DISCUSSION GROUPS

Shapiro Campus Center, Multipurpose Room, 2nd floor

Facilitators: Diana Davies, Princeton University
Joe Giacalone, Marist College

Possible topics, raised by some of our participants, include “Working with international student populations related to sustained global commitments”; “International operations challenges facing smaller

institutions without a single regional focus”; “Outreach to new student markets (non-degree, first-year students or high school students, students abroad looking for an American degree, adult learners, executive education, short-term programs, etc.)”

8:45 A.M.

TRANSPORTATION AVAILABLE TO BRANDEIS UNIVERSITY

9:30 A.M.

SESSION 4 -- “CHALLENGES OF SENIOR INTERNATIONAL OFFICERS AND INTERNATIONALIZATION PLANNING, FROM VISION TO BOTTOM LINE”

Shapiro Campus Center, Multipurpose Room, 2nd floor

Facilitator: Rebecca Hovey, Smith College (P.C.)

Commenters: April Burriss, Endicott College (P.C.)

Dan Terris, Brandeis University (P.C.)

Joe Tullbane, St. Norbert’s College (P.C.)

Robin Melavalin, Colleges of the Fenway

Who are we, anyway? Where do we come from, and what are we now being asked to do? Where do we fit within organizational structures? How should we balance immediate revenue pressures and long-term goals? What is the best method of incorporating and harmonizing social justice objectives? How do we establish a realistic timetable for success (and define what success means)?

11:00 A.M.

COFFEE BREAK

Shapiro Campus Center, Art Gallery, 3rd floor

11:30 A.M.

CLOSING SESSION - “CREATING AND MAINTAINING A STRATEGY”

Shapiro Campus Center, Multipurpose Room, 2nd floor

Facilitator: Joel Harrington, Vanderbilt University (P.C.)

Commenters: Sean Kaylor/Joe Giacalone, Marist College

Daniel Norton, Goucher College

This closing session is an opportunity to bring our conversation together in a cohesive way, as commenters and all participants reflect upon their strategies and the placement of those strategies in larger institutional and global frameworks.

1:00 P.M.

FORUM LUNCH

Faculty Club Lounge, Brandeis Faculty Club

2:30 P.M.

FORUM CONCLUDES, TRANSPORTATION AVAILABLE TO HOTEL

Participating Representatives and Institutions

Boston College

Janet Kalunian

Associate Director, Academic Operations

Bernd Widdig

Director, Office of International Programs

Brandeis University

Bryan McAllister-Grande

Associate Director, Office of Global Affairs

Daniel Terris

Vice President of Global Affairs and Director of the International Center for Ethics, Justice and Public Life

J. Scott Van Der Meid

Assistant Dean of Academic Services and Director of Study Abroad

Colleges of the Fenway

Robin Melavalin

Director, Global Education Opportunities Center

Endicott College

April Burriss

Dean of the School of International Education

Goucher College

Daniel Norton

Associate Dean, Office of International Studies

Juniata College

Kati Csoman

Assistant Dean of International Programs

Jenifer Cushman

Dean, Center for International Education

Keene State College

Margaret Henning

Assistant Professor, Health Science

Skye Stephenson

Director of Global Education

Peggy Walsh

Professor of Sociology

Marist College

Joe Giacalone

Director of International Admission and Recruitment, Marist College

Sean Kaylor

VP, Enrollment Management

Princeton University

Diana Davies

Vice Provost for International Initiatives

Nancy Kanach

Senior Associate Dean of the College and Director, Office of International Programs

Smith College

Rebecca Hovey

Dean for International Study

St. Norbert's College

Joe Tullbane

Associate Dean for International Education and Outreach and Director of the Center for International Education

Univ. of Hartford – Barney School for Business

George Generas

Assistant Professor

Vanderbilt University

Joel Harrington *Professor of History, Associate Provost for Global Strategy*

Wellesley College

Carlos Vega

Professor & Chair of Spanish

Accommodation and Transportation

Accommodation:

We recommend residing at the [Hyatt Summerfield Suites](#) located close to Brandeis University. If you have not yet reserved a room, you may do so by calling 1-866-974-9288 or 1-781-290-0026. Please note that the group rate is no longer available.

