Two Units One Partnership

Building an Alliance Between

Study Abroad & International Services

Jane Kucko & John Singleton
Texas Christian University
Session Outline

1. Overview of Discovering Global Citizenship
2. The Case Studies: TCU Global Academy & Virtual Voyage
3. Collaboration—What Worked
4. Round Table Discussion
Session Objectives

1. Discuss the base standards of operation we embraced for Discovering Global Citizenship.

2. Illustrate collaboration through the TCU Global Academy & Virtual Voyage.

3. Considerations for SIOs.

4. Learn from each other through round-table discussion.
Base Standards of Operation

• DGC is not about our own units.
• Target the 70%.
• Authentic Collaboration.
• Respected existing structure at TCU.
• Grant model for participation for all.
• Bring in the experts.

Examples of Experts

• Management consultant to build core purpose.
• Hired PR firm to build our brand.
• Videographer to illustrate our story.
• Ace Comprehensive Laboratory Lab.
• Review of Literature—Hudznick, Green, Hill, Sutton, etc.
TCU Global Academy in Panama
Jane Kucko
John Singleton
TCU
Empowering Minds
Collaboration
Discovery
Interdisciplinary
Challenging Questions
TCU GLOBAL ACADEMY

To explore and engage with the global community in order to investigate world issues in an international and interdisciplinary context.

EDUCATION AND CULTURE

What are our engagements, responsibilities, and commitments to the communities that host us?

GLOBALIZATION AND INTERDEPENDENCE

We help students understand and analyze the ways in which other cultures, languages, and economies interact and influence each other. Our goal is to enhance students' knowledge and awareness of global issues.

ECOSYSTEMS & ECOLOGICAL SUSTAINABILITY

Our students learn about the importance of biodiversity and the need to protect the environment. They are encouraged to take action to preserve and protect the natural world.

PEACE & CONFLICT

Students study the causes and consequences of conflict, and the strategies used to achieve peace. They explore the role of international organizations in promoting peace and addressing global challenges.

TCU'S MISSION

To educate individuals to think and act as ethical leaders and responsible citizens in the global community. The Center for International Studies embraces the ACE/CIGE definition of World Class:

Globally engaged and prepares students to be citizens of a multicultural community both at home and in a globalized world.

*The material on this page is adapted by the publisher from Getting Started with Global Citizenship: A Guide for New Teachers, 2016, with the permission of Oxfam GB, Oxfam House, 7-11 St John's Road, Oxford OX4 3DQ, UK. www.oxfam.org/GB. Oxfam GB does not necessarily endorse any text or activity that accompanies the main case, nor has it approved this adopted text.*
Jane Kucko,
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Jeff Geider,
*Institute of Ranch Management*
Becky Johnson, *Environmental Science*
Sandra Callaghan, *Accounting*
Greg Mansur
*Film, TV, Digital Media*
John Singleton
*International Services*

18 TCU Students
Four teams of four
Interdisciplinary teams
Two students as journalists

Wetlands International
CATHALAC
Voces Vitales
MUCEC-Colon
University of Panama
TCU Alumni
**Collaboration**

- NGOs to TCU—sharing of expertise.
- 20 faculty/staff to Panama all leading to collaboration beyond Global Academy—Service Learning, TCU Marketing & Communication, Business, Music, Health Sciences, Strategic Communication, Education, Humanities & Social Sciences, Institute of Ranch Management.
- VocesVitales with TCU Faculty-led program in India—now cross-pollinating between U.S. (TCU), Panama and India—a global discussion.
- Designed as interdisciplinary—becoming transdisciplinary.
- TCU & University of Panama co enrolled in courses.
- Virtual Voyage is sustaining the collaboration and expands to others beyond the Global Academy.
Empowering Minds
Collaboration
Discovery
Interdisciplinary
Challenging Questions

Passage 1
INVESTIGATE
- Participate in local communities to prepare for global engagement.
- Explore self.
- Cooperate.

Passage 2
ENGAGE
- Aware of wider world.
- Develop empathy.
- Learn to argue and challenge.
- Value respect and diversity.

Passage 3
SYNTHESIS
- Critical Thinking.
- Challenge injustice and inequality.
- Take responsibility for action.
- Aware of wider world.
- Views role as World Citizen.

Interdisciplinary Exploration of Global Issues
Fall Term 2015
- 1 credit hour exploratory course.
- 15 TCU students from a variety of disciplines become the TCU Global Academy (see Passage 2).
- NGOs and University Panama site visit to TCU to engage with TCU and prepare for Global Academy.
- Virtual Voyage with local Panamanian students to build collaboration and team comraderie.
- Each team conceptualizes a capstone project.

TCU Global Academy Semester
Spring Term 2016
10 Week Block of Courses: On TCU Campus (10 credits)
- History of Central America (3 credits)
- Global Food Production (3 credits)
- Water (3 credits)
- Virtual Voyage with Teams in Panama (1 credit)
- 4 weeks: TCU Global Academy in Panama (3 credits).
  - Each team in collaboration with NGOs, faculty, Panamanians, Alumni. Intense field experience.
  - Final planning of capstone project.

