

**2014-2015
Annual Impact Report of**

**University of Florida Quality Enhancement Plan
Learning without Borders: Internationalizing the Gator Nation**



**Office of Undergraduate Academic Programs
University of Florida International Center
www.ufic.ufl.edu/UAP
January 2016**

Initial Goals and Intended Student Learning Outcomes

As a comprehensive, very-high research, public AAU institution, the University of Florida mission reflects the importance of preparing graduates for success in a global society:

...We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit...¹

An interdisciplinary committee of university faculty and administrators, the University of Florida (UF) Internationalization Task Force (ITF), was assembled in 2011 and charged with the task of developing the Quality Enhancement Plan (QEP). The University of Florida International Center (UFIC) leadership and staff also assumed a central role in engaging the campus in this initiative. Upon acceptance and approval of the plan by UF and SACSCOC in Spring 2014, UFIC was designated to lead the implementation.

The QEP initiatives support the mission of UF by providing undergraduate students with opportunities to develop global awareness and intercultural communication competencies. These competencies are achieved through five major initiatives incorporating student learning outcomes (SLOs) in content, critical thinking and communication. The five initiatives are briefly summarized below as they were originally defined in UF's QEP, along with the three established SLOs. Revisions and refinements to the initiatives are discussed in the following section.

1. Study Abroad: This initiative enables more students, especially those in underrepresented disciplines, to participate in study abroad, through scholarships and faculty professional development to stimulate and incentivize additional and improved offerings.
2. Curriculum Enhancement: For this initiative, a faculty committee reviews the current course inventory to identify existing courses that address the QEP SLOs. Major components of this initiative include incentives for the development of new courses that address the SLOs and faculty professional development on curriculum internationalization.
3. Campus Life: This initiative enables and encourages increased interaction between international and domestic students through planned events.
4. International Resources and Support: This initiative increases SLO-focused co-curricular experiences for students through support of international events (speakers, performances, etc.) and the development of an international calendar available to students through social media.
5. International Scholars Program: This new program incentivizes students to engage in international learning activities by acknowledging their accomplishments with medallions presented at graduation.

QEP Student Learning Outcomes:

- SLO 1 Content: Students identify, describe, & explain global and intercultural conditions and interdependencies.
- SLO 2 Critical Thinking: Students think critically to interpret global and intercultural issues.
- SLO 3 Communication: Students communicate effectively with members of other cultures.

Discussion of Changes and Rationale

- **Staffing:** In summer 2014, a QEP Leadership Team was formed to act as a decision-making body on the process and actualization of the QEP initiatives. UFIC and its Dean assumed responsibility for management of the QEP and created the office of Undergraduate Academic Programs which includes a Director to

¹ UF Mission Statement: <https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/home.aspx>.

oversee day-to-day leadership and implementation and an Assistant Director to administrate programming. The office employs a half-time Graduate Student Assistant from the College of Education's PhD program in Research and Evaluation Methods who is responsible for the QEP assessment activities. The organizational structure originally detailed in the QEP proposed that the Dean of the UF International Center serve as QEP Director and an Associate Director of Internationalization be hired along with a Graduate Assistant. The current approved staffing structure supports the campus-wide scope of the QEP initiatives and provides the necessary administrative support.