All rooms are suite-style, including separate bedroom areas, free wireless internet, common living room, and small kitchen area. A free continental breakfast is provided every morning, and the hotel has a newly-renovated fitness center. Parking at the hotel is free.

If you have any problems reserving a room or a room type with the reservations staff, please contact our Hyatt Summerfield Suites coordinator, Korinne Robertson, at 1-781-290-0026, x5104.

Transportation from [Logan Airport](#) to [Hyatt Summerfield Suites](#):

By automobile

Exit the airport following the signs to Ted Williams Tunnel. Take Ted Williams Tunnel Exit. Follow signs for I-90 West (Mass Turnpike). Proceed on I-90 West to I-95/128 North. Take Exit 27A (Totten Pond Road/Winter Street). Turn right before the traffic light on Third Avenue. Turn left on Fourth Avenue. Hyatt Summerfield Suites Boston/Waltham is on the left-hand side at the top of the hill.

Automobile rentals

There is a wide selection of car rental options at Logan Airport, including [Budget](#), [Avis](#), [Enterprise](#), and [Dollar](#).

Private transportation

Consider contacting [Green Cab](#), [Checker Cab of Waltham](#), or [Boston Coach](#). There are always numerous taxis waiting at the airport for your convenience. You may also wish to arrange a pickup with [Ultimate Livery and Shuttle](#), [Super Shuttle](#) or [Smurfs Transportation](#). If desirable, we can try to collect flight arrival times together for those arriving Thursday evening, in case that will make cab/transport sharing more cost effective.

Transportation from [Logan Airport](#) to Brandeis University:

By automobile

Follow the Massachusetts Turnpike (Interstate 90) Westbound. Take exit 15 for I-95/Rt 128 and Route 30. After the toll proceed straight for Route 30. Turn right at end of the ramp, and then right again at first traffic light onto Route 30. Turn left at next traffic light onto River Road. Follow this for 1.5 miles, where it turns into South Street. Brandeis is 0.5 miles ahead on the left of South Street.

Private transportation and automobile rentals

See “Transportation from Logan Airport to Hyatt Summerfield Suites” section above.

By public transportation

Take the Silver Line (below-ground bus) to South Station. Switch to the Red Line of the MBTA subway towards Alewife. Depart the subway at Porter. Take the Commuter Rail train (Fitchburg/South Acton line) Outbound to the Brandeis/Roberts Station that borders campus. Walk up the hill and you will see Brandeis on your left. For rail times, see mbta.com.

Transportation to Hyatt Summerfield Suites by car:

From the Mass. Turnpike (I-90) Eastbound:

Take I-90 East to I-95/128 North (exit 14). Take Exit 27A (Totten Pond Road/Winter Street). Turn right before the traffic light on Third Avenue. Turn left on Fourth Avenue. Hyatt Summerfield Suites Boston/Waltham is on the left-hand side at the top of the hill.

From the Mass. Turnpike (I-90) Westbound:

Take I-90 West to I-95/128 North (exit 15). Take Exit 27A (Totten Pond Road/Winter Street). Turn right before the traffic light on Third Avenue. Turn left on Fourth Avenue. Hyatt Summerfield Suites Boston/Waltham is on the left-hand side at the top of the hill.

From I-95/Route 128 Southbound:

Take I-95/128 South to Exit 27A (Totten Pond Road/Winter Street). Turn right before the traffic light on Third Avenue. Turn left on Fourth Avenue. Hyatt Summerfield Suites Boston/Waltham is on the left-hand side at the top of the hill.

From I-95/Route 128 Northbound:

Take I-95/128 North to Exit 27A (Totten Pond Road/Winter Street). Turn right before the traffic light on Third Avenue. Turn left on Fourth Avenue. Hyatt Summerfield Suites Boston/Waltham is on the left-hand side at the top of the hill.

Transportation to Brandeis by car:

From the Mass. Turnpike (I-90) Eastbound:

Take exit 14 for I-95/Rt 128. After the toll, keep left for 95/128 North. While on ramp, exit immediately onto exit 24 for Route 30. Bear left onto Route 30. Turn right at first traffic light onto River Road. Follow this for 1.5 miles, where it turns into South Street. Brandeis is one-half mile ahead on the left, at 415 South Street.

From the Mass. Turnpike (I-90) Westbound:

Take exit 15 for I-95/Rt 128 and Route 30. After the toll proceed straight for Route 30. Turn right at end of the ramp, and then right again at first traffic light onto Route 30. Turn left at next traffic

light onto River Road. Follow this for 1.5 miles, where it turns into South Street. Brandeis is one-half mile ahead on the left, at 415 South Street.

From I-95/Route 128 Southbound:

Take exit 24 for Route 30. At end of ramp, proceed through traffic light (across Route 30) onto River Road. Follow this for 1.5 miles, where it turns into South Street. Brandeis is one-half mile ahead on the left, at 415 South Street.

From I-95/Route 128 Northbound:

Take exit 24 for Route 30. Route 30 is one of several options at this exit, so follow signs carefully. Turn left at the top of the ramp onto Route 30. Turn right at the traffic lights onto River Street. Follow this for 1.5 miles, where it turns into South Street. Brandeis is one-half mile ahead on the left, at 415 South Street.

Transportation between the hotel and Brandeis:

Transportation to and from the campus has been arranged by Brandeis and included in the registration fee (if you are staying at the Hyatt Summerfield Suites). Shuttles will be provided by [Ultimate Livery and Shuttle](#) and will run on the following schedule:

Friday 9:30 am: Hyatt -> Brandeis for start of Friday's forum
Friday 5:00 pm: Brandeis -> Hyatt for evening break
Friday 6:30 pm: Hyatt -> Brandeis for dinner
Friday 9:00 pm: Brandeis -> Hyatt for evening
Saturday 7:30 am: Hyatt -> Brandeis for optional breakfast
Saturday 8:45 am: Hyatt -> Brandeis for start of Saturday's forum
Saturday 2:30 pm: Brandeis -> Hyatt after conclusion of forum

Driving Directions from the hotel to Brandeis:

Take a right onto Third Avenue. Take your second right onto Totten Pond Road. Turn right onto Lexington Street. Bear right at the split onto Bacon Street. Turn right onto Main Street (Route 20). At the traffic light near the Shell station, make a sharp left onto South Street. Brandeis is about a mile down on your right.

Driving Directions from Brandeis to the hotel:

Turn left out of campus onto South Street. Turn right onto Main Street (Route 20). Turn left onto Bacon Street. Make a left onto Totten Pond Road. Turn left onto Third Avenue, and turn left onto Fourth Avenue soon thereafter. The Hyatt is on the left-hand side at the top of the hill.

Parking at Brandeis

For those who will be traveling by car to Brandeis and parking each day, free parking on campus is available in designated visitor parking areas. When you enter the university at the main gate, please stop at the small information booth directly in front of you (L22 on the map). The

attendant on duty will issue you a visitor pass and indicate where you may park -- either in the Hassenfeld Lot (near L9 on the map), or in the Theater Lot (near L4 on the map). Both lots are on the lower campus: please see the attached map (the parking attendant should also be able to provide you with one).

If you are instructed to park in the [Hassenfeld lot](#), after parking, cross the main street (Loop Road) and begin to walk uphill toward the center of campus. You will see a large green building just off the main path -- this is the Shapiro Campus Center, where the Forum sessions are located. Registration is on the third floor, Art Gallery.

If you are asked to park in the [Theater Lot](#), after parking, cross the main street (Loop Road) and you will see a large green building with a big lawn --- this is the Shapiro Campus Center, where the Forum sessions are located. Registration is on the third floor, Art Gallery.

If there is no attendant on duty at the information desk, please visit the [Campus Security Office](#), located at U47 on the campus map, to receive your visitor parking pass.

For the Friday night dinner at the Mandel Center for the Humanities, you may park in or move your car to the adjacent Tower Lot if you wish.

You may also wish to view the [interactive campus map](#) before arriving on campus.

Waltham Area Attractions

Downtown Waltham

Waltham's Moody and Main Streets are the home to a large variety of American and International [cuisines](#). There are also many [shopping opportunities](#), a [movie theater](#), and the [Charles River Museum of Industry and Innovation](#).

deCordova Sculpture Park and Museum

In the neighboring town of Lincoln sits the deCordova, whose Sculpture Park encompasses 35 acres of beautiful rolling woodlands and lawns, and is the largest park of its kind in New England with approximately 75 artworks at any given time. The museum's art exhibitions change seasonally.

Lexington Historic Sights

Called the “birthplace of American liberty”, Lexington, MA is the home to a plethora of historic locales and museums. Among places to visit are Lexington Battle Green, the [National Heritage Museum](#), and the [Minuteman National Historic Park](#).

Cambridge

On the other side of the Charles River from Boston is Cambridge, MA: a vibrant city filled with many things to see and do. [Harvard Square](#) (right next to Harvard University) has long been a visitor favorite when looking for a fun place to stroll. Other sights to check out include the [Museum of Science](#), the [Harvard Museum of Natural History](#), and the [MIT Museum](#). Cambridge is also the home to many [theaters and performance spaces](#). You might also just wish to wander through [Central Square](#), [Inman Square](#), [Kendall Square](#), or [Porter Square](#).

Somerville

Next to Cambridge is the city of Somerville, MA. A popular tourist area is [Davis Square](#), located close to Tufts University, which features great dining and entertainment options. Other sites include [Prospect Hill Park](#) and the [Somerville Theater](#).

Visiting Boston

The city of Boston, replete with some of America's greatest restaurants, entertainment venues, and shopping destinations, is just a short distance from the Brandeis campus. Here are five suggestions for things to do in the city (as recommended by the Brandeis website). You may also wish to visit <http://www.brandeis.edu/boston/links.html>, <http://www.boston.com/travel/boston/>, or <http://www.cityofboston.gov/visitors/thingstodo.asp> for more information and suggestions.

Shop Newbury Street

Chanel, Armani, Burberry, Cartier, Valentino, Marc Jacobs, Ermengildo Zegna. Newbury Street's eight blocks of stores and boutiques between Massachusetts Avenue and the Boston Common is considered one of the world's great shopping destinations — and a great place to people-watch.

Catch a Comedy Show

Funny men Jay Leno, Denis Leary and Steven Wright all got their starts on the Boston comedy-club circuit. The Comedy Club at Faneuil Hall Marketplace, named the best comedy club in the country by USA Today, showcases some of the hottest established and up-and-coming talent in the United States. Grab an after-show ice-cream treat at nearby Slugger's Dugout.

Explore the MFA

The Museum of Fine Arts contains one of the largest permanent museum collections in the Americas. Highlights include 18th and 19th century American works by John Singleton Copley, Winslow Homer and John Singer Sargent and the Morse collection of 5,000 pieces of Japanese pottery, part of the largest museum collection of Japanese works outside of Japan.

Stroll the North End

Boston's North End, settled in the 1660s, is the birthplace of the American Revolution and the center of Italian culture and cuisine. Stroll down the narrow and winding streets, stop at a café for a cappuccino, listen to the buzz and hubbub all around you. Don't miss Paul Revere's house, the Old North Church and cannoli at Mike's Pastry on Hanover Street.

Cheer On the Celtics

With the acquisition of Kevin Garnett and Ray Allen, the Celtics have reclaimed their rightful place among the NBA's elite teams. The team makes a limited number of balcony seats available for \$15, but you'll have to hurry to snap one up. If hockey's more to your liking, you may also want to consider a Bruins game.