TCU Global Academy Capstone
Spring Term 2016
Upon return to campus spring term (following 4 weeks in Panama).
- Capstone Project (2 credit hours).
- Interdisciplinary teams complete capstone project.
- Sustain communication and collaboration via Virtual Voyage.
- Campus-wide and community presentations.
- TCU TedTalks--higher purpose.
VIRTUAL VOYAGE
<table>
<thead>
<tr>
<th>Type</th>
<th>Subject</th>
<th>Collaborative Impact</th>
<th>Tech Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty to Faculty</td>
<td>Research/Academic Topic</td>
<td>Minimal</td>
<td>Simple</td>
</tr>
<tr>
<td>Faculty to Community</td>
<td>Applied Expertise</td>
<td>Minimal to moderate</td>
<td>Simple</td>
</tr>
<tr>
<td>Class to Expert</td>
<td>Expertise Extraction</td>
<td>Moderate</td>
<td>Simple</td>
</tr>
<tr>
<td>Class to Community</td>
<td>Simple Project</td>
<td>Moderate to Maximum</td>
<td>Complex</td>
</tr>
<tr>
<td>Multiple Communities</td>
<td>Holistic Project Analysis</td>
<td>Maximum</td>
<td>Advanced</td>
</tr>
</tbody>
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**Examples:**
- Language Department Flyer
- International Alumni with Voces Vitales
- Haiti/Funkoze/Department of Economics
JOIN US THIS THURSDAY, FEBRUARY 19TH AT 5:00 PM IN TCU’S BLUU AUDITORIUM FOR A LIVE VIRTUAL Q&A WITH DIRECTOR EMMANUELLE BERCOT

And Join Us Tuesday Night, February 17 at 7:00 PM in Moudy 141N for a Screening of Her Latest Film *Elle s’en va (On My Way)* {subtitles provided}

Both Events Are Free and Open to the Public

A Virtual Voyage Initiative of TCU’s Discovering Global Citizenship

With Cooperation from the Departments of Modern Languages and English
ESPACIO VIRTUAL son videoconferencias en vivo con expositores y/o expertos exitosos egresados de Texas Christian University, con la idea de intercambiar y enriquecer el conocimiento de nuestros asistentes con temáticas que son de interés para la sociedad globalizado y competitivo de hoy.

Marketing en Redes Sociales

Rocio Aguilar
Brand Manager
The Coca-Cola Company

Rocio Aguilar es costarricense, de 32 años. Estudió 2 carreras en Texas Christian University: Administración de Empresas con énfasis en Mercadeo y Publicidad/ Relaciones Públicas.

Se graduó en 2005 y regresó a Costa Rica, donde ingresó a trabajar en el 2006 en el área de mercadeo para la Compañía Coca-Cola. Salió de la compañía por algunos años, en los cuales trabajó en Philip Morris Intl., y regresó a Coca-Cola en el 2011, donde sigue laborando en Mercadeo.

Actualmente es Gerente de Marca para Coca-Cola para la región de Centroamérica, El Caribe, Colombia, Ecuador y Venezuela.

5 de febrero 2015 • Hotel ALOFT • 5:00 A 7:00 pm

Confirmar asistencia a: mentoria@vocestalespanama.org
Tel. 317-3112
Establish your minimum standards—What is negotiable and what is not.

Keep your promise and do what you say you are going to do.

Time & Structure can negatively impact your plan.

Have a structure for the unexpected. Process for change and making it fit.

Be willing to break the rules. Be Nimble and Fluid. Stay Your Course—a difficult balance.

Call in the Experts—including those in and outside of the academy.
1. Identify your 30% who engage in internationalization. Identify the 15% who probably will never be interested in engaging in internationalization. How then do you engage the other 55%?

2. What kind of collaborations are necessary to foster engagement?

3. What are challenges/issues that can be obstacles?

4. How should institutions position themselves to sustain collaborations?

10 Minutes: Report Back
Top 3 responses/no repeats

10 Minutes: Q & A
1. Identify your 30% who engage in internationalization. Identify the 15% who probably will never be interested in engaging in internationalization. How then do you engage the other 55%?

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SUMMARY OF DISCUSSION

• Due to size of audience, an informal discussion was held.
  • Presenters elaborated upon collaboration:
    – Students affairs involved in development of plan and vetting of implementation.
    – Career Services working with us on articulation meaning on student resumes.
    – Dean of Admissions vetted title of plan to ensure meaningfulness to prospective students.
    – Office of Financial Services assisted with budget planning to ensure adequate funds and justifications.
  • Office of Residential life working on living/learning community for internationalization.
  • Representation from every academic and student affairs unit in the planning process.
  • More work to be done—in the spirit of comprehensive internationalization, five additional initiatives are designed to provide and/or enhance international experiences of TCU staff.