- **QEP initiatives and goals:** Although the five major initiatives of the QEP were conceived with intentionality, the expectations of each necessitated a reasonable period of planning time to ensure their achievability and attainability across campus. Given this scope, although several components of the QEP were initiated, a portion of Year One represented a pilot and baseline assessment year. In Year One the five initiatives of the QEP and associated goals were adapted to appropriately reflect paths to achievement. The refined initiatives and corresponding 2014-15 goals are summarized below.
 1. **Study Abroad:** In partnership with colleges, academic units and faculty, develop and strengthen UF study abroad program offerings and scholarships in strategic ways to increase participation in study abroad, particularly among underrepresented students.
 - **Goal:** Increase study abroad participation by 5% per year.
 2. **Curriculum Enhancement:** In partnership with colleges, academic units and faculty, develop new and enhance existing international course offerings.
 - **Goal:** Support the development or enhancement of 20-25 courses which incorporate the QEP SLO rubric and form a course list for the International Scholars Program (ISP).
 3. **Campus Life:** In partnership and co-sponsorship with Student Affairs departments, academic departments, additional units and student organizations, support the development and enhancement of co-curricular international and intercultural-focused activities and events. This includes facilitating opportunities for meaningful intercultural engagement between international and US students. QEP resources are utilized to support the associated costs of international speaker events which includes establishment of the UFIC Global Challenges and International Career Pathways Speaker Series.
 - **Goal:** Increase co-curricular globally-focused opportunities for students by enhancing and/or developing campus events.
 4. **International Resources and Marketing:** Support the development, management and implementation of a global calendar and other key electronic engagement platforms with support from The Agency, an advertising firm in the College of Journalism and Communication, to promote international resources, events and QEP initiatives across campus.
 - **Goal:** Establish tactics to promote campus-wide engagement with international events, resources and QEP initiatives across campus.
 5. **International Scholars Program:** Perhaps the most important initiative and all-encompassing of the QEP purpose, ISP is a campus-wide medallion program open to all undergraduate students that provides an academic and co-curricular framework to define and enhance their global learning journey at UF.
 - **Goal:** Establish the structure and requirements for ISP and plan for launch of the program in early Fall 2015.

- **Other notable QEP adaptations:**

- The ISP was originally envisioned as a medallion program with two levels of achievement: gold and silver. This structure was revised to reflect one path of achievement in the spirit of accessibility and achievement to all undergraduate students, and in recognition of the administrative challenges of maintaining two distinct levels in such a large university.
- The primary expenditure of year one funds in some budget lines occurred in Spring 2015 and Summer 2015. This timeline shift correlates to a period in Fall 2014 and early Spring 2015 dedicated to developing proposal application guidelines, circulating the call, and reviewing course and study abroad development proposals submitted by UF colleges and faculty. Grant disbursements were processed only after faculty attended required trainings and grant expectations were met.
- The QEP budget follows the UF fiscal year (July 1st – June 30th). Each of the five years of the QEP encompass a Fall, Spring and Summer semester. Therefore, some fund expenditures and commitments occurred in the following fiscal year, but represent the preceding QEP year activities.

Impact on Student Learning and Achievement of Identified Goals and Outcomes

The ITF considered a variety of assessment methods and instruments appropriate for measuring the institutional outcomes relative to the scope of the QEP, its initiatives and the SLOs. The assessment plan includes three assessment types: 1) direct assessment to measure student learning, 2) indirect assessment to measure student attitudes, beliefs and behaviors, and 3) output assessment that report the number of events and participation by student in initiatives, courses, events, training sessions, and so on.

The direct assessment is an assignment-embedded institutional rubric that measures the achievement of SLO 1, 2 and 3. Indirect assessments include a) global learning and engagement item results from the biannual Student Experience in the Research University (SERU) survey, b) a measure of International Critical Thinking (IntCRIT) attitudes and beliefs, and c) a measure of International Communication (IntCOMM) attitudes and beliefs. Measures a) and b) are achieved through administration of the IntCRIT and IntCOMM Attitudes and Beliefs survey.

Direct Assessment: Institutional QEP Rubric (SLO 1, 2 and 3)

- The institutional rubric will be implemented in grant-awarded courses offered in Fall 2015 and Spring 2016, and therefore this direct assessment method was not administered in Year One. The Content SLO itself is a knowledge outcome within the institutional QEP rubric and will be assessed in these grant-awarded courses.

Indirect Assessment: SERU, IntCRIT, IntCOMM (SLO 2 and 3)

- The SERU, administered biennially at UF since 2009, provides research institutions with information on student perceptions of their undergraduate experience and includes items on global learning and engagement. SERU 2015 results were collected in Spring 2015 and released by the Office of Institutional Planning and Research in December 2015. Relevant SERU 2015 results will be reported in Year Two.
- QEP Student Learning Outcomes (SLOs) in Critical Thinking and Communication were administered in Year One to two defined samples and represent a baseline assessment: a first year cohort sample and study abroad scholarship recipient pre and post sample.
 - *First year cohort:* The target sample in year one was 500 first year students. Responses from 116 students were received. The channels of dissemination included the Gator Times, International Studies Program, "What is the Good Life" and "First Year Florida" course listservs.

- *Study Abroad Scholarship Recipients:* The survey was administered to UF students awarded study abroad scholarships who participated in Summer 2015/Fall 2015/Academic Year programs. We sent out the pre survey in March 2015 and the post survey in September 2015. 67 responses were received from the pre survey and 43 responses were received from post survey.

Year one survey results for Critical Thinking and Communication SLOs are detailed in the following four tables. The survey uses a 5-point scale where 1 indicates “strongly disagree”, 2 indicates “disagree”, 3 indicates “neutral”, 4 indicates “agree”, and 5 indicates “strongly agree”. Table 1 and 3 reports the mean and standard deviation (SD) for each survey item response. Table 2 and 4, aside from reporting mean and SD, also includes the effect size using Cohen’s *d*. It is computed as:

$$d = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

This index provides useful information to determine the standardized difference between the two means from pre and post unequal-sized groups. Research often categorizes the magnitude of effect sizes into no effect ($d < 0.2$), small effect ($0.1 < d < 0.4$), intermediate effect ($0.4 < d < 0.7$), and large effect ($d > 0.7$). The t-test for dependent means is used to determine whether the mean differences are significant. Significant effect sizes at $\alpha = .05$ level are indicated with an asterisk (*).

SLO 2: Critical Thinking

Table 1 reflects IntCRIT survey results. This is a baseline year; therefore no comparison across years is made.

Table 1. 2014-15 First Year Cohort Sample IntCRIT Survey Results (Mean and SD)		Mean	SD
N=116			
1	I consider different perspectives before making conclusions about the world.	4.15	0.87
2	I am able to manage when faced with multiple cultural perspectives.	4.17	0.84
3	I am open to different cultural ways of thinking in any international context.	4.16	0.9
4	I can make effective decisions when placed in different cultural situations.	3.85	0.85
5	Knowing about other cultural norms and beliefs is important to me.	4.02	0.98
6	I am able to think critically to interpret global and intercultural issues.	3.81	0.9
7	I actively learn about different cultural norms.	3.47	1.06
8	Understanding different points of view is a priority to me.	3.90	0.95
9	I can recognize how different cultures solve problems.	3.81	0.94
10	I can contrast important aspects of different cultures with my own.	3.93	0.87
11	Knowing about other cultural beliefs is important.	4.20	1
12	I am able to recognize how members of other cultures make decisions.	3.70	0.94

Table 2 on the following page, reflects the IntCRIT results from the study abroad scholarship recipient pre and post survey.

Table 2. 2014-15 Study Abroad IntCRIT Survey Results		Mean	SD	Mean	SD	Effect
N(pre)=67, N(post)=43		(Pre)	(Pre)	(Post)	(Post)	Size
1	I consider different perspectives before making conclusions about the world.	4.49	0.5	4.53	0.5	0.08
2	I am able to manage when faced with multiple cultural perspectives.	4.37	0.65	4.42	0.63	0.08
3	I am open to different cultural ways of thinking in any international context.	4.48	0.64	4.49	0.63	0.02
4	I can make effective decisions when placed in different cultural situations.	4.15	0.74	4.44	0.59	0.42*
5	Knowing about other cultural norms and beliefs is important to me.	4.63	0.52	4.84	0.37	0.45*
6	I am able to think critically to interpret global and intercultural issues.	4.31	0.7	4.37	0.76	0.08
7	I actively learn about different cultural norms.	4.21	0.73	4.47	0.67	0.37*
8	Understanding different points of view is a priority to me.	4.48	0.64	4.65	0.61	0.27*
9	I can recognize how different cultures solve problems.	3.99	0.77	4.37	0.58	0.54*
10	I can contrast important aspects of different cultures with my own.	4.36	0.69	4.60	0.54	0.38*
11	Knowing about other cultural beliefs is important.	4.67	0.47	4.84	0.37	0.39*
12	I am able to recognize how members of other cultures make decisions.	3.97	0.74	4.05	0.82	0.10

SLO 3: Communication

Table 3 reflects IntCOMM survey results. This is a baseline year; therefore no comparison across years is made.

Table 3. 2014-15 First Year Cohort Sample IntCOMM Survey Results		Mean	SD
N=116			
1	I demonstrate flexibility when interacting with members of another culture.	4.06	0.9
2	I am confident that I can adapt to different cultural environments.	3.90	0.91
3	I am able to communicate effectively with members of other cultures.	3.78	0.89
4	I like working in groups with students from other countries.	3.76	1.02
5	I feel comfortable in conversations that may involve cultural differences.	3.90	0.89
6	When working on a group project, I enjoy collaborating with students from other countries.	3.75	1
7	I often ask questions about culture to members of other cultures.	3.73	0.94
8	I enjoy learning about other cultures.	4.14	0.98
9	I appreciate members of other cultures teaching me about their culture.	4.20	0.93
10	I am able to interact effectively with members of other cultures.	3.93	0.92
11	I appreciate differences between cultures.	4.08	0.9
12	I feel comfortable discussing international issues.	3.73	1
13	I can clearly articulate my point of view to members of other cultures.	3.66	0.99

Table 4 reflects IntCOMM survey results from the study abroad scholarship recipient pre and post survey.

Table 4. 2014-15 Study Abroad IntCOMM Results		Mean	SD	Mean	SD	Effect
N(pre)=67, N(post)=43		(Pre)	(Pre)	(Post)	(Post)	Size
1	I demonstrate flexibility when interacting with members of another culture.	4.49	0.56	4.56	0.5	0.13
2	I am confident that I can adapt to different cultural environments.	4.57	0.61	4.51	0.51	-0.11
3	I am able to communicate effectively with members of other cultures.	4.28	0.67	4.30	0.67	0.03
4	I like working in groups with students from other countries.	4.42	0.7	4.53	0.7	0.16
5	I feel comfortable in conversations that may involve cultural differences.	4.33	0.7	4.47	0.67	0.20*
6	When working on a group project, I enjoy collaborating with students from other countries.	4.40	0.68	4.44	0.77	0.06
7	I often ask questions about culture to members of other cultures.	4.30	0.84	4.58	0.73	0.35*
8	I enjoy learning about other cultures.	4.78	0.42	4.81	0.39	0.07
9	I appreciate members of other cultures teaching me about their culture.	4.76	0.43	4.81	0.39	0.12
10	I am able to interact effectively with members of other cultures.	4.46	0.59	4.58	0.54	0.21
11	I appreciate differences between cultures.	4.60	0.49	4.74	0.44	0.30*
12	I feel comfortable discussing international issues.	4.13	0.81	4.26	0.79	0.16
13	I can clearly articulate my point of view to members of other cultures.	4.21	0.75	4.30	0.67	0.13

Output Assessment: QEP initiatives

Study Abroad

Program Development:

- Seven proposals representing nine faculty members were selected for funding and each proposal was awarded a \$7,000 development incentive grant and site visit travel funds for a total of \$49,000. Please see Appendix A for a list of grant-awarded programs.
- Two information sessions and two training sessions were held in Spring 2015 with faculty to discuss study abroad program development and the incorporation of QEP SLOs into study abroad courses.
- Grant-awarded programs are slated to be offered for the first time in Summer 2016.

Scholarships:

- Applications from 120 Pell eligible students were reviewed by the office of Undergraduate Academic Programs, in consultation with Study Abroad Services, based on established scholarship eligibility guidelines and demonstrated financial need.
- 25 students were selected to receive a Learning Without Borders Scholarship in the amount of \$3,000 each for a total of \$75,000.
- Information on scholarship recipients, who all participated in Summer 2015 study abroad programs, is available in Appendix B.

Participation:

- Fall 2012 - Summer 2013: 1,509 UF undergraduates studied abroad

- Fall 2013 - Summer 2014: 1,540 UF undergraduate studied abroad (3.4% increase from previous year)
- Fall 2014 - Summer 2015 : 1,764 UF undergraduates studied abroad (14.5% increase from previous year)

Curriculum Enhancement

- In Fall 2014, two information sessions were held on the course development call for proposals.
- College representatives submitted twenty-four course proposals, representing eleven colleges.
- The QEP Leadership Team reviewed proposals based upon criteria and guidelines established in the call.
- Twenty-one courses representing twenty-four faculty were awarded incentive grants towards new course development or existing course enhancement. Courses incorporate the QEP SLO assignment rubric. Please see Appendix C for a list of grant-awarded courses.
- Two development sessions with twenty-four faculty members were held in Spring 2015 to discuss course development and the incorporation of QEP SLOs into course assignments.
- Faculty members were awarded \$5,000 for a new course, \$3,000 for a revised course, and \$6,000 for a course taught by two or more professors for a total of \$84,000.
- Courses are scheduled to be offered in Fall 2015 and Spring 2016 and comprise a course list for the International Scholars Program. Enrolled students must take at least one of these grant-award courses.

Campus Life

- The office of Undergraduate Academic Programs (UAP) collaborated with UF units to develop and co-sponsor several campus life events such as the “Harn Museum Night: Art Without Borders” (925 people in attendance) and the “Gator Global Initiative” conference (42 students in attendance).
- UAP worked with student organizations, like the International Studies Club, to develop global opportunities on campus such as an informal outdoor lunch hour titled, “Conversations Across Cultures.”
- The International Career Pathways Speaker series and Global Challenges Speaker series were established in Fall 2015 and six speaker events were held:
 - Global Challenges Speaker series:
 - 1) ISIS and the Question of Islamic Militancy: A Public Conversation: 100 students
 - 2) The New Arabs: Youth Movements & Social-Political Reform since 2011: 200 students
 - 3) The United States and Cuba: The Secret History Behind the Historic OBAMA-CASTRO Rapprochement: 80 people
 - International Career Pathways Speaker series:
 - 1) Competency workshop & Possible futures: International Careers Panel: 50 students
 - 2) Bruce Moats Talk, World Bank Group: 40 students
 - 3) Michael E. Thurston talks and classroom visits: 250 students
- In Summer 2015, UAP led twenty-five UF Preview orientation sessions dedicated to subject of “Internationalizing your Degree.” On average, sixty incoming first year students attended each session reaching approximately 1,500 students.
- UAP collaborated on additional events and activities with the following UF units and student organizations:
 - Center for Leadership and Service
 - Career Resource Center
 - Arab Student Association
 - Department of Political Science
 - Department of History
 - International Studies Club
 - Harn Museum
 - Reitz Union
 - Peace Corps office
 - New Family & Student Programs
 - Study Abroad Services
 - Center for European Studies
 - Center for Global Islamic Studies
 - Housing & Education
 - Volunteers for International Student Affairs (VISA)
 - Bob Graham Center for Public Service

International Resources & Marketing

- UFIC established a Year One Services Agreement with The Agency, an advertising firm housed in the College of Journalism and Communications staffed by students and led by professionals, to promote global engagement across campus and QEP initiatives.
- The QEP Leadership Team, key UFIC and UF stakeholders reviewed and approved The Agency's Year One marketing plan, and key icons that represent the QEP and ISP.
- ISP launch tactics were developed in collaboration with The Agency and via internal marketing channels.
- UFIC developed and launched UF Global, a weekly listserv of global events and resources sent each week to students, faculty and staff across campus, which represented a key step towards a global calendar/resource to market international events and resources to a campus-wide audience.
- A UFIC web committee was formed to oversee the development of a new UFIC website that includes a dynamic global news and events calendar.

International Scholars Program

- The QEP Leadership Team finalized the ISP structure and requirements. Please see Appendix D for a current ISP flyer.
- A Peace Corps (PC) Preparatory Program proposal was submitted to Peace Corps and approved in Summer 2015 by Peace Corps and the UF Provost. Although not a direct initiative of the QEP, the selection of UF to host a PC Prep Program and its approval from the UF Provost, is an internationalization achievement, particularly as students must be enrolled in ISP to co-enroll in PC Prep.

Reflections

Year One QEP implementation called for a multifaceted approach to activities and an assessment of initial impact. Simply put, QEP initiatives intend to reach the entire undergraduate population, and however thoughtfully developed, required a productive and reasonable amount of planning time for the QEP Leadership Team and office of Undergraduate Academic Programs to execute. This reality connects back to an earlier point wherein Year One is partially defined as a pilot year. Even with this necessary planning period, a sizable number of activities occurred and significant progress was made on all five major initiatives. To the extent possible, outcomes and baseline data were concretely used to inform activities and goals in Year Two. An overview of the use of Year One results is provided below for each initiative and the two SLOs assessed.

Study Abroad

- Aggregate study abroad results indicates a 14.5% increase in study abroad participation in 2014-15 from the previous year. This meet and exceeds the QEP target of increasing participation by 5% each year.
- Based on a review of study abroad participation data, UAP will continue the current study abroad development goal of increasing study abroad participation by 5% per year.
- UAP developed an additional study abroad goal for Year Two that seeks to define and analyze study abroad participation by underrepresented students.
- Based on a review of the study abroad program proposal and call for proposals process, program development in will be modified in Year Two to allow for more strategic collaboration with colleges and departments on the development of programs that address identified internationalization goals and student needs.
- Likewise, UAP will monitor the incorporation of QEP SLOs into Year One grant-awarded programs.

Curriculum Enhancement

- Based on our review of the course development proposal and call for proposals process, UAP decided to continue the curriculum enhancement goal, perhaps modifying it in conjunction with study abroad goals, as well as monitor the incorporation of QEP SLOs in these twenty-one courses.

Campus Life Engagement

- Based on a review of activities and their outputs, UAP decided to continue the campus life goal and reach out more directly to internationally-focused student organizations to develop engagement with international students.

International Resources & Marketing

- Based on a review of the marketing efforts in Year One, UAP decided to incorporate avenues to measure this achievement by incorporating site analytics and social media engagement outputs from The Agency's paid media, UF Global, the Learning Without Borders (LWB) microsite, LWB social media accounts, and Year Two launch of the new UFIC website.

International Scholars Program

- Based on the structure and launch of the ISP, we decided to modify this goal to include monitoring student enrollment and participation levels.

SLO 2: Critical Thinking

- In the IntCRIT first year student baseline survey results, students rated item #7 the lowest, "I actively learn about different cultural norms" (mean: 3.47). Based on these results, UAP will seek to more intentionally infuse campus life initiatives with an exploration of different cultural norms, including facilitating interactions between US and international students.
- First year students rated item #11 the highest: "Knowing about other cultural beliefs is important." Based on these results, UAP will continue to develop more opportunities for students to actively engage in learning about different cultures.
- The IntCRIT study abroad pre and post baseline survey results illustrated that participation in study abroad generally increases students' international critical thinking attitudes and beliefs. However, students report they are less able to manage when faced with multiple cultural situations (item #2) and less open to different ways of thinking in an international context (item #3). This suggests some decreased level of confidence in critical thinking after studying abroad. A possible reason for this decrease is that students were more aware of their lack of critical thinking competence in the post survey.
- Based on these results, UAP will continue program development that enhances critical thinking.

SLO 3: Communication

- In the IntCOMM first year cohort baseline survey results, students rated item #12 "I do not feel comfortable discussing international issues" and item #13 "I can clearly articulate my point of view to members of other cultures" the lowest, respectively a mean of 3.73 and 3.66.
- Based on these results, UAP will continue the QEP campus life and curriculum enhancement initiatives to address these communication components.
- The IntCOMM pre and post study abroad baseline survey results illustrated that participating in study abroad generally increases students' international communication attitudes and beliefs. However, students report they feel less comfortable collaborating with students from other countries on projects. A possible reason for this decrease in comfort is that students have now engaged, and possibly been challenged by new, unfamiliar intercultural communication norms and behaviors.
- Based on these results, UAP will continue study abroad program development and campus life activities that enhance communication outcomes and create meaningful collaboration between US and international students.

Appendix A. QEP Study Abroad Program Development Grants

UF Learning without Borders: 2015 Study Abroad Program Development Grants Recipients			
Department	Faculty	Program	Site(s)
Urban and Regional Planning	Abhinav Alakshendra	Urban Development in Contemporary India	India: Delhi, Jaipur
Political Science	Leslie Paul Thiele	Environmental Politics and the Politics of Sustainability	Austria, Switzerland, Germany, France
Urban and Regional Planning	Jocelyn Widmer	Hispaniola Impact Assessment Field School: Cross Boundaries + Cross Cultural Comparisons	Dominican Republic and Haiti
Center for Latin American Studies	Rosana Resende	Race, Inequality, and Power in Urban Brazil	Brazil
Environmental and Global Health	Richard Rheingans	Global Health Equity and Innovation	Guatemala
Spanish & Portuguese Studies and Biology	Gillian Lord & Marta Wayne	Service Learning for Health Professionals	Peru
Anthropology, Center for African Studies, and Global Islamic Studies	Abdoulaye Kane & Terje Ostebo	Comparative Muslim Societies	Morocco and Senegal

Appendix B. QEP Learning Without Borders Study Abroad Scholarship Recipients

Learning Without Borders Study Abroad Scholarships - Summer 2015			
Name (Last, First)		Major College	Study Abroad Program
Agosto	Crystal	LS	UF in Seville – Language & Culture (Spain)
Aguirre	Sofia	AR	UF in East Asia – Architecture
Aponte	Ravenne	LS	USAC – Accra (Ghana)
Carollo	Christena	JM	UF in Florence – Engineering & the Arts (Italy)
Cinibulk	Veronica	LS	UF in Seville – Language & Culture (Spain)
Da Silva-Hutcheson	Justin	BA	UF in Beijing – Chinese Language (China)
Driscoll	Jamie	AC	UF in Utrecht – Doing Business in Europe (Netherlands)
Hanna	Pearl	AR	UF in Prague – European Studies (Czech Republic)
Heslar	Michael	LS	UF in New Zealand – Sustaining Humans and their Environments
Hoza	Jacquelyn	LS	UF in India – NGOs & Development
London	Rosa	AG	UF in Frankfurt, Oder – Family & Cultural Diversity (Germany)
Luna	Claudia	HP	UF in Frankfurt, Oder – Family & Cultural Diversity (Germany)
Magarino	Loreen	LS	UF in Frankfurt, Oder – Family & Cultural Diversity (Germany)
Mendez	Jany	LS	UF in Cambridge – History (United Kingdom)
Mora	Amanda	LS	UF in Prague – European Studies (Czech Republic) Universidad San Ignacio de Loyola –
Nguyen	Michelle	AG	CET Academic Programs – Ho Chi Minh City (Vietnam)
Padron	Rosalia	LS	CIEF, University of Bourgogne – French Language (France)
Pindar	Zachary	HP	University of Georgia – Cork (Ireland)
Podjed	Stephanie	LS	UF in Paris – Culture & Language in Context (France)
Quiroz	Estrella	JM	UF in Florence – Journalism (Italy)
Ravdin	David	HH	UF in Madrid – Business (Spain)
Sabater	Ricardo	LS	UF in Cambridge – History (United Kingdom)
Sablon	Amaury	JM	UF in the Dominican Republic – International Service Learning
Sexton	Angela	HP	UF in Valencia – Spanish Language & Culture (Spain)
Stantzyk-Guzek	Claudia	JM	UF in Florence – Journalism (Italy)

Appendix C. QEP grant-awarded courses in the International Scholars Program

FALL 2015

College of Agricultural & Life Sciences

Agricultural Education & Communication

[ALS 2410: Challenge 2050: Global Uncertainty](#) Professor: Anthony Andenoro

Section: 23F1

Food and Resource Economics

[AEB 3671: Comparative World Agriculture](#) [WEB] Professor: Lisa House

Section: 02A3

Agronomy

[PLS 2003C: Plants that Feed the World](#) Professor: Erin Alvarez

Section: 14BE

College of Liberal Arts & Sciences

Anthropology

[ANT 3478: Global Health Cultures](#) Professor: Sharon Abramowitz

Section: 1A77

Sociology

SYG 3300: Sociology of Globalization (Offered in Fall 2016) Professor: Christine Overdevest

Women's Studies and Gender Research

[WST 4930: Women, Leadership and Diversity in the Global Environment](#) [WEB] Professor: Anita

Anantharam

Section: 03F4, 08DH

College of Health and Human Performance

Health Education & Behavior

[HSC 4624: Trends & Issues in International Health](#) Professor: Filiz Naz Erenguc

Section: 0936

College of Engineering

Biomedical Engineering

[BME 4931: Biomedical Engineering for Global Health](#) Professor: Benjamin Keselowsky

Section: 23G0

College of Business

Finance, Insurance and Real Estate

[GEB 3373: International Business](#) [WEB] Professor: Amanda Phalin

Sections: 01GC, 1951, 1953, DEPT

College of Education

Teaching and Learning

EDG 4930: Mobile Technologies and Education: International Perspectives (Offered in Fall 2016) *Professor: Swapna Kumar*

College of Journalism & Communication

Journalism

JOU 4930/PUR 4932: International Humanitarian Communication (Offered in Fall 2016) *Professor: John Kaplan*

SPRING 2016

College of Agricultural & Life Sciences

Food and Resource Economics

AEB 3671: Comparative World Agriculture [WEB] *Professor: Lisa House*
Section: 1A47

Microbiology and Cell Science

MCB 4934: Microbes without Borders [WEB] *Professor: Monika Oli*
Section: 15G

College of Arts

Center for Arts in Medicine

HUM 2592: Introduction to Arts in Medicine in a Global Context *Professor: Jill Sonke*
Section: 03B6

College of Liberal Arts & Sciences

Geological Sciences

GLY 3882C: Hydrology and Human Affairs [WEB] *Professor: Elizabeth Screaton*
Section: 2E43

Center for Written & Oral Communication

COM 4930: Global & Cultural Issues in Health Communication *Professor: Diana Karol Nagy*
Section: 2B51

Anthropology

ANT 3930: Cross-cultural Perspectives on Gender, Religion & Human Rights *Professor: Marit Ostebo*
Section: 1C70

Religion

REL 3938: Global Ethics *Professor: Anna Peterson*
Section: 075C

College of Education

Teaching and Learning

EDG 4930: International and Comparative Education *Professor: Maria Coady*

Section: 04CF

College of Public Health & Health Professions

Public Health

PHC 3440: Global Public Health *Professor: Richard Rheingans*

Section: 09DA

College of Nursing

Family, Community, Health System Science

[NUR 2650: Transcultural Communