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From the Associate Director...

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Susan Bacon, Editor

Faculty Are Key in Internationalizing UC

In a recent article published by the Institute for International Education (IIE <http://namerica.iienetwork.org/>), Rhonda Collins and Linda Edwards (International Programs, Texas A&M University) emphasize that Faculty are key in international education. By encouraging students to study abroad, to be members of international organizations and societies, and to study another language, faculty impress upon students the importance of a global orientation. Faculty also advise international students, thus often becoming the link between U.S. students and the rest of the world. Collins and Edwards offer ten ways to encourage more faculty to be involved. We at the University of Cincinnati already support many of these strategies, which is evident by the increasing popularity of an abroad component in many programs. However, some of these suggestions offer good food for thought as we become increasingly aware of our global interdependence. Here is a summary of what Collins and Edwards suggest:

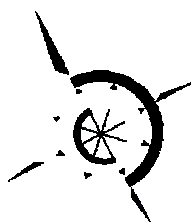
1. Offer seminar abroad programs or language classes for faculty. (UC faculty may take language classes free of charge. Individual faculty are working on grant proposals that include faculty development in the international arena.)
2. Recognize international efforts by faculty. (Some departments recognize international efforts in their RPT guidelines. Most do not.)
3. Provide "leveling" funds to faculty receiving Fulbright or other major international awards so they do not experience a reduction in salary.
4. Provide up-to-date information through workshops, exhibits, web sites and publications. (IGSA keeps its web site up-to-date with key information, conducts workshops for faculty

directors and grant applicants, and participates in departmental meetings and student organizations to promote education abroad, as well as other opportunities.)

5. Provide support for international research, travel and exchange programs. (IGSA helps facilitate international linkages and exchange agreements. Other offices, including the URC and the Taft Memorial Fund support international research.)
6. Provide support for international curriculum development. (IGSA provides competitive faculty grants to develop internationalization, particularly education abroad.)
7. Provide faculty salaries and other incentives for those leading study abroad. (Some departments allow faculty to count a short-term abroad course as part of their course load. Other departments, however, view education abroad as an unpaid overload.)
8. Encourage international partnerships and linkages through regional experts on staff. (IGSA staff have expertise in Latin America, Asia, Europe and Asia.)
9. Host international scholars and visitors on campus. (IGSA hosts many international groups and provides advice and support for departments receiving international groups.)
10. Encourage faculty to share expertise and network with others who have similar international interests. (IGSA hosts "Best Practices" workshops for new and veteran faculty working with international programs.)

Of all these strategies, the two that could be strengthened involve consistent reward and monetary support for faculty who manage to balance the demands of a Research I university and the investment of time and energy in internationalizing the curriculum. We in IGSA look forward to the day when all academic departments and all administrative levels at UC recognize and support this type of faculty effort.

Faculty: Apply for IGSA grants on-line at www.uc.edu/global



News from abroad...



International Co-op Viña del Mar, Chile



Working with this year's students was a fun experience. They all had different talents and helped each other whenever they could.
Isabel Parra, Spanish Instructor

International Co-op in Chile

The UC International Co-op Program provides students with language skills and cross cultural training in preparation for a capstone co-op assignment outside the US. After one experience with a UC co-op, international businesses usually see the value of having an enthusiastic student with second language skills, who have a year of professional experience in the US and are able to take responsibility for their own projects, work independently, and become valuable members of work teams.

Dr. Isabel Parra, assistant professor of Spanish at Clermont College is lead instructor for the ICP intensive Spanish program. She has been teaching ICP students since the Spanish program began. Mindy Schomaeker, adjunct instructor of Spanish in Arts and Sciences has taught with the ICP the last two years. Isabel commented, "working with this year's students was a fun experience. They all had different talents and helped each other whenever they could."

This year's students in Chile were Julie Gast, David Gash, Stephen Shary and Rob Emmerich. After the orientation program, following a weekend of hiking in the Andes and sightseeing, the students began their co-op jobs on

April 14. Julie, a marketing student, accepted a job with CUPRUM in the business and financial district of Santiago. CUPRUM wants to improve their ability to help people understand the value of investing. Part of Julie's job will be helping to develop a marketing campaign to increase understanding and encourage people to invest.

Like Julie, David is also working for CUPRUM. He chose to work in web applications development. Through his job he'll learn several new computer languages.

Rob, a student in civil engineering, is working for Vector Chile. In addition to Chile, Vector Engineering has operations in the USA (Colorado), Argentina, Brazil, Perú and the Philippines. Rob will work in the geo-technical area.

Stephen Shary, a computer engineering student working for Asicom, was excited about living with a host family. "You stop living as a guest somewhere, but rather live as part of a family. The host family teaches you the real culture of the country. You learn the small differences between cultures and can observe the profound effects of that."

Working together, the students are creating a website for anyone interested in learning more about their experiences. It should be operational the beginning of May. The address is www.AdventuresInChile.com.

Gayle Elliott, ICP

Service Learning in Costa Rica

Jake Kloepfer

On March 28 I departed Cincinnati early in the morning, my destination, Costa Rica. For me this was the beginning of my last spring break. I was going to Costa Rica to participate in one of the College of Business' study abroad programs. This particular program is actually a Service Learning project aimed to get students to service the community and receive academic credits in return for their work. Our community service was building a house in Tres Rios, Costa Rica with Costa Rica Habitat for Humanity.



I strongly believe that the more we have been given, the more we need to give back.
 Jake Kloepfer

Service Learning is more than just working with the community and receiving credits, as I learned with this experience and also on my other Service Learning project I worked on. On this trip I was able to appreciate the relative easiness of our lives here in the U.S. and understand the needs of the majority of the people living in Costa Rica.

I thoroughly enjoyed this project. It was different from what I expected in many ways, and exactly how I pictured it in other ways. I think we all learned one big concept, and that is that we can't neglect our responsibilities to our community. I strongly believe that the more we have been given, the more we need to give back. This is just one way a student can give back, so get involved and more importantly have fun doing it.

The eleven of us started building a typical *tico* house from scratch. We dug trenches with pick-axes, mixed and poured concrete for all the footers, tied re-bar for all the supports, and began building the walls. It may not sound like much, and here in the States would all be relatively easy jobs because of machines to do most of the work for you, but in Costa Rica houses are built with just hard work and sweat. The work we completed was ahead of schedule so we made great progress in what little time we had. I think it was due to the fact that we all enjoyed working with each other and we made work fun. The only way you could ever get satisfaction back from community service is to have fun working and if we did anything 100% correctly it was that.

Along with building a house we were able to build a greater respect for a different culture, and learn to appreciate our culture more. Life in Costa Rica is very simple, and slow compared to ours, but we quickly learned to use that simplicity and slowness to our benefit. Time really isn't an issue there, very unlike the U.S. We really weren't any specific timetable, and so the work passed quickly. Also, we learned that material desires are the basic needs by our standards. I functioned perfectly fine without any TV for ten days straight, and this was during the NCAA Tournament too. By adapting to their culture as quickly as we could, it allowed us to stop and smell the roses and really enjoy our short stay.

News of Note: Recipients of International Fellowships

- Tammy Lowe, NUPACE, Japan
- Cassie Harmon, CEA, France
- Ann Schroeder, Fulbright Teaching, Germany
- Kristen Hetrick, Fulbright Teaching, Germany
- Ethan Wickman, Fulbright, Spain
- Jessica Bubendorf, Fulbright, Germany

UC Programs This Summer

- Mexico
- Crete
- Denmark
- England
- Czechoslovakia
- Belgium