NEH Application Cover Sheet (AC-258965)
Humanities Initiatives: HSIs

PROJECT DIRECTOR

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INSTITUTION

Texas Woman's University
Denton, TX 76204-5619

APPLICATION INFORMATION

Title: *Building Global Perspectives*

Grant period: From 2018-05-01 to 2020-08-31
Project field(s):   Interdisciplinary Studies, General

Description of project: The "Building Global Perspectives" project's primary aims are to increase the number of humanities courses offered that qualify for the Global Perspective requirement, and strengthen the Global Studies minor with the intent of creating an accompanying interdisciplinary major. The project will also bolster TWU's connection to the DFW community by creating experiential learning partnerships and broadening existing Global Connections Initiative programming.

BUDGET

Outright Request	99,803.00	**Cost Sharing**	0.00
Matching Request	0.00	**Total Budget**	99,803.00
Total NEH	99,803.00		

GRANT ADMINISTRATOR

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Summary

"Building Global Perspectives" is a two-year project at Texas Woman's University designed to promote the value of global learning among students and faculty on campus, and improve teaching and learning in the humanities. This project aims to increase the number of Global Perspectives courses (required for graduation) taught in humanities programs and enhance the visibility of humanities research at a university predominantly focused on health studies. Each year's programs will focus on a global issue important in North Texas: year one will focus on refugees, year two on food. The project's three components target primarily faculty and students while engaging the public and building on existing programs at the university. The three key elements of this project include 1) a faculty reading and curriculum development group, which will develop courses with the Global Perspectives designation that incorporate experiential learning components; this group will be informed by 2) a series of public lectures by notable humanities scholars and contribute to 3) a series of reading discussions and symposia that will allow faculty and students to engage in university-wide dialogue. Our ultimate goal is for this enhanced intellectual environment and curricular development to strengthen the Global Studies minor and result in the creation of TWU's first interdisciplinary major. The project will conclude with an assessment that offers direction for the Global Studies minor and potential creation of a Global Studies major.

While a liberal arts education provides students with the ability to think critically, enhance their sense of ethical responsibility, and value civic engagement, today, such an education must be undertaken with an eye towards the global community. Students must not only develop their own global perspective, but also learn to understand and respect the perspectives of others. Often the idea of such "global citizenship" remains abstract, especially to students who may be focused on college as a means to an end. "Building Global Perspectives" will demonstrate not only the theoretical and ethical value of a both the humanities and a global outlook, but their pragmatic value, as well. It also aims to show students that thinking "globally" does not always mean "internationally," and that global awareness begins with self-awareness. Because TWU has a strong focus on nursing and other health-related studies, the program is a tremendous opportunity to emphasize the humanities' contribution to professional training in these fields.

"Building Global Perspectives" will capitalize on the unique position the humanities have to inform all aspects of a global education. This project is inspired by the concept of "applied humanities" (Nikitina 2009), and therefore will concentrate primarily on developing global perspectives humanities courses that foster social engagement, complementing TWU's Quality Enhancement Plan (QEP) "Pioneering Pathways: Learn by Doing," which engages students in experiential learning. This project will also capitalize on the university's proximity to the diverse Dallas-Fort Worth metroplex, and on the university's diverse, multicultural student population. "Building Global Perspectives" speaks directly to the NEH Common Good initiative by broadening academic and public discussions to include more diverse people, cultures, and ideas, thereby creating a more inclusive environment for our own students. That we are the nation's largest primarily-woman serving institution will also help us foster women's participation in global conversations.

Intellectual Rationale

A liberal arts education provides students with the ability to think critically, enhance their sense of ethical responsibility, and value civic engagement. Today, such an education must be undertaken with an eye towards the global community. Students must not only develop their own global perspective, but also learn to understand and respect the perspectives of others. Often the idea of such "global citizenship" remains abstract, especially to students who may be focused on college as a means to an end. By capitalizing on the ability of humanities courses to "prepar[e] citizens to understand one another" (Nussbaum 2002), the "Building Global Perspectives" project aims to demonstrate not only the theoretical and ethical value of a global outlook, but the pragmatic value as well. It also aims to show students that thinking "globally" does not always mean "internationally," and that global awareness begins with self-awareness. This two-year project will allow students, faculty, and the public to explore global issues through the lens of the humanities, building on existing Texas Woman's University (TWU) programs like the Global Connections Initiative and the "Learn by Doing" Quality Enhancement Plan to improve the quality of teaching and learning in the humanities. The project will engage faculty in cross-disciplinary study of global issues and connect the university to the broader community by creating a series of interrelated faculty development workshops, reading discussions, and lectures.. Our ultimate goal is for this enhanced intellectual environment and curricular development to strengthen the Global Studies minor and result in the creation of TWU's first interdisciplinary major.

Undergraduate education at Texas Woman's University aims to provide students with opportunities to recognize and understand other worldviews. All students must complete one approved Global Perspectives (GP) course in order to graduate. Global Perspectives refers to

"skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures." Of the 47 GP-approved courses, 16 are taught in the arts and humanities (See Appendix D). Many of these courses count towards the 18 credit Global Studies minor (See Appendix E), six of which also fulfill core curriculum requirements, making it potentially an attractive minor, even to students in professional degrees. TWU is the nation's largest primarily-woman serving institution, with a strong focus on nursing and health-related studies. In fact, TWU, graduates more new health care professionals than any other institution of higher education in Texas. TWU also prepares a large number of students for other professions like Education, Psychology, and Business (See Appendix C). Strengthening the GP offerings and the Global Studies minor offers a tremendous opportunity to emphasize the humanities' contribution to professional training in these and similar fields. This project is supported by the College of Arts and Sciences, which houses all of the arts and humanities programs (see Appendix B).

"Building Global Perspectives" will capitalize on the unique position the humanities have to inform all aspects of a global education. Many in the public (and academic) sphere believe that humanities disciplines focus on the abstract and have less relevance for job training and social action than other disciplines like STEM or professional disciplines (Handley 2001). This project, inspired by the concept of "applied humanities" (Nikitina 2009), aims to explode such stereotypes by working to develop GP humanities courses that foster social engagement. This aim fits squarely within TWU's Quality Enhancement Plan (QEP) "Pioneering Pathways: Learn by Doing," which engages students in experiential learning. TWU is less than an hour from the Dallas-Fort Worth metroplex, which allows us to capitalize on the presence of international corporations and organizations and the diverse international population in North Texas.

Partnerships with such entities will allow humanities faculty to develop experiential learning opportunities that encourage students to transfer their learning from concept to action. Previous efforts to create global curricula suggest that students need more than theoretical knowledge (Lorenzini 2013). The study of arts and humanities should not only instill an appreciation for such subjects but also establish their relevance to social action (Handley 2001). As James Veninga, longtime director of Humanities Texas said, "If humanities studies are confined to the academy, the humanities will indeed seem to be of secondary importance to the public" (1999). "Building Global Perspectives" will encourage students and the public with whom they engage to understand the relevance of humanistic study and the benefits of approaching the world with an outward-focused perspective.

TWU serves a large population of underrepresented minority groups and first-generation students (See Appendix C), populations that face unique challenges in their quest for academic success (Blankenship, 2010; Dolan, 2008; Kirby, White, & Aruguete, 2007; McKay & Estrella, 2008; Murphy, Gaughan, Hume, & Moore, 2010). TWU's QEP focuses on experiential learning because it has been shown to create a positive impact on minority student persistence and graduation rates, workforce readiness, and pursuit of advanced degrees (Dolan, 2008; Espinosa, 2011; Eyler, 2009; Hart Research, 2006, 2008, 2010; Kelly, 2011; Lee, 2007; Stocks, 2011). Research at minority-serving institutions indicates that a sense of belonging increases students' affective motivation, which "enhances the learning climate and encourages students to be more accepting of others locally and globally" (Waldron-Moore 2011). Diverse populations can also "be harnessed as a resource in promoting intercultural understanding" (Caruana 2014). "Building Global Perspectives" will broaden academic and public discussions to include more diverse people, cultures, and ideas, thereby creating a more inclusive environment for our own students.

Content and Design

"Building Global Perspectives" is a two-year project that will improve the quality of teaching and learning in the humanities by offering comprehensive programming for students and faculty alike. The program builds on the TWU Global Connections Initiative (GCI), which strives to create a campus climate of global awareness and understanding by providing a variety of multicultural experiences and connections for TWU students, faculty, staff, and community. While the GCI itself sponsors two public lectures a year, one each October and March, they also coordinate with departments and cultural organizations (See Appendix C) to promote globally-focused events across campus, including lectures, film screenings, panel discussions, and interactive workshops for faculty and students. Each year, GCI selects a theme to focus the university-wide planning of events - past themes have included peace-building, women and the media, poverty, and voting. Drawing inspiration from the UN list of global issues, for the 2018-2019 and 2019-2020 academic years we have selected refugees and food, respectively, as our themes. These issues are of great significance in North Texas: from 2011-2016 Texas led the nation in refugee resettlements, including Dallas and other nearby small towns like McKinney and Allen, though recent state legislation has moved to curtail these efforts; and while Texas is the third largest producer and processor of food in the US, 1 in 6 people in the North Texas Food Bank area are food insecure. We will then integrate these themes into each of the project's three components: 1) faculty workshops to revise existing and develop new courses, 2) public scholarly lectures, and 3) university-wide reading discussions and symposia.

1) The first component of "Building Global Perspectives" will include professional development, primarily for humanities faculty, to revise existing courses and create new courses to gain Global Perspectives designation, thereby developing a larger catalog of courses for the

Global Studies minor. Training will begin in September 2018 and will repeat in fall 2019. Each cohort of 6 faculty members may contain up to 2 participants from non-humanities disciplines to foster interdisciplinary collaboration. Each faculty cohort will meet 4 times during the fall semester and will prepare by reading key (1) texts on the theoretical and pedagogical foundations for teaching and assessing global perspectives and (2) texts that explore the themes using humanities methodologies (See Appendix A). Working with the project Co-Directors and staff from the Center for Faculty Excellence (CFE) and QEP, faculty will learn best practices for incorporating and assessing experiential education assignments, based on the National Society for Experiential Education 8 Principles of Good Practice (see Appendix H). Experiential education is an increasingly important pedagogical practice, yet training that addresses the specific needs of humanities curricula remains scarce. This project offers an opportunity to create models for universities aiming to incorporate experiential education into the humanities classroom. Taking a cue from previous efforts to integrate global learning into curriculum, participants will be encouraged to "give students the perspective necessary to develop their own agency as responsible actors in the world" (Sperandio, Grudzinksi-Hall, & Stewart-Gambino 2010) rather than prescribe any particular definition of global citizenship, a term with broad ranging and subjective characterizations (Hanson & McNeil 2013; Leduc 2013; Stein 2015).