Getting To and Around Boston

Car Rentals

Options close to Brandeis include [Enterprise](#) on Moody Street, [Hertz](#) on High Street, and [Budget](#) on Main Street.

Public Transportation

The [MBTA](#) has subways, commuter rails, buses, and even boats to get you to where you need to go.

The [subway](#) comprises of four main lines colored red, orange, green, and blue. The silver below-ground bus line travels to the airport along the coastline. One-way fare is \$2.00 (unless you have a plastic CharlieCard, then it's \$1.70).

The closest service to Brandeis is the Brandeis/Roberts stop on the [commuter rail](#) (on the Fitchburg/South Action Line). We are in Zone 2 which will cost \$4.25 each way. To locate the train, exit onto South Street and walk downhill. The station is on your left at the foot of campus.

The commuter rail stops in Porter (Cambridge) and North Station (Boston). The Porter stop is on the Red line and North Station is on the Green and Orange lines. These lines each have various stops in Boston, Cambridge, and Somerville (and beyond).

You can also take the 553 Bus (goes to Newton and Boston), or the 70 Bus (goes to Cambridge) from campus. Other bus lines can be viewed [here](#). Buses cost \$1.50 with a CharlieTicket or \$1.25 with a CharlieCard.

Trolley Tours

[Old Town Trolley Tours](#) provides sightseeing tours highlighting the best of Boston. According to their website: “hop aboard one of our trolleys and you'll experience Transportainment, a delightful combination of transportation and entertainment”.

Duck Tours

These are closed for the season. Come back in the spring!

About Brandeis University

Characterized by academic excellence since its founding in 1948, Brandeis is one of the youngest private research universities, as well as the only nonsectarian Jewish-sponsored college or university in the country.

Named for the late Justice Louis Dembitz Brandeis of the U.S. Supreme Court, Brandeis University combines the faculty and resources of a world-class research institution with the intimacy and personal attention of a small liberal arts college.

For students, that means unsurpassed access — both in and out of the classroom — to a faculty renowned for groundbreaking research, scholarship and artistic output. At Brandeis, professors bring newly minted knowledge straight from the field or lab to the graduate and undergraduate classrooms.

Brandeis supports an innovative and exciting program of learning that emphasizes an interdisciplinary approach to knowledge and the solution of real-life problems. Undergraduates, from the very first year, enjoy leadership positions and research opportunities typically available only to upperclass and graduate students.

Located in Waltham, Mass., on 235 attractive suburban acres, Brandeis is in an ideal location just nine miles west of Boston.

Brandeis is ranked in the top tier of the nation's universities. Our graduates depart to pursue careers in a wide array of fields, and advanced studies in the nation's leading graduate and professional schools.

Brandeis at a Glance

Founded: 1948

Location: Waltham, Mass., nine miles west of Boston

President: Frederick M. Lawrence

Motto: Truth, Even Unto Its Innermost Parts

Character: Private research university with a liberal arts focus

Campus: 235 acres comprising more than 100 academic and residential buildings

Tuition: \$38,994 per year (2010-11)

Room and Board: \$11,214 per year (2010-11)

Financial Aid: Approximately \$40 million in funded grants and scholarships to undergraduates

Academic Calendar: Two 15-week semesters

Full-time Undergraduate Enrollment: 3,360 (as of August 2010)

Female-Male Ratio: 56 percent to 44 percent

Student-to-Faculty Ratio: 9 to 1

SAT Middle 50 Percent (Class of 2014): 1930-2130 (critical reading and math)

Freshmen in Top 25 Percent of High School Class: 92 percent

Acceptance Rate: 35 percent

Clubs and Organizations: More than 250



Shapiro Campus Center

The home base of the AIEA forum, the [Shapiro Campus Center](#) is a reflection of the passion, devotion, strength and enthusiasm found throughout the Brandeis community. Opened in 2002, the Campus Center was designed by the award-winning firm Thompson and Rose in Cambridge and is thought to be the “living room of the campus.” Below are some useful locations within this building:



First Floor:

- **Atrium:** heart of the Campus Center
- **TV Lounge:** watch TV or simply relax
- **Brandeis Bookstore:** one stop shopping for all academic and Brandeis Apparel needs
- **Einstein Bros. Cafe:** coffee, sandwiches, and snacks

Second Floor:

- **Computer Library and Study Rooms:** accessible 24 hours a day
- **Multi-Purpose Room:** Symposium location on Saturday

Third Floor:

- **Art Gallery (Room 317):** Registration area, break room, and on-campus rest space for both Friday and Saturday. Laptops will be available for you to borrow or you are welcome to bring your own.
- **Conference Room 313:** Symposium location on Friday

The Mandel Center for the Humanities

The [Mandel Center for the Humanities](#) aims to deepen humanities scholarship at Brandeis through new curricular and research activities while strengthening students’ knowledge and critical thinking across multiple disciplines. The Center stresses the cultural and intellectual importance of studying fields such as literature, language and philosophy.



Dinner will be served here Friday night in the first floor atrium. To reach the atrium, enter (at the ground level) and go up one flight of stairs (or use the elevator). The atrium is the open space at the end of the hallway.

Other Places to Check Out On Campus

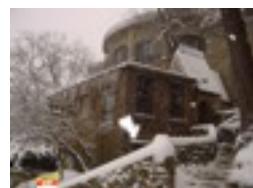
Usdan Student Center

The Usdan Student Center opened in 1970 and comprises 125,500 square feet. Within its walls are the Department of Residence Life, the Hiatt Career Center, Hillel, the Chaplaincy, the Peace Room, Student Financial Services, Academic Services, the Office of Communications, Mail Services and the Copy Center, which provides services to students, staff and faculty.



Usen Castle

Usen Castle and Schwartz Hall offer 120 sophomore students an eclectic style living option on campus with many breathtaking views of the Boston Skyline. The Castle is home to Cholmondeley's, or Chum's, Brandeis's coffeehouse and late night snack bar. Usen Castle is listed on the National Register of Historic Places and is the oldest building on Brandeis's campus.



Rose Art Museum

Founded in 1961, The Rose Art Museum of Brandeis University is an educational and cultural institution dedicated to collecting, preserving and exhibiting the finest of modern and contemporary art. The programs of the Rose adhere to the overall mission of the university, embracing its values of academic excellence, social justice, and freedom of expression.

The Goldfarb and Farber Libraries

These libraries, coupled with the Gerstenzang Science Library, contain more than 1 million print volumes, more than 900,000 microforms, approximately 500,000 U.S. government documents and some 35,000 music and film resources. In addition, the University Archives' collections document the growth, development, and achievements of community members. Special Collections at Brandeis houses a broad range of rare and unique primary-source materials.



Connecting to the Internet

Brandeis University has an extensive wireless network. All wired campus buildings have complete wireless coverage. In order to connect to the Internet, use the network “**brandeis_guest**”. You should not need a password. This open unencrypted network is for guests of Brandeis with basic networking only.

To use the wired network, simply connect one end of an ethernet cable to the wall jack, and the other end to the ethernet port on your computer.

For either wired or wireless connectivity, you must register your computer on the Brandeis network to gain full access to the Internet. To register, open a web browser (preferably Internet Explorer or Safari) and you should be automatically taken to the network registration page. If you are not automatically redirected, type <https://netreg.brandeis.edu/> into your browser's URL bar and hit enter. From there, follow the on-screen instructions. You will be asked to enter an email address and possibly other security questions.

Contact Information

Shelby Bleiweis (Program and Communications Associate of the Office of Global Affairs):
203-767-1536 (mobile)

Brandeis Receptionist: 781-736-2000

Bryan McAllister-Grande (Associate Director of the Office of Global Affairs): 617-803-1722
(mobile)

Hyatt Summerfield Suites Boston/Waltham: 781-290-0026 (ask for Korinne)

Office of Global Affairs: 781-736-5642 (Monday-Friday 8 am-5 pm -- use Shelby or Bryan's
mobile phones during the Forum)

Public Safety: 781-736-5000 (non-emergency), 781-736-3333 (emergency)

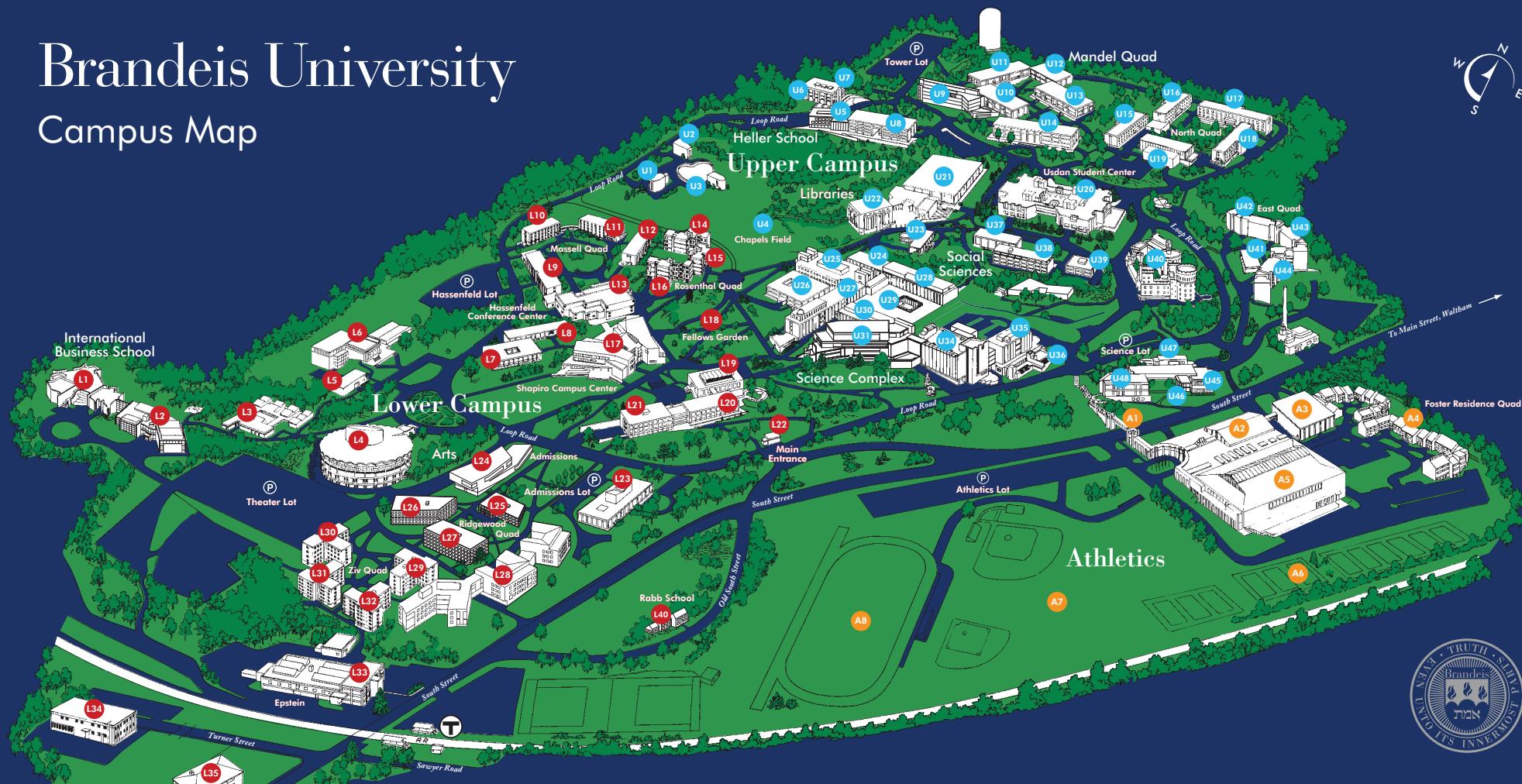
Ultimate Livery and Shuttle: 888-437-4379 (ask for Laura)

Special Requests

If you have any special requests, dietary, logistical or otherwise, and have not previously indicated them, please contact one of us as soon as possible so we can arrange these in advance. We will try our best to accommodate.

Brandeis University

Campus Map



Lower Campus •

60 Turner Street
567 South Street Apartments
Barnstein-Marcus Administration Center
Coffman Residence Hall
Cohen Residence Hall
Deroy Residence Hall
Epstein Building
Faculty Center
Faculty Lodge
Fellows Garden
Goldman-Schwartz Fine Arts
Gryzmish Center
Hassenfeld Conference Center
International Business School
Irving Residential Endclave
Lemberg Academic Center
Lewis Residence Hall
Main Entrance
Information Booth
May Residence Hall
Mazer Residence Hall
Pollack Fine Arts Teaching Center

L34 The Rabb School
L35 Renfrew Residence Hall
L21 Ridgewood Residence Hall A
L38 Ridgewood Residence Hall B
L39 Ridgewood Residence Hall C
L40 The Rose Art Museum
L10 Rosenthal Residence Hall East
L33 Rosenthal Residence Hall North
L7 Rosenthal Residence Hall South
L8 Sachar International Center
L18 Carl and Ruth Shapiro Admissions Center
L3 Carl and Ruth Shapiro Campus Center
L19 Sherman Hall
L20 Slosberg Music Center
L2 Springold Theater Center
L37 Usen Residence Hall
L22 Village Residence Hall
L36 Ziv Residence Hall A
L32 Ziv Residence Hall B
L5 Ziv Residence Hall D

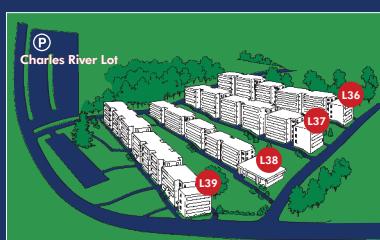
Upper Campus •

L11 Bassine Science Building
L25 Berlin Chapel
L26 Bethlehem Chapel
L27 Brown Social Science Center
L6 Cable Residence Hall
L15 Chapels Field
L14 Edison-Lecks Science Building
L16 Farber Library
L1 L2 Feldberg Communications Center
L18 Mailman House
L17 Foster Bio-Medical Research Center
L17 Gerstenzang Science Library
L9 Goldfarb Library
L13 Golding Judaic Center
L23 Goldring Health Center
L4 Goldsmith Building
L12 Gordon Residence Hall
L12 Harlan Chapel
L28 Hassenfeld-Krivoff Residence Hall
L30 Heller-Brown Building

U27 The Heller School for Social Policy and Management
U28 Intercultural Center, Swig Hall
U1 Kosow-Wolfszon-Rosenzweig
U38 Kutz Hall
U18 Lemberg Hall, Lemberg Children's Center
U4 Lemberg Children's Center
U30 Low School of Near Eastern and Judaic Studies
U22 Mandel Center for Studies in Jewish Education
U36 Mandel Center for the Humanities
U29 Olin-Sang American Civilization Center
U11 Sherman Hall
U45 Pearlman Hall
U24 Rabb Graduate Center
U16 Reitman Residence Hall
U2 Rosenstiel Basic Medical Sciences Research Center
U42 Rubenstein-Pomerantz Residence Hall
U8 Heller-Brown Building

Athletics •

Foster Residence Quad	A4
Gordon Field	A8
Gosman Sports and Convocation Center	A5
Linsey Sports Center (Pool)	A3
Marcus Field	A7
Rieger Tennis Courts	A6
Shapiro Athletic Center	A2
Squire Bridge	A1

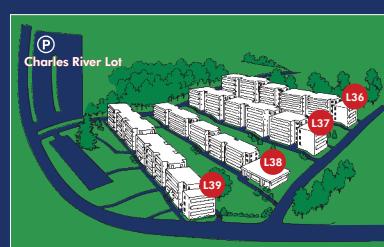


Charles River Apartments



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