In a workshop setting, faculty fellows will present scholarship and pedagogical practices relevant to their own field, and that tie into the year's theme, to ensure that discussions accurately represent their teaching interests and provide an interdisciplinary environment for idea generation as they begin the process of developing new courses. Faculty will also engage in a small-scale experiential learning project that could serve as an example for their own classes. For example, we can work with Refugee Services of North Texas and the North Texas Food Bank,

two organizations to which TWU already has strong ties. Upon completion of the workshops at the end of the fall semester, faculty will submit course materials to the steering committee for review. As is a common practice for such trainings at TWU, once training is complete, faculty will receive half of their $1,000 stipend. The other half will be paid when the fellow's GP course runs, after the census date (final drop date) for the semester.

The "Learn by Doing" experiential learning component of faculty professional development will focus on community outreach to DFW-area organizations to build partnerships for educational and service opportunities. DFW is home to a diverse community of cultural institutes, organizations, and businesses: the Alliance Francaise, Goethe Center, Turkish Institute, Dallas Black Dance Theatre, Crow Collection of Asian Art, World Affairs Council of Dallas/Ft. Worth, and Refugee Services of Texas, among many others. Outreach will provide resources for creating immersive experiences in targeted intercultural environments, allowing students to focus their knowledge into substantive research contexts, gain valuable professional practice, and apply their learning to implement solutions for communities.

2) The second component of the project is the expansion of Global Connections Initiative programming. GCI currently supports a lecture series in which nationally and internationally recognized speakers visit campus to provide a lecture, reading discussion, and student seminar. These visits take place during October, our Global Connections focus month, and March, when we honor International Women. If funded, "Building Global Perspectives" will take on the organization and expansion of these events, with the expectation that scholars will come from humanities disciplines. Funding will allow the "Building Global Perspectives" project to sponsor an additional scholar visit at the beginning of each academic year, which will serve as a kick-off for the faculty fellow workshops.

3) The project will allow each year's faculty fellow cohort to form a learning community which will allow the m to share pedagogical knowledge and develop interdisciplinary dialogue with will enhance their existing courses and result in the creation of new humanities courses. The fellows will be expected to attend GCI programming during their fellowship year, including the three key humanities scholar lectures. In the spring semester, they will also be lead one reading discussion. Each fellow will select a short text to be shared in advance with students and community members via the Global Connections website, and lead a brown bag lunch discussion. These discussions will expose students to faculty interest and expertise in the humanities, and promote the developing Global Perspectives courses. Funding will allow the project directors to create a campus wide Global Perspectives Symposium, where faculty fellows and students in Global Perspectives courses will participate in a showcasing experiential learning projects, and students from any department can present research completed in GP coursework. Readings, materials developed during the faculty workshops, GCI lectures, and symposia abstracts will all be made available on the Global Connections website for the university and broader community to access.

Project Personnel

Co-Directors: Dr. Gretchen Busl and Dr. Ashley Bender are assistant professors in the Department of English, Speech, and Foreign Languages (ESFL). Dr. Busl teaches a variety of courses in global literature, a number of which are GP-designated. She teaches a QEP certified short-term study abroad course and has directed two QEP Experiential Student Scholars research projects. She serves on the GCI Committee and is the advisor for the Global Connections Student Committee. She is Director of the First-Year Composition program and is experienced with

program assessment. A national Op-Ed Project fellow, Dr. Busl advocates for public humanities scholarship via publication in venues like *The Guardian* and local outreach venues like TEDx.

Dr. Bender also teaches GP courses, including Intro to the Study of World Literature and Mythology. She is a QEP Faculty Fellow and taught TWU's first QEP-certified composition course, partnering with University Housing and the TWU Serves LLC. She also partners with community organizations like Mentor Denton and the Denton Parks Foundation. She is the Undergraduate Program Coordinator for ESFL, and has created a professional development series that connects undergraduate students with professional resources and networking opportunities. She is Chair of the GCI Committee. Both Dr. Busl and Dr. Bender have been instrumental in bringing speakers to campus for the GCI events, like Dr. Min Zhou from Shanghai International University (via a Fulbright Outreach Lecturing Fund grant).

The project will be supported by a Graduate Assistant who will assist with administrative and marketing duties. The Co-Directors will form a steering committee that includes Dr. Kim Miloch, Director of the QEP; Dr. Jorg Waltje, Director of the CFE; and two rotating members of the Global Connections Committee.

Institutional Context

"Building Global Perspectives" aligns with three existing programs on campus: the Global Connections Initiative (GCI), the Global Perspectives (GP) graduation requirement, and the QEP. Housed in the College of Arts and Sciences, the GCI was created in 2009 to "prepare all TWU students as global citizens" by increasing awareness of global issues and promoting participation in global experiences. Most GCI events are sponsored by arts and humanities departments and internationally-focused student groups. GCI and the associated GCSC, have already contributed to the campus's engagement with global issues beyond the classroom, and

this project aims to increase the amount and scope of events organized under the GCI banner. The university's investment in global perspectives is nowhere more apparent than in the 2007 institution of a GP graduation requirement. This project's interest in creating experiential educational opportunities for students also directly aligns with the mission of the QEP. As a result, the program will help grow this existing program by encouraging faculty to create courses eligible for QEP designation.

TWU is home to often under-served and marginalized populations (see Appendix B). The project builds on the university's diverse population and the rich cultural heritages that our students represent. Although the majority of students hail from Texas, students on the Denton campus represent approximately 47 different countries; this cultural diversity increases when we consider that many of our students are first-generation Americans.

Follow-Up & Dissemination

"Building Global Perspectives" will increase the visibility of the humanities contribution to global perspectives, on campus and beyond, via a robust series of events open to students, faculty, staff, and the public. It will increase the number GP-designated courses in the permanent curriculum, primarily in the humanities, potentially allowing for the creation for an interdisciplinary Global Studies major. It will open channels of communication among faculty in different disciplines and colleges, in the hopes of fostering more collaboration between the arts, humanities, sciences, and professional fields. This project will also offer multiple pedagogical models for service- and experiential learning in the humanities. Materials from faculty workshops and finished syllabi will be available for faculty from other colleges and universities to access. The Co-Directors will work with faculty participants to present nationally and publish in this area. The Co-Directors plan to present the project at the "Global Learning and the College
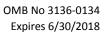
Curriculum" conference and to publish a related article in an interdisciplinary venue such as the *Journal of Higher Education.*

Evaluation

Faculty professional development workshops will be evaluated by participants, using a pre- and post-workshop surveys designed to capture their level of knowledge and interest in global issues, experiential learning, and humanities methodologies. Our primary goal, to increase the number of GP courses, will be evaluated by the progress of each faculty cohort, including course development materials and faculty reflections. Our goal is to increase the number of approved arts- and humanities-focused GP courses from 16 to 24 by the end of the two year project, and the total number of 3000-4000 level courses eligible for the Global Studies minor from 31 to 36. Once courses begin to run, we will assess students' progress towards learning goals via self-report and reflection. Evaluation for these experiences will be modeled after current QEP assessments, including faculty assessment of student progress and pre- and post-experience student reflections (See Appendix F). Global Perspectives courses will also be assessed based on the model created by the Office of Academic Assessment for Core Curriculum courses. Each faculty member will design one assignment specifically to be assessed by a university-wide panel of faculty reviewers, based on a rubric addressing the Global Perspectives Learning Outcomes. The third component, an expansion of the GCI, will be evaluated in terms of the number of people served by the programming, including students, faculty, and the public. Evaluation data from year one will be used to make appropriate revisions to year two programming. The final report prepared by the Co-Directors, including the assessment findings for the entire project, will be used to make a final recommendation for the Global Studies minor and major.

Statement of Eligibility

Texas Woman's University is a Hispanic-Serving Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics.

Budget Form

NATIONAL ENDOWMENT FOR THE Humanities

Applicant Institution: *Texas Woman's University*
Project Director: *Dr. Gretchen Busl*
Project Grant Period: *05/01/2018 through 08/31/2020*

click for Budget Instructions

	Computational Details/Notes	(notes)	Year 1 05/01/2018-04/30/2019	(notes)	Year 2 05/01/2019-04/30/2020		Year 3 05/01/2020-08/31/2020	Project Total
1. Salaries & Wages								
Dr. Gretchen Busl	Academic year and summer salary. Base = (b) (6) with 2% increase in years 2 and 3	10%	(b) (6)	10%	(b) (6)	10%	(b) (6)	(b) (6)
Dr. Ashley Bender	Academic year and summer salary. Base = (b) (6) with 2% increase in years 2 and 3	10%	(b) (6)	10%	(b) (6)	10%	(b) (6)	(b) (6)
Masters level Graduate Assistant	Academic year only	15%	$3,491	15%	$3,561		$0	$7,052
Participant Stipends for faculty to receive training	$1,000 x 6		$6,000		$6,000		$0	$12,000
2. Fringe Benefits								
Dr. Gretchen Busl	(b) (6) of funded portion of salary		(b) (6)		(b) (6)		(b) (6)	(b) (6)
Dr. Ashley Bender	(b) (6) of funded portion of salary		(b) (6)		(b) (6)		(b) (6)	(b) (6)
GRA	0%							$0
Fringes for faculty stipends	17% of training stipend		$1,020		$1,020		$0	$2,040
3. Consultant Fees								
none								$0

4. Travel									
Directors meeting in Washington, D.C. (2 directors - 1 night stayover)	Per diem rates of $242 lodging/$69 food and incidentials, $105 for transportation, $600 for flight		$1,570		$0		$0		$1,570
Conference Participation	various points of origin		$0		$2,000		$0		$2,000
Speaker Travel			$1,000		$1,000		$0		$2,000
5. Supplies & Materials									
Faculty Workshops	Event materials, food, and marketing		$2,000		$2,000		$0		$4,000
6. Services									
Speaker for faculty workshops			$1,000		$1,000		$0		$2,000
7. Other Costs									
									$0
8. Total Direct Costs	Per Year		**$35,018**		**$35,949**		**$5,877**		**$76,844**
9. Total Indirect Costs									
a. Rate: 42.7% of salary and wages	Per Year		$10,360		$10,516		$2,082		**$22,959**
b. Federal Agency: DHHS									
c. Date of Agreement: 02/16/2017									
10. Total Project Costs	(Direct and Indirect costs for entire project)								**$99,803**

11. Project Funding	**a. Requested from NEH**		Outright:	$99,803
			Federal Matching Funds:	$0
			TOTAL REQUESTED FROM NEH:	**$99,803**

b. Cost Sharing	Applicant's Contributions:	$0
	Third-Party Contributions:	$0
	Project Income:	$0
	Other Federal Agencies:	$0
	TOTAL COST SHARING:	**$0**

| **12. Total Project Funding** | **$99,803** |

Total Project Costs must be equal to Total Project Funding ---->   ($99,803   = $99,803   ?)

Third-Party Contributions must be
greater than or equal to Requested Federal Matching Funds ---->   ($0   ≥ $0   ?)

Appendix A: Schedule and Readings

Summer 2018

During the summer before the first faculty workshop we will focus finalizing materials for the workshops, publicizing the program, and reaching out to potential partner organizations. The outreach will be ongoing throughout the summer.

May: Create schedule for Fall 2018 workshops and book rooms. Begin publicizing the program. Create and send out the first call for applications. Create a preliminary list of organizations to contact, along with goals of the partnerships. Create materials to send to potential partner organizations.

June: June 30 deadline for applications from interested faculty members.

July: Steering Committee will review applications and notify participants of acceptance to the program by July 24. Finalize reading materials in consultation with Steering Committee and send to faculty participants by July 31.

August: Finalize plans for workshops.

Fall 2018

The first faculty workshop will run in Fall 2018. Outreach to partner programs will continue. Global Connections events will kick off with a public lecture in September and continue throughout the semester.

September: The first of the four-part faculty workshops will begin. At this workshop, participants will be assigned a Co-Director as a mentor, complete a program pre-flection, and establish goals for the program. The workshop will last two days, during which participants and co-directors will discuss the goals of the program; application of humanities scholarship, experiential education, and global citizenship; and workshop ideas for their courses. Existing courses already in the catalog but without Global Perspectives designation may run in Spring or Summer 2019; new courses will not run until Fall 2019.

October: First benchmark for faculty participants. During this month, participants will meet with their assigned mentor. The second of the workshops will take place. This day-long workshop will focus on building community partnerships and best practices for experiential education, informed by humanities scholarship. Participants will also present progress on and workshop their courses.

November: Second benchmark for faculty participants, who will again meet one-on-one with their assigned mentor. The third workshop will discuss the process for proposing courses for the course catalog and for the Global Perspectives designation. Faculty will also submit paperwork to become University-designated drivers and learn how to secure transportation for off-campus events. The workshop will conclude with a trip to a program partner organization to explore experiential learning opportunities for their own classes.

December: Faculty have until December 4 to submit paperwork for their courses to become part of the permanent undergraduate catalog for the following academic year. During this final workshop, faculty will present completed drafts of their courses and course materials for review and workshop among their peers. Co-Directors will walk participants through the final stages of the program, which will include a final reflection after the course has run, and which must be completed in order for faculty to receive final payment.

Spring 2019

During the spring semester, the Co-Directors support faculty fellows as they lead reading discussions of texts drawn from their proposed course materials. As workshop duties will diminish during the spring term, the Co-Directors will focus more extensively partnership outreach. Faculty whose courses run in Spring 2019 will complete their final reflection, which will include a discussion of ways to improve their courses for future semesters, and QEP assessment.

Summer 2019

Summer 2019 will follow the same schedule as Summer 2018. Faculty whose courses run during Summer 2019 will complete their final reflection and QEP assessment.

Fall 2019

Fall 2019 will follow the same schedule as Fall 2019, with on-going mentorship for faculty whose courses run during the Fall term. Faculty whose courses run during Fall 2019 will complete their final reflection and QEP assessment.

Spring 2020

Spring 2020 will follow the same schedule as Spring 2019. Faculty whose courses run during Spring 2020 will complete their final reflection and QEP assessment. The Co-Directors will organize the first Global Perspectives Symposium.

February: Abstracts due for GP Symposium February 15th.

April: GP Symposium will take place on April 18th.

Summer 2020

Courses which have been given Global Perspectives designation will be assessed by Academic Assessment. Course materials, faculty reflections and evaluations, and assessments will be

analyzed by the Co-Directors in order to complete the final report and recommendations for the Global Studies program(s). Although the term of the grant will end in May 2020, program Co-Directors will continue to offer mentoring to faculty whose courses run in the Summer and Fall 2020 terms. The second Global Perspectives Symposium will take place on the same schedule in Spring 2021.

Faculty Workshop Sample reading list:

Experiential Learning and the Humanities
Association of American Colleges and Universities (2013). "Global Learning VALUE
      Rubric." http://www.aacu.org/value.

Anderson, C., Blair, D. "Developing a Global Learning Rubric: Strengthening Teaching and
      Improving Learning."
      https://www.aacu.org/publications-research/periodicals/developing-global-learning-rubric
      -strengthening-teaching-and

Banks, J. (2004). "Teaching for Social Justice, Diversity, and Citizenship in a Global
World".*The Educational Forum,* 68(4), 296-305.

Battistoni, R., Longo, N., & Jayanandhan, S. (2009) "Acting Locally in a Flat World: Global
      Citizenship and the Democratic Practice of Service-Learning" *Journal of Higher*
      Education Outreach and Engagement, 13(2), 89-108.

Davies, L. (2006). "Global citizenship: abstraction or framework for action?" *Educational*
      Review, 58(1), 5-25.

Handley, G. (2001). "The Humanities and Citizenship: A Challenge for Service Learning"
      Michigan Journal of Community Service Learning, 8(1), 52-61.

Lorenzini, M. (2013). "From Global Knowledge to Global Civic Engagement." *Journal of*
      Political Science Education, 9(4), 417-435.

Nikitina, S. (2009). "Applied Humanities: Bridging the Gap between Building Theory and
      Fostering Citizenship." *Liberal Educatio*n, 95(1),36-43.

Nussbaum, M., (2002). "Education for Citizenship in an Era of Global Connection" *Studies in*
      Philosophy and Education, 21(4), 289-303.

Refugees:

Arendt, H. (1996)"We Refugees," in *Altogether Elsewhere: Writers on Exile*, ed., Marc
      Robinson, 110-119.

Dennis, R. (2008). "Refugee performance: aesthetic representation and accountability in playback theatre." *Research in Drama Education: The Journal of Applied Theatre and Performance.* 21-215.

Green,N. (2005). "The Politics of Exit: Reversing the Immigration Paradigm," *Journal of Modern History* 77 (2), 263-289

Zuzanna, O. (2007). "A Desolate Voice": Poetry and Identity among Young Afghan Refugees in Iran." *Iranian Studies* 40.2, np.

Prime, R. (2005). "Stranger Than Fiction: Genre and Hybridity in the "Refugee Film." *Post Script - Essays in Film and the Humanities*; 25(2), 56-66.

Sample, M. (1991). "In Another Life: The Refugee Phenomenon in Two Novels of the Nigerian Civil War." *Modern Fiction Studies* 37(3), 445-454

Zetter, R. (2007) "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization". *Journal of Refugee Studies* 20(2), 172-192.

Food:

Appadurai, A. (1998). "How to Make a National Cuisine: Cookbooks in Contemporary India," *Comparative Studies in Society and History* 30(1), 3-24.

Badikian, B. (1998). "Food and Sex, That's All We're Good for: Images of Women in Like Water for Chocolate (1993) (review)," *Film & History: An Interdisciplinary Journal of Film and Television Studies*, 28 (1-2), 46-48.

Brau, L. (2004). "Oishinbo's Adventures in Eating: Food, Communication, and Culture in Japanese Comics." *Gastronomica: The Journal of Food and Culture* 4(4), 34-45.

Daydi-Tolson, S. (2008). "Hunger and Satiety in Latin American Literature." In *Food for Thought: Essays on Eating and Culture*, 139-51.

Douglas, K. (2012). "Ayen's Cooking School for African Men: Mediating Life Narratives of Trauma." *a/b: Auto/Biography Studies* 27(2), 242-261.

Houston, M. (2007). "'Making Do': Caribbean Foodways and the Economics of Postcolonial Literary Culture." *MELUS* 32(4), 99- 113.

Korsmeyer, C. (2002). "Delightful, Delicious, Disgusting." *The Journal of Aesthetics and Art Criticism.* 60(3), 217-225

Salazar, M. (2012). "Visualizing 21 -Century Foodscapres: Using Photographs and New Media in Food Studies." in *Taking Food Public: Redefining Foodways in a Changing World.* 323- 39.

Appendix B

Institutional Support Letter and

Résumés for Co-Directors and Steering Committee

Office of the Dean
College of Arts and Sciences
P.O. Box 425437, Denton, TX 76204-5437
940-898-3326   FAX 940-898-3366
www.twu.edu/arts-sciences/

TWU
TEXAS WOMAN'S UNIVERSITY
DENTON   DALLAS   HOUSTON

Dr. Gretchen Busl, Assistant Professor
Dr. Ashley Bender, Assistant Professor
Department of English, Speech, and Foreign Languages
Texas Woman's University
Denton, TX 76204

June 16, 2017

Dr. Abigail Tilton
Dean
College of Arts and Sciences
Texas Woman's University
Denton, TX 76204

Dr. Busl and Dr. Bender,

I write to offer my full support of your project, "Building Global Perspectives," and to assure you that TWU offers long-term institutional support for the project. Not only will your program support faculty and the creation of innovative courses across the humanities curriculum, but it also stands to increase collaboration among faculty in Arts & Sciences and across the university. This innovation and collaboration will enhance the mission of the university by supporting existing programs and initiatives on campus, such as the QEP and Global Connections, which seek to enrich educational opportunities with their focus on experiential education and global citizenship. By enhancing and promoting the Global Studies minor, your program also has the potential to lead to the creation of a robust interdisciplinary Global Studies major. Finally, your program's investment in community partnerships will enhance TWU's standing in the DFW community and will help create more opportunities to put their education to work through experiential learning opportunities.

Thank you for your work on this project, and please let me know if I may offer any other assistance.

Best,

Dr. Abigail Tilton

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Gretchen Busl

P.O. Box 425829   Texas Woman's University   Denton, TX 76204   940-898-2331   gbusl@twu.edu

Education

Ph.D. in Literature, Gender Studies Minor, University of Notre Dame   2012
B.A. in Romance Languages and Literatures, *magna cum laude*, Mount Holyoke College   2004

Current Research Interests

Narratology and Semiotics	Multimodality and Multilingualism	Gender Studies
Adaptation and Translation	Global Literature and Media	Graduate Student Writing

Academic and Professional Positions

Assistant Professor and Director of First Year Writing Program, Texas Woman's Univ.   2016-present
Assistant Professor and Assistant Director of First Year Writing Program, Texas Woman's Univ.   2014-2016
Assistant Visiting Professor and Assistant Director of First Year Writing Program, Texas Woman's Univ.   2013-2014
Associate Program Director of Grants and Fellowships, Graduate School, Univ. of Notre Dame   2011-2013

Publications in Refereed Journals

"Drag's Double Inversion: Insufficient Language and Gender Performativity in *The Well of Loneliness* and *Nightwood*," *English Studies*, March 3, 2017.

"Camping in the Disciplines: Assessing the Effect of Writing Camps on Graduate Student Writers," with Kara Donnelly and Matthew Capdevielle, *Across the Disciplines: Interdisciplinary Perspectives on Language, Learning and Academic Writing,* 12:3, August 2015.

"Adaptation, Collaboration, and the Critique of Originality in John Barth's *Tidewater Tales*." *Critique: Studies in Contemporary Fiction* 56:3, May 2015.

"Re-writing the *Fiaba*: Collective Signification in Italo Calvino's *Il castello dei destini incrociati*," *Modern Language Review* 107:3, July 2012.

Media Publications

"Humanities Research is Groundbreaking, Life-changing…and Ignored." *The Guardian*, October 19, 2015.
"Is Fluency the Goal of Language Learning?" *The Hill*, May 6, 2015.
"We Need Female Visions of the World: Try These 5." *Women's eNews*, March 22, 2015.

Other publications

"Gonnellaccia," "gonnelletta," "gonnellone," "gonnelluccia," dictionary entries for the *Tesoro della Lingua Italiana delle Origini* (*A Historical Dictionary of the Italian Language*), Opera del Vocabolario Italiano, 2009.

Scholarly Work in Progress

"Frame Narratives as an Appeal to the Ethics of Empathy." Paper to be delivered at the Rhetoric Society of Europe conference, Norwich, England, July 3-5, 2017.

"Fictions of Circulation: Self-Conscious Global Literature." Special issue of *Papers on Language and Literature* in progress (guest editor for Winter 2018).

Cosmopolitan Texts and Global Audiences: Frame Tale Narratives and the Ethics of Empathy. Book manuscript in progress.

Honors

Class of 2017 Senior Faculty Favorite Award, Texas Woman's Univ.   2017
Graduate Student Council Distinguished Graduate Faculty, Texas Woman's Univ. (Nominated)   2015, 2016, 2017
Redbud Leadership Faculty Advisor of the Year Award, Texas Woman's Univ.   2016
National Society of Leadership and Success Excellence in Teaching Award, Texas Woman's Univ.   2016

Presidential Team Irish Award, Graduate School Professional Development Team, Univ. of Notre Dame 2012
Kaneb Center Outstanding Graduate Student Teacher Award, Univ. of Notre Dame 2010, 2009
Marjorie R. Kaufman Award for Excellence in Humanities, Mount Holyoke College 2004

Fellowships
Public Voices Thought Leadership Fellowship, Texas Woman's University 2015
English for Academic Purposes Fellowship, Univ. of Notre Dame 2010
University Writing Program Graduate Teaching Fellowship, Univ. of Notre Dame 2009

External Grants and Awards
Deutscher Akademischer Austausch Dienst (DAAD) Learn Germany in Germany Scholarship 2016
Phi Kappa Phi National Honors Society Love of Learning Award 2015
College Conference on Composition and Communication Assistance Fund 2014
Andrew W. Mellon Fellowship for the Institute of Paleography at the Newberry Library. 2005

Internal Grants and Awards
Office of Research and Sponsored Programs Travel Assistance Fund for conference presentation 2017
    at Rhetoric Society of Europe, Texas Woman's Univ.
Hook Trust Fund for conference presentation at ICLA Vienna, Texas Woman's Univ. 2016
Pioneer Teaching and Learning Academy Scholar Development Funds, Texas Woman's Univ. 2015-2016
Faculty Development Grant for intensive German language study, Texas Woman's Univ. 2015
College of Arts and Sciences Research Development Fund, for Dartmouth Summer Seminar for Writing 2015
    Research, Texas Woman's Univ.
Hook Trust Fund for conference presentation at Lilly Conference on College and University Teaching, 2014
    Texas Woman's Univ.
Office of Research and Sponsored Programs Travel Assistance Fund for conference presentation 2014
    at "Transfiction 3", Texas Woman's Univ.
Office of Research and Sponsored Programs Travel Assistance Fund for conference presentation 2013
    at South Atlantic Modern Languages conference, Texas Woman's Univ.

Research Seminars
Dartmouth Summer Seminar for Writing Research, July 26-August 7, 2015.
Institute for World Literature, City University of Hong Kong, June 23-July 17, 2014.
Nida School for Translation Studies, Misano-Adriatico, Italy, May 26-June 6, 2014.

Select Refereed Scholarly Presentations
"Bordering the Diegetic: Paratext and Liminality in Transnational Novels." International Society for the Study 2017
    of Narrative Conference, Lexington, KY.
 "Translanguaging: Challenging the Monolingual Paradigm in Multilingual Poetry." International Comparative 2016
    Literature Association conference, Vienna, Austria.
"Global Storytelling: Frame Tale Narratives and the Ethics of Cosmopolitanism." International Comparative 2016
    Literature Association conference, Vienna, Austria.
 "Challenging the Monolingual Paradigm: Translation as a Theme in Exophonic Literature." Transfiction 3: The 2015
    Fictions of Translation, Concordia University, Montreal, Canada.
"Cosmopolitan Texts and Global Audiences: The Multiple Narratives of Rana Dasgupta and David Mitchell." 2015
    American Comparative Literature Associate Conference, Seattle, WA.
"Frame Tale Narratives and the Ethics of Cosmopolitanism: *The Hakawati*, *Tokyo Cancelled*, and *Damascus* 2015
    Nights." International Society for the Study of Narrative, Chicago, IL.
"Global Storytelling and the Ethics of Empathy: The Frame Tale Structure of *The Hakawati*, *Tokyo Cancelled*, 2014
    and *Damascus Nights*." South Central Modern Language Association Conference, Austin, TX.
"Self-conscious World Literature: Tokyo Cancelled and the Frame-tale Narrative." International Society 2014

For the Study of Narrative, Cambridge, MA.

"Camping in the Disciplines: Assessing Graduate Student Writing Camps." Conference on College Composition and Communication, Indianapolis, IN. — 2014

"Participatory Culture and the Public Domain: Critiquing Authorship through Self-Conscious Adaptation." South Atlantic Modern Language Association Convention, Atlanta, GA. — 2013

"Global or Globalized? Locating World Literature at Inception." American Comparative Literature Association Conference, Toronto, Canada. — 2013

"'Plagiarism became a strategy for originality': Kathy Acker and the Fictionality of Genius." Midwest Modern Language Associate Conference, Cincinnati, OH. — 2012

"Levels of Reality in Literature: Reading John Barth's *Tidewater Tales* as Meta-World Literature." American Comparative Literature Association Conference, Vancouver, Canada. — 2012

"Taming the Wild Tongue: Multilingual Feminine Speech in Anzaldua's *Borderlands: La Frontera*, Cha's *DICTEE* and Philip's *she tries her tongue, her silence softly breaks.*" Modern Language Association Convention, Los Angeles, CA. — 2011

"Void the words/Void the silence: The Unspoken in the Images of Theresa Hak Kyung Cha's *DICTEE.*" South Atlantic Modern Language Association Convention, Atlanta, GA. — 2010

Non-Refereed Scholarly Presentations

"Trying Her Tongue: Inadequate Language and the Poetics of Female Embodiment," Multicultural Women's and Gender Studies Five Faculty Favorites Series. — 2016

"English in the Global Context," Sigma Tau Delta Induction Ceremony address, Texas Woman's University. — 2015

"The Trope of Translation in Exophonic Literature," Nida School for Translation Studies, Misano-Adriatico, Italy. — 2014

"Myth and Fairytale in Troubles-Era English Prose: Angela Carter," Myth and Fairy Tales: Defining the Nation Workshop Series, Univ. of Notre Dame. — 2011

"Victorian Anthologies: Myth and Fairy Tale as a Tool for Defining the Colonial Nation," Myth and Fairy Tales: Defining the Nation Workshop Series, Univ. of Notre Dame. — 2010

"Taming the Wild Tongue: Gender and Language in Multiethnic American Poetry," Gender Studies Research Workshop, Univ. of Notre Dame. — 2010

Public Scholarship Presentations

"Bodies Matter: Performing Anouilh's Adaptation of *Antigone.*" Audience talkback after performance of *Antigone*, Texas Woman's Univ. — 2016

"Whoever Controls the Narrative Has the Power." TEDx, Texas Woman's Univ. — 2016

"When Prospero Becomes Prospera: Examining Gender Roles Through Shakespeare's *Tempest.*" Professor's Corner, Denton South Branch Library. — 2016

"The Power of Stories: Understanding Narratives." Emeritus College, Texas Woman's Univ. — 2015

"Scheherazade's Charms: *The Arabian Nights* in Popular Culture." Professor's Corner, Denton South Branch Library. — 2014

"Re-telling Tales: Making a Story Your Own." Mount Holyoke College Alumnae Reunion. — 2014

"Contemporary Mythology and the Frame-tale Narrative: Rana Dasgupta's *Tokyo Cancelled*." Professor's Corner, Denton South Branch Library. — 2014

"Tilting at Windmills: Literary Symbols in Everyday Language." Emeritus College, Univ. of North Texas. — 2014

Teaching and Learning Presentations

"Negotiating Ellipses: Cultural Engagement in the Global Classroom." Cultural Rhetorics Conference, Michigan State University — 2016

"Modeling the Discipline," Graduate Research Writing Pedagogies Roundtable, Modern Languages Association Convention, Austin, TX — 2016

"Using Social Media to Foster Student Engagement and Enhance Learning," with Ashley Bender. Lilly Conference on University and College Teaching, Austin, TX. — 2014

"Creating Access and Making Connections: Two Approaches to Using Twitter in the Classroom," with   2014
    Dundee Lackey, Erika Johnson, and Rachael Geary. Teaching and Learning Symposium, Texas
    Woman's University.

Courses Taught
Texas Woman's University
ENG 6063 Writing in the Discipline
ENG 5283 Literary Criticism: Narrative Theory
ENG 5273/WS 5903 Studies in Fiction: Global Novels in English
ENG 5173 Ethnic, Multicultural, and Cross-Cultural Literature: Multilingual Writers, Trans-Identities
ENG 4903/5903 Proposal (Grant) Writing
ENG 4913 Independent Study: Arabic Women's Voices
ENG 4913 Independent Study: Teaching Narratives
ENG 4913 Independent Study: Second Language Acquisition
ENG 4433: Studies in World Literature: Global Novels in English
ENG 3033/4333 Introduction to the Study of World Literature: Adaptation and Translation
ENG 2393 Introduction to Literature by Women: Women Re-Writing the World
ENG 2043/4913/5913 Masterpieces of World Literature: Study Abroad to Italy; Study Abroad to the Alps
ENG 1023 Composition II
ENG 1013S Composition I
ENG 1003 Introduction to Writing

University of Notre Dame
GRED 60301 Research Communication
LIT 20913 Happily Never After? Re-telling the Fairy Tale
LIT 20900 Postmodern Fiction and the Literature of Exhaustion
FYC 31000 First Year Composition
ROIT 10115 Intensive Beginning Italian
ROIT 10101 Beginning Italian II

Mentoring
Doctoral Dissertation Committees
Holli Downs, "Creative Composition and Communication Literacy," in progress, Chair
Rachael Geary, "Shared Experiences and Confident Voices: Empathy through Reading, Empowerment through Writing,"
    in progress, Chair
Ted Royston, "Notes Towards a Rhetoric of Time Travel," in progress, Chair

Master's Research Committees
Haley Mowdy, "Dystopia Across Cultures: Gender, Race, and Sexuality in Contemporary Dystopian Fiction," Master's
    Thesis, Director, May 2017
Shannon Robinson, "*Pedagogy of the Oppressed*: TESOL, Freire, and Marginalized Populations Abroad," Master's
    Professional Paper, Director, May 2017
Meredith Pasahow, "Hope is Not a Mistake: The Importance of Community in Dystopian Media," Master's
    Thesis in progress, Director
Marie Carrier, "Network News Narratives versus The Daily Show Narratives: A Construction of Alternatives," Professional
    Paper, committee member, Fall 2015.

Graduate Research Supervision
Holli Downs, "Self-Identification of Multilingual Learners in First Year Composition." QEP Experiential Student Scholar
    Program, $2000 grant, Spring-Summer 2015.

Undergraduate Research Supervision
Janae Seyffer, "Disney's EPCOT World Showcase as Global Community." QEP Summer Experiential Student Scholar
    Program, $1000 grant, Summer 2016.

Honors Capstones Supervision
Jordan Kiefer, "Women in Greek Mythology: Ancient and Contemporary Portrayals," Spring 2017
Morgan Staskus, "The Necessity in Teaching the Architecture of Narratives," Fall 2016
Jaclyn Kliman, "Acknowledging the Overlap: The Next Step in Adaptation Theory" (essay) and "Infernal" (novella
    adapted from Dante's *Inferno*), Spring 2016
Amanda Clark, "Beyond Our Perception: Why We Must Read, Understand, and Engage with Middle Eastern and Muslim
    Women," Fall 2015
Priscilla De Los Santos, "Stories of Healing: Narrative and Medicine," Fall 2015

Service to the University

Member, Graduate Council, Texas Woman's University	2016-present
Leader, Faculty and Staff "Just Write" Writing Group, Texas Woman's University	2015-present
Advisor, Global Connections Student Organization, Texas Woman's University	2015-present
Member, Student Travel Grant Committee, Texas Woman's University	2014-present
Member, Global Connections/Women's Global Awareness Month Committee, Texas Woman's University	2014-present
Member, Fulbright Interview Committee, Texas Woman's University	2014-present
Leader, Dissertation Boot Camp, Texas Woman's University	2013-present
Reviewer, QEP Experiential Scholar Program, Texas Woman's University	2015-2016
Member, Phi Kappa Phi Scholarships Committee, Texas Woman's University	2015-2016
Member, Research Task Force Committee, Texas Woman's University	2015-2016
Chair, Summer Language Grant Review Committee, Univ. of Notre Dame	2012-2013
Member, Graduate School Professional Development Funds Committee, Univ. of Notre Dame	2012-2013
Member, Graduate School Professional Development Team, Univ. of Notre Dame	2010-2013
Co-organizer, Andrew P. Mellon/ISLA Interdisciplinary Graduate Student Workshop Series, Univ. of Notre Dame.	2010-2011

Service to the Department

Member, Graduate Studies Committee, Texas Woman's University	2014-present
Advisor, English and Rhetoric Graduate Organization, Texas Woman's University	2014-present
Co-founder, ESFL Graduate Student Professional Development Committee, Texas Woman's University	2013-present
Member, First Year Composition Committee, Texas Woman's University	2013-present
Ex-Ufficio Member, First Year Composition Assessment Committee, Texas Woman's University	2013-present
Member, ESFL Scholarships Committee, Texas Woman's University	2013-2015
Member, Graduate Student Assessment Committee, Texas Woman's University	2013-2014
Reviewer, *Fresh Writing* Journal, Univ. of Notre Dame	2013

Workshops Conducted
Texas Woman's University
Professional Development Series for Graduate Students (2015-present): Scoring Grants and Fellowships (with Tracy
    Lindsay), The Art of the Elevator Pitch
Pioneer Center Dissertation/Thesis Boot Camp (2013-present): Process and Product Goals, Time Management, Analyzing
    Disciplinary Models, Getting Feedback.
English, Speech, and Foreign Languages Department Professional Development (2013-present): Decoding the Job
    Market and the Ph.D. Application; Packaging Yourself for the Job Search; First- and Second-Round Job
    Interviews; Taking the Leap into Your First Job; Recommendation Letters, CVs, and Resumes; Cover letters and
    Ph.D. Applications; Teaching Philosophies; Performing the Profession; Applying for Grants and Fellowships;
    Managing Your Online Presence; When to Say Yes, and How to Say No; When, How, and What to Publish

First Year Composition Program (2013-present): Power Dynamics In and Out of the Classroom, Dealing with Difficult
    Student Situations, Multilingual Learners, Improving Analytical Skills
Pioneer Teaching and Learning Academy (2016): Leading Difficult Classroom Discussions
English, Speech, and Foreign Languages Department Student Teacher/Intern Professional Development Seminar (2015):
    Teaching Texts in Translation

University of Notre Dame
Graduate School (2011-2013): Fellowships Boot Camp, Funding Study Abroad and International Research, Multi-year
    Fellowships, Dissertation Completion Fellowships, International Student Funding; Managing Time While
    Writing a Dissertation; Elevator Pitch Essentials, Giving Successful Academic Presentations; Publications Boot
    Camp, Preparing Material for Publication; Responsible Conduct of Research.
Kaneb Center for Teaching and Learning (2010-2011): TA Orientation, Power Dynamics in the Classroom, Teaching
    Portfolios, Articulating Learning Goals, Leading Discussions as an International TA.
English for Academic Purposes Program (2010-2011): Writing an Effective Thesis Statement, Reading Academic Texts
    Critically & Efficiently, Understanding and Avoiding Plagiarism, Editing and Revising Academic Writing.

Service to the Profession

Reviewer, American Association for University Women Career Development Grants	2016-present
Reviewer, Society for Teaching and Learning in Higher Education Conference	2015, 2016
Reviewer, *Kaleidoscope*, the Journal of the Institute of Advanced Studies at Durham University	2015
Seminar Organizer, "Fictions of Circulation," American Comparative Literature Association Conference, Seattle, WA.	2015
Affinity Group Leader, "World Literature: Production and Circulation," Institute for World Literature, Hong Kong.	2014
Reviewer, Professional and Organizational Development Network in Higher Education Conference	2013

Service to Communities

Vice-President, Programming, American Association for University Women, Denton, TX Chapter	2015-present
Vice-President, Frances Perkins Scholars Alumnae Association, Mount Holyoke College	2014-present
Member, American Association for University Women, Denton, TX Chapter	2013-present

Study Abroad

Goethe Institut, Bremen Germany, Intensive Course A2.2	2016
Horizonte, Regensburg, Germany, Intensive Course A2.1	2015
Società Dante Alighieri, Siena, Italy, Corso Standard PLIDA B2	2005
Università per Stranieri, Perugia, Italy, Corso Intensivo CELI 3	2003

Languages

Italian, oral and written fluency
French, oral and written proficiency
German, low intermediate
Spanish, reading knowledge

Memberships

American Association of University Women
Rhetoric Society of America
Modern Language Association
American Comparative Literature Association
International Society for the Study of Narrative

Ashley Brookner Bender
TWU ESFL · P.O. Box 425829 · Denton, Texas · 76204 · abender@twu.edu · 940-898-2334

EDUCATION
Ph.D., English, University of North Texas, December 2009
M.A., English, University of North Texas, August 2004
B.A., *cum laude*, English, University of North Texas, May 2001

SELECTED PROFESSIONAL EMPLOYMENT
Assistant Professor, Department of English, Speech, and Foreign Languages, Texas Woman's University, 2015–Present
Assistant Visiting Professor, Department of English, Speech, and Foreign Languages, Texas Woman's University, 2014–Present
Adjunct Instructor, Department of English, Speech, and Foreign Languages, Texas Woman's University, 2012–2014
Visiting Assistant Professor, Department of English, Tulane University, 2011–2012

PUBLICATIONS
"Rhetorical Bodies in Nahum Tate's *King Lear* and *Ingratitude of a Common-Wealth*," *Papers on Language and Literature* 52.1 (2016): 63-90
 "Aaron Hill," *The Encyclopedia of British Literature, 1660-1789*, ed. Gary Day and Jack Lynch, Oxford: Wiley-Blackwell, 2015
"Containing Identity in *The Plain Dealer* and *The Way of the World*," *Eighteenth-Century Life* 37.2 (2013): 1-25
 "Moving Miniatures and Circulating Bodies in Aphra Behn's *The Rover*," *Restoration* 31.1 (2007): 27–46

RESEARCH SEMINAR
Performing Restoration Shakespeare, Folger Institute Weekend Workshop, directed by Amanda Eubanks Winkler and Richard Schoch, Washington, DC, 14–15 November, 2014

EDITORIAL POSITIONS
Associate Editor, The Georgia Edition of the Works of Tobias Smollett, 2009–2010
Interim Administrative Editor and Supervising Editor, *Studies in the Novel*, 2009–2010
Editorial Assistant, The Cambridge Edition of the Works of Samuel Richardson, 2006–2009
> *Early Works: "Aesop's Fables," "Letters Written to and for Particular Friends," and Other Works* (vol. 1), ed. Alexander Pettit (2012)

Editorial Assistant for the Georgia Edition of the Works of Tobias Smollett, 2004–2009
> *The Devil upon Crutches*, ed. O M Brack, Jr. and Leslie A. Chilton (2005); *The Adventures of Gil Blas of Santillane*, ed. O M Brack, Jr. and Leslie A. Chilton (2011); *Roderick Random*, ed. Paul-Gabriel Boucé, James Basker, and O M Brack, Jr. (2012); and *Peregrine Pickle*, ed. John Zomchick, G. Rousseau, and O M Brack, Jr. (2013)

Production Assistant, *Studies in the Novel*, 2005–2008

Editorial Assistant to Peter Shillingsburg, 2002–2003
Oral collation of *The English Humourists of the Eighteenth Century*, ed. Edgar F. Harden, The Thackeray Edition (University of Michigan Press, 2008)

PROFESSIONAL DEVELOPMENT
"Leveraging Your Experience: Write More, Publish More, Stress Less," Text and Academic Authors
　　　　Association workshop, Texas Woman's University, 10 December 2015
"Legal Issues of Internships and Experiential Learning," Experiential Education Academy, National
　　　　Society for Experiential Education, Texas Woman's University, 12 November 2015
"Teaching and Learning Experientially," Experiential Education Academy, National Society for
　　　　Experiential Education, Texas Woman's University, 22 October 2015
QEP Faculty Fellow, Texas Woman's University, 2015–2016
Hybrid Instruction Project, Texas Woman's University, 2015–2016
Women in Higher Education Conference, Texas Woman's University, October 2015
Applying the Quality Matters (QM) Rubric, July 2015
Women in Higher Education Conference, Texas Woman's University, October 2014
Learn by Doing: Incorporating Civic Engagement in the Classroom and Beyond (SENCER/QEP
　　　　workshop), Texas Woman's University, September 2013
Teaching Essentials in Blackboard (workshop), Texas Woman's University, January 2013

SERVICE TO THE PROFESSION
Referee, *Philological Quarterly*, October 2014
Book Review Editor, *Studies in the Novel*, 2010–2013
Associate Book Review Editor, *Studies in the Novel*, 2008–2010

SERVICE TO THE COLLEGE
Chair, Global Connections Initiative Committee, College of Arts and Sciences, Texas Woman's
　　　　University, Summer 2016–Present
Member, Global Connections Initiative Committee, College of Arts and Sciences, Texas Woman's
　　　　University, 2013–Present

SELECTED SERVICE TO THE COMMUNITY
Secretary, Real Waves Radio Network (KUZU 929FM), 2015–Present
Vice President of Membership, American Association of University Women, Denton Branch,
　　　　2015–Present
Member, American Association of University Women, Denton Branch, 2014–Present

AFFILIATIONS
Modern Language Association
American Society for Eighteenth-Century Studies
South Central MLA
American Association of University Women

Kimberly Sutton Miloch

(b) (6)
(b) (6)
kmiloch@twu.edu
(b) (6)

Education

Florida State University, Ph.D.
College of Education, Sport Management
Tallahassee, FL
Dissertation: Coming to America: The INS' Application of Immigration Laws to Professional Athletes Desiring Residency in the United States

Baylor University, M.S. in Education
College of Education, Sport Management
Waco, TX

Southwest Texas State University, (Texas State University), B.A.
College of Fine Arts, Mass Communication, Public Relations
San Marcos, TX

McLennan Community College, A.A.
Journalism
Waco, TX

Professional Certification
Quality Matters™ Online Facilitator Certification, March 2012, June 2013, July 2014
Quality Matters™ Master Reviewer, October 2010, February 2014
Quality Matters™ Continuing and Professional Education Reviewer, June 2013
Quality Matters™ Master Reviewer for Publisher Courses, March 2012
Quality Matters™ Peer Reviewer, October 2009

Professional Employment – Administrative Roles

Texas Woman's University
Denton, TX

Director, Quality Enhancement Programs, August 2013 – present
Professor, Kinesiology (Sport Management), September 2014 - present
Oversee quality enhancement programming; direct QEP implementation, oversee assessment processes, and ensure quality enhancement alignment with SACS standards. Draft materials for fifth-year QEP report and fifth-year SACS report. Incorporate and promote undergraduate research within experiential learning. Oversee assessment of TWU Book-in-common and coordinate its distribution and programming in collaboration with academic and student life leaders.

Interim Director, Quality Enhancement Plan, July 2012 - August 2013
Narrow TWU's QEP topic, develop assessment for the plan, prepare and draft the plan *Pioneering Pathways: Learn by Doing*, oversee proposed implementation and plan development; present plan to SACS visiting committee

Special Assistant to the Provost, June 2012 – August 2012
Assist in completion of the SACS compliance report including editing, revising, and drafting materials. Prepare documentation and materials as needed in collaboration with SACS team.

Associate Professor, Kinesiology, August 2008 – August 2014, Tenured May 2012
Graduate Sport Management Coordinator, August 2008 – August 2013

Professional Employment – Faculty-Disciplinary Roles

Indiana University
Bloomington, IN
Assistant Professor, Sport Marketing & Management, Fall 2004 – Summer 2008

Develop and enhance sport marketing specialization within the graduate program; assist in the development and coordination of the sport communication specialization within the graduate and doctoral program; Facilitate program partnership with Ivy Tech Community College; Coordinate, in consultation with sport management faculty, sport management course offerings at Ivy Tech Community College, Foster relations with external parties; Serve on numerous department, college, and university committees including executive council and budget and planning; advise doctoral and masters candidates; teach doctoral seminars and graduate courses in Sport Marketing, Sport Sponsorship and Retention, Sport Public Relations, Sport Communication, and Sport Sales and Service Management. Advise doctoral students and direct dissertations.

Northern Illinois University
De Kalb, IL
Assistant Professor, Sport Management, Fall 2001 to Spring 2004

Assisted in the development of the graduate program in sport management; fostered external relations and developed research partnership with the Wisconsin Sports Development Corporation; supervised interns with on site visitation; taught graduate and undergraduate courses in Organizational Theory, Organizational Behavior, Sport Marketing, and Sport Communication; assisted in curriculum development and review; performed service to the university, college, and department; served as Chair on master's projects.

Florida State University
Tallahassee, FL
Research Assistant in Sport Law, Fall 2000 to July 2001 under direction of Dr. Annie Clement
Instructor in Sport Law, Fall 2000 under direction of Dr. Annie Clement
Small group instructor in Research Methods, Fall 2000 under direction of Dr. Annie Clement
Research assistant in Research Methods, Fall 2000 under direction of Dr. Annie Clement
Assistant in undergraduate advising office, Spring 2000 – Summer 2000

Jörg Waltje, Ph.D.

(b) (6)

jorg@waltje.com

RECENT ACCOMPLISHMENTS

- Established two Centers for Faculty Development and Excellence in Teaching
- Provided evidence-based and top-level management strategy to guide the rapid implementation of eLearning at UAE University, including establishment of UAEU iTunes U.
- Established the procurement and maintenance infrastructure required for effective faculty and student engagement with technology-based pedagogy.
- Directed the inception, planning, financing and hosting of UAEU's first international conference on mobile learning
- At national level, provided consultation, coordination and pedagogical expertise to develop strategy for accreditation and for strengthening internationalization efforts in UAE higher education.
- Participated in high-level curriculum reviews and helped formulate teaching evaluation and learning assessment strategies.

PROFESSIONAL CAPABILITIES AND STRENGTHS

- Expertise in innovative pedagogy in a university environment with particular emphasis on eLearning and educational technology.
- Administration of procedures relating to curricular innovation, assessment, accreditation; developing, monitoring and evaluating teaching and learning support services.
- Specialist in humanities/foreign language instruction, and in the use of foreign languages as a medium of teaching.
- Negotiating in complex, contested, rapidly developing, and multi-cultural contexts.
- Maintaining focus on end-goals and motivation of multiple stakeholders during periods of uncertainty and change.
- Self-starter, able to work autonomously and to direct start-up initiatives.

EDUCATION

Ohio University 2002-2004	Extensive Coursework in Business/Management Information Systems (MIS) and Visual Communications.
University of Colorado at Boulder May 1998	**Ph. D., Comparative Literature** Dissertation Project: Vampires, Genre, and the Compulsion to Repeat (GPA 3.9)
University of Colorado at Boulder 1991	**M. A. Comparative Literature** (GPA 3.7)
Goldsmith College (London, UK) 1986	Coursework in literature and psychology
University of Göttingen, Germany 1983 – 1985 1987 – 1988	Coursework in literature and languages, psychology, and pedagogy (Lehramt Gymnasium Deutsch/Englisch).

LANGUAGES

German, English, French, Norwegian, Latin.

PROFESSIONAL EXPERIENCE

Texas Woman's University, Denton, TX
07/2015 – present

Executive Director, Center for Faculty Excellence
- Founding Director: I develop and direct the Center's programs and services focusing on faculty development and academic excellence. I work with faculty and institutional leaders on three campuses to collaboratively assess needs, develop programming, and evaluate strategies to enhance the knowledge and skills of faculty in achieving their goals related to teaching, scholarship, student engagement, eLearning, distance education, and leadership.

UAE University, United Arab Emirates
01/2012 – 07/2014

Director, Center for Excellence in Teaching and Learning
- Created a new Center with wide-ranging brief for development of faculty and pedagogy
- Generated top-level strategy for implementation of technology enriched pedagogy, and managed the roll-out of tablet (iPad) learning according to best practice and evidenced campus needs.
- Provided expertise in the development and delivery of support for faculty in:
  - Curriculum enrichment
  - Improving effectiveness and quality of the teaching/learning process
  - Intensifying student engagement in their own learning
  - Improving practices in assessing student work
- Delivered faculty professional development
- Oversaw all classroom and learning technology systems
- Adjunct Professor of German

EduAces (JW Consulting)
08/2014-present
01/2011 – 12/2011

Guiding the integration of technology into teaching and learning: Classroom Technology Solutions, Lab Planning and Development, Workshops on Learning Technologies, On-Site Training and Follow-Up.

University of Michigan, Ann Arbor
08/2008 - 2/2010

Director of the Language Resource Center
Responsible for:
- Strategic planning
- Budgeting
- Staff supervision
- Academic and outreach programming
- Leadership of instructional technology and student exchange initiatives across language and culture programs
- Technical and pedagogical workshops and support
- Grant writing
- Administrative and committee work

Ohio University, Athens, OH
1999 - 2008

Associate Professor of Modern Languages and Director of the Language Resource Center
Responsible for:
- Supervision of lab employees, lab assistants, PACE students
- Advising of students
- Teaching obligations in German and Instructional Technology
- Technical and pedagogical workshops for faculty and students
- Grant writing
- Administrative and committee work

Associate Editor of the *IALLT Journal* (International Association for Language Learning and Technology, 2002-2006).
Member of the World Languages Editorial Board of *MERLOT*, the Multimedia Educational Resource for Learning and Teaching (merlot.org).

Appendix C: Institutional History

Texas Woman's University (TWU) was founded in 1901 and originally called the Girls Industrial College. The college changed names twice more before being designated Texas Woman's University in 1957, and it is around this time that TWU also established programs in Dallas and Houston. Although we are the largest university the in the nation primarily for women, we have admitted men to graduate and undergraduate programs in the health sciences since 1972, and since 1994 admitted men to all programs.

Ours is a diverse student body. Of the university's 15,286 students, 9,131 (60%) are undergraduates on the main Denton campus, which houses all of the university's humanities program. Our student body is diverse in race, ethnicity, and age: nearly 60% of Denton campus undergraduate students are non-white: more than 40% of undergraduates are Hispanic or African American; 26.97% of our students self-identify as Hispanic. More than 30% are first-generation college students. Female students make up 87.3% of the Denton campus undergraduate population. TWU's diversity is reflected in our many cultural and international student organizations, such as the African Student Organization, Asian Student Organization, Chingaarii, League of United Latin American Citizens, International Student Association, Multicultural Student Network, NAACP, Native American Cultural Awareness Society, and Taiwanese Student Association.

The Denton campus is home to four colleges that offer Bachelor degrees: the College of Arts & Sciences (3,951 majors), the College of Professional Education (1,171 majors), the College of Health Sciences (1,845 majors), and the College of Nursing (1,427 majors). The university offers Bachelor degrees in 46 degree programs across 39 different disciplines. The university graduates more new health care professionals than any other university in Texas. In addition to the most popular major of Nursing, other common majors include Kinesiology (669 majors), Nutrition and Food Sciences (462 majors), Health Studies (310 majors); and Biology (504 majors). TWU also prepares students for careers in Business (776 majors), Economics (695 majors), Psychology and Philosophy (386 majors) and Social Work (189 majors). Although arts and humanities programs tend to be smaller, they are still robust and demonstrate continued interest by students who attend TWU: the School of the Arts (Dance, Music, Drama, and Visual Arts) is home to 465 majors; English, Speech, and Foreign Languages houses 114 majors; and another 172 reside in History and Government.

Since Fall 2011, TWU has offered an average of 16 different Global Perspectives (GP) course options each long semester, enrolling an average of 2,001 students. Many of the courses are offered in multiple sections, for example WS 2013 Gender & Social Change (21 sections in Fall 2015), and NURS 4614 Community Health Competency (18 sections). The Fall 2015 semester statistics demonstrate general trends in GP course offerings: 66 sections were offered for 16 unique courses. Of these 16 courses, 7 were in the arts and humanities disciplines. Gender and Social Change has the highest enrollment (929 students). Of the 2,072 students enrolled in GP classes, 1,252 were enrolled in arts and humanities courses.

Appendix D: Global Perspectives Designated Courses

The office of Undergraduate Studies and Academic Partnerships provides the following information regarding the Global Perspectives requirement for undergraduate students at TWU. The information includes the rationale for the Global Perspectives requirement and courses that have the Global Perspectives (GP) designation. Following the list of courses the Global Perspectives Evaluation Rubric and the Global Perspectives Proposal Form.

Global Perspectives Graduation Requirement
Living in an interconnected global society requires an appreciation of the complexity and interdependency of world events and issues. Undergraduate education at TWU aims to broaden students' perspectives, expand the boundaries of their conversations, and provide them opportunities to recognize and understand other worldviews. To meet this goal, all undergraduates who enroll at TWU must complete three (3) semester credit hours of approved global perspectives. A global perspective refers to skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures.

Global Perspectives Objectives
Global perspectives refer to skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures. Ideally, it includes the ability to communicate effectively in a second language.
The objective of the global knowledge and perspectives requirement is to increase students' understanding of people and cultures different from the native culture.

Courses approved for this requirement must include a major focus on global perspectives and should enable students to demonstrate mastery of the majority of the following student learning outcomes.

Exemplary Educational Objectives
Students will:
- Demonstrate the awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective.
- Demonstrate understanding of cultural/ civilization complexities that can alter the interpretation of world events.
- Demonstrate understanding of prevailing world conditions, developments and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts.
- Demonstrate the knowledge, values and skills needed to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.
- Demonstrate knowledge of one's own political system, players, and events as well as international systems, leaders, and events.
- Demonstrate an increase in interest about international developments, ability to express empathy and/or feelings of kinship about others, and degree of comfort in foreign situations.

- Demonstrate the ability to alter one's communication and responses to reflect another's communication style and thus build relationships.

Note to Departments: Courses Approved to Satisfy Global Perspectives Requirement Note to departments: Courses approved for this competency would be expected to show instruction and assessment of at least 5 of the 7 exemplary objectives above. If they are also core courses, they would have instruction and assessment for at least 4 of the 6 basic intellectual competencies.

Courses Approved for the Global Perspectives Requirement
- ART 3053 Global Perspectives in Art (approved for core - Creative Arts)
- BIOL 4223 Ecology
- BUS 3183 Introduction to International Business
- BUS 3193 Community Conversation in Sustainability
- BUS 4293 International Human Resource Management
- BUS 4353 International Marketing
- DH 4923 Senior Capstone: Global Oral Health (students entering prior to 15/FA)
- DH 4533 Oral Health Worldview
- DNCE 2143 Dance and Globalization (approved for core - Creative Arts)
- DNCE 3143 World Dance Forms
- DRAM 2513 Creating Shakespeare
- ECO 3223 International Finance and Trade
- ENG 2073 Mythology (approved for core – Language, Philosophy, and Culture)
- ENG 2133 Drama (students entering prior to 15/FA)
- ENG 3033 Introduction to the Study of World Literature
- ENG 4333 Introduction to the Study of World Literature (students entering prior to 15/FA)
- FL 2013 Mythology (approved for core; students entering prior to 14/FA - Visual and
- Performing Arts)
- FS 2003 Diversity in Contemporary Families: A Global Perspective
- FS 3523 The Care and Education of Children: A Global Perspective
- FT 3043 Global Production and Trade
- FT 4083 Global Dress and Adornment
- GOV 3013 Community Conversation in Sustainability
- GOV 4533 International Relations
- HIST 2013 World Civilizations to 1715
- HIST 2023 World Civilizations since 1715
- HIST 4233 Global Issues and Trends
- HS 2813 Introduction to Global Health
- MATH 2053 Women and Minorities in Engineering, Mathematics and Science (approved for core - Component Area Option)
- MU 3713 Music and World Cultures (approved for core - Creative Arts)
- NFS 3063 Ecology of Foods and Nutrition
- NFS 3073 Nutrition for Women in a Global Environment
- NFS 3173 Culture and Food
- NURS 4614 Community Health
- PHIL 3163 Ethics in a Global Context
- PHIL 3193 Women and Western Religions (approved for core - Language, Philosophy, & Culture or Component Area Option)

- PSY 4183 Global Perspectives in Psychology
- SCI 2103 Introduction to Environmental Chemistry: Global Perspectives (approved for core - Life & Physical Sciences)
- SCI 3013 Community Conversation in Sustainability
- SCI 3033 Who Owns the Rain: Water in a Changing Environment
- SCI 3133 Climate change: A Human Perspective [formerly SCI 2333]
- SCI 3153 History of Modern Science on the 21st Century
- SOCI 1013 Introduction to Sociology (approved for core - Social & Behavioral Sciences)
- SOCI 3083 Population Dynamics
- SOCI 3273 World Regional Geography
- SOCI 3303 Cultural Anthropology
- SOCI 3483 Societies in Development
- WS 2013 Gender and Social Change: An Introduction to Multicultural Women's Studies (approved for core - Component Area Option)
- WS 3193 Women and Western Religions (approved for core - Language, Philosophy & Culture or Component Area Option)

Course Evaluation Form for designation as fulfilling requirements for:
Global Perspectives

Global perspectives refer to skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures. Ideally, it includes the ability to communicate effectively in a second language. The objective of the global knowledge and perspectives requirement is to increase students' understanding of people and cultures different from the native culture.

Courses approved for this requirement must include a major focus on global perspectives and should enable students to demonstrate mastery of the majority of the following student learning outcomes.

Course Evaluation Form for designation as fulfilling requirements for:

Global Perspectives

Global perspectives refer to skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures. Ideally, it includes the ability to communicate effectively in a second language. The objective of the global knowledge and perspectives requirement is to increase students' understanding of people and cultures different from the native culture.

Courses approved for this requirement must include a major focus on global perspectives and should enable students to demonstrate mastery of the majority of the following student learning outcomes.

Prefix	Number	Course Title				
Exemplary Educational Objective			**Explicit, near verbatim**	**Clear connection**	**Obscure, vague**	**Missing**
1. Demonstrate the awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective.						
2 Demonstrate understanding of cultural/ civilization complexities that can alter the interpretation of world events.						
3. Demonstrate understanding of prevailing world conditions, developments and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts						
4. Demonstrate the knowledge, values and skills needed to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.						
5. Demonstrate knowledge of one's own political system, players, and events as well as international systems, leaders, and events						
6. Demonstrate an increase in interest about international developments, ability to express empathy and/or feelings of kinship about others, and degree of comfort in foreign situations.						
7. Demonstrate the ability to alter one's communication and responses to reflect another's communication style and thus build relationships.						

Recommendation: □ Approve for Global Perspectives □ Recommend revisions □ Deny

<u>**Submission Procedure**</u>
Submit an electronic copy of the following three documents to *Ms. Elizabeth Brown, Senior Administrative Assistant, Undergraduate Studies & Academic Partnerships* at <u>MBrown36@twu.edu</u> **by no later than** _____.

1.   TWU Global Perspectives Proposal Form
2.   Current Course Syllabus
3.   Signed Letter of Approval from Department Chair and Dean

I.   Designated Contact & Course Information
Name:_____ Department:_____ Email:_____
Course Prefix/Number:_____ Course Title:_____
Semester Credit Hours:_____
     ☐Existing Course   ☐New Course

II.   Alignment of Course Description with Global Perspectives Intentions.
Courses accepted to fulfill the Global Perspectives requirement must fulfill the following intentions:

- *Global perspectives refer to skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures. Ideally, it includes the ability to communicate effectively in a second language.*
- *The objective of the global knowledge and perspectives requirement is to increase students' understanding of people and cultures different from the native culture.*
- *Courses approved for this requirement must include a major focus on global perspectives and should enable students to demonstrate mastery of the majority of the following student learning outcomes.*

Course Description Provide approved catalog course description.	**Alignment of Course with Global Perspectives Intentions** Identify elements of the Global Perspectives Intentions that align with the course description.

III.   Alignment of Course-Level Student Learning Outcomes (SLOs) with Global Perspective Objectives

Global Perspectives Objectives Course Must Align with a minimum of 5 objectives.	**Course-Level SLOs** [List all course-level SLOs that directly align with the chosen Core Objectives. SLOs listed should be *specific, observable, & measurable*. <u>A minimum of 1 course-level SLO must be identified for each of the required Core Objectives of the FCA</u>.]	**Description of how SLO's meet each objective** Describe how the proposed course meets each of the objectives. The description may refer to specific assigned texts, specific course assignments, and/or course-specific student learning outcomes.
1. Demonstrate the awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective.		
2. Demonstrate understanding of		

cultural/ civilization complexities that can alter the interpretation of world events.		
3. Demonstrate understanding of prevailing world conditions, developments and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts.		
4. Demonstrate the knowledge, values and skills needed to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.		
5. Demonstrate knowledge of one's own political system, players, and events as well as international systems, leaders, and events.		
6. Demonstrate an increase in interest about international developments, ability to express empathy and/or feelings of kinship about others, and degree of comfort in foreign situations.		
7. Demonstrate the ability to alter one's communication and responses to reflect another's communication style and thus build relationships.		

Appendix E: Quality Enhancement Plan Goals and Assessment

The TWU Quality Enhancement Plan (QEP) uses a two-rubric system to evaluate student mastery of QEP learning objectives: the F-CAPS and S-CAPS, the F and S designating faculty and students, respectively; the "CAPS" refers to the assessed areas: collaboration, application, and problem solving. At the end of each QEP-designated course, faculty complete an F-CAPS for each student, and each student completes his or her own self-evaluation using the S-CAPS. QEP Goals and Student Learning Outcomes Assessment

QEP Goal/SLO	Required Assessment Measure	Assessment Type
Goal 1: Integrate into the curriculum quality practical experiences that focus on preparing students to live, work, and lead in a diverse and complex world	Number of QEP-designated courses	Direct
	Student Course Evaluation and Alignment with NSEE Principles	Indirect
	Number of FTIC and at-risk students enrolled in QEP-designated courses	Direct
Goal 2: Cultivate and strengthen institutional, civic, and/or business partnerships that increase opportunities for experiential learning	Number of Co-Curricular and Interdisciplinary Projects	Direct
	Number of QEP-designated courses with civic or business partnerships	Direct
SLO 1: Effectively connect classroom theories to real-world experiences through practical application of knowledge	Faculty course-embedded assessment	Direct
	F-CAPS Assessment – Application section only	Direct
	S-CAPS Assessment – Application section only	Indirect
SLO 2: Accurately assess knowledge and skills related to personal or professional goals to include collaboration, application, and problem-solving	F-CAPS Assessment – All sections	Direct
	S-CAPS Assessment – All sections	Indirect

QEP Faculty Assessment of Student Collaboration, Application, Problem-Solving (F-CAPS)

Collaboration – Please rate the student in the following collaboration areas.						
	Highly Effective	Effective	Somewhat Effective	Need Some Improvement	Need Major Improvement	Not Applicable
Work with others toward a common goal						
Engage with a variety of individuals (not enrolled in your class) to complete assignments						
Engage with classmates to complete assignments						
Interact with others to solve problems						
Brainstorm with others to set goals or solve problems						
Encourage, listen, or accept ideas of others						
Application – Please rate the student in the following application areas.						
	Highly Effective	Effective	Somewhat Effective	Need Some Improvement	Need Major Improvement	Not Applicable
Use concepts or theories from class to complete assignments						
Use concepts or theories to solve problems or develop potential solutions						
Apply concepts or theories from class to real-world situations						
Compare and contrast concepts or theories in developing potential solutions to real-world problems						
Select the most appropriate strategies for solving specific real-world problems.						
Problem-Solving – Please rate the student in the following problem-solving areas.						
	Highly Effective	Effective	Somewhat Effective	Need Some Improvement	Need Major Improvement	Not Applicable
Brainstorm for potential solutions to problems or challenges						
Suggest potential solutions to challenges						

Seek and use available resources (i.e. library, existing data, journal articles, software or computer programs, other textbooks, research, statistics, or academic literature) to formulate potential solutions						
Interact and communicate with individuals (other than your classmates) to acquire resources or information to help in developing potential solutions						
Interact and communicate with your classmates to acquire resources or information to help in developing potential solutions						
Compare and contrast potential solutions and identify the most appropriate for addressing a specific problem						

Other: Please include any other comments that you wish.

QEP Collaboration, Application, Problem-Solving
Student Self-Assessment – S-CAPS

Part 1:
Your course this semester was a QEP designated course. This means your course included a primary focus on experiential learning. Experiential learning at TWU is engaged, hands-on, active and collaborative learning.

Select all types of experiential learning that best describe this course.

Civic Engagement or Service Learning
Experiences that involved partnerships with community organizations, business entities, or non-profit charitable organizations
Internship
Experience in which you received course credit, worked regular hours "on the job" under direct supervision, and performed specific duties related to your major
Simulation of Real-World Skills
Experience in which you simulated and/or practiced skills directly related to your major
Scholarship
Experience in which you conducted a research project involving development of hypotheses or research questions, formulation of problem-statements, development of a literature review, and collection and analysis of data
Creative Activity
Experience in which you contributed to the development or design of creative arts such as a play, musical performance, dance performance, visual arts, or other artistic works.

Personal or Professional Goals:

1. What are your personal or professional goals upon graduation?

Part 2:
Thinking about your experiences in this course, evaluate your skill set in terms of your personal or professional goals. As part of this course, you complete this self-assessment of your skills in collaboration, application, and problem-solving.

As you rate your skills in each area, remember the following:

- Your self--ratings will not negatively or positively impact your grade;
- Be honest and realistic when assessing your skills.

Read the instructions and complete your self-assessment in each area that follows.

Collaboration – Thinking about your experiences in this course, evaluate your collaboration skills. Collaboration means working with others to complete specific tasks. Considering your interactions and communication with others, rate your skills in the areas below. Remember, your self-ratings will not negatively or positively impact your grade in the course so be honest and realistic.						
Collaboration Area	Highly Effective	Effective	Somewhat Effective	Need Some Improvement	Need Major Improvement	Not Applicable
Work with others toward a common goal						
Engage with a variety of individuals (not enrolled in your class) to complete assignments						
Engage with classmates to complete assignments						
Interact with others to solve problems						
Brainstorm with others to set goals or solve problems						
Encourage, listen, or accept ideas of others						

During this course, how many hours each week do you think you collaborated with individuals (including those outside your class), to complete projects or assignments?

> **NONE**   **1-5**   **6-10**   **11-15**   **16 or more**

Explanation/Rationale:
1. Now that you have completed your ratings, in which of the collaboration areas do you think you are most effective? Give an example of how you are effective in this area.

2. In which of the collaboration areas do you think you need improvement? Explain why you think you need improvement in this area of collaboration, and indicate what you can do to improve or how plan to improve in this area.

3. How well does your ability to collaborate relate to your personal or professional goals?

Highly Related   **Related**   **Somewhat Related**   **No Relationship**

Application – Thinking about your experiences in this course, evaluate your application skills. Application means you use theories or concepts from class in completing specific tasks. Remember, your self-ratings will not negatively or positively impact your grade in the course so be honest and realistic.

Application Area	Highly Effective	Effective	Somewhat Effective	Need Some Improvement	Need Major Improvement	Not Applicable
Use concepts or theories from class to complete assignments						
Use concepts or theories to solve problems or develop potential solutions						
Apply concepts or theories from class to real-world situations						
Compare and contrast concepts or theories in developing potential solutions to						

real-world problems						
Select the most appropriate strategies for solving specific real-world problems.						

During this course, how many hours each week do you think you applied concepts and theories discussed in class to complete assignments or solve problems?

NONE   **1-5**   **6-10**   **11-15**   **16 or more**

Explanation/Rationale:

1. Now that you have completed your ratings, in which of the application areas do you think you are most effective? Give an example of how you are effective in this area.

2. In which of the application areas do you think you need improvement? Explain why you think you need improvement in this application area, and indicate what you can do to improve or how plan to improve in this area.

3. How well does your ability to apply concepts or theories relate to your personal or professional goals?

Highly Related   **Related**   **Somewhat Related**   **No Relationship**

Problem-Solving – Considering your experiences in this course, evaluate your problem-solving skills. Problem-solving means you used strategies and ideas to solve problems in completing tasks. Rate your abilities in the problem-solving areas below. Remember, your self-ratings will not negatively or positively impact your grade in the course so be honest and realistic.						
Problem-Solving Area	Highly Effective	Effective	Somewhat Effective	Need Some Improvement	Need Major Improvement	Not Applicable
Brainstorm for potential solutions to problems or challenges						
Suggest potential solutions to challenges						
Seek and use available resources (i.e. library, existing data, journal articles, software or computer programs, other textbooks, research, statistics, or academic literature) to formulate potential solutions						
Interact and communicate with individuals (other than your classmates) to acquire resources or information to help in developing potential solutions						
Interact and communicate with your classmates to acquire						

resources or information to help in developing potential solutions					
Compare and contrast potential solutions and identify the most appropriate for addressing a specific problem					

During this course, how many hours each week do you think you engaged in the activities above to problem-solve?

      NONE   **1-5**   **6-10**   **11-15**   **16 or more**

Explanation/Rationale:

1. Now that you have completed your ratings, in which of the problem-solving areas do you think you are most effective? Give an example of how you are effective in this area.

2. In which of the problem-solving areas do you think you need improvement? Explain why you think you need improvement in this problem-solving area, and indicate what you can do to improve or how plan to improve in this area.

3. How well does your ability to problem-solve relate to the personal or professional goals?

Highly Related   **Related**   **Somewhat Related**   **No Relationship**

Part 4

1. Considering your personal or professional goals, how beneficial were the course activities and experiences to you in developing collaboration, application, and problem-solving skills? in this would you characterize your overall experiences in this course?

   Greatly Beneficial   Beneficial   Somewhat Beneficial   No Benefit

2. What skills do you think you need to develop or improve to work in a profession related to your major?

3. Rate yourself, compared to peers in your major, in the skills you noted above.

   Highly Effective   Effective   Somewhat Effective   Need Some Improvement   Need Major Improvement

4. What activities or experiences did you most enjoy in the course? Why do you think these were most enjoyable? Provide examples to illustrate your point.

5. What activities or experiences were not enjoyable in the course? Why do you think these were not enjoyable? Provide examples to illustrate your point.

Other: Please include any other comments about your self-ratings or the course that you want to share.

Appendix F: NSEE Eight Principles of Good Practice

The National Society for Experiential Education offers 8 Principles of Good Practice to guide the design and implementation of experiential learning courses and activities. These are listed below, as stated on their website.

1. Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

2. Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

3. Authenticity: The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that is should be designed in concert with those who will be affected by or use it, or in response to a real situation.

4. Reflection: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

5. Orientation and Training: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

6. Monitoring and Continuous Improvement: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

7. Assessment and Evaluation: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages

of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

8. Acknowledgment: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Appendix G: Bibliography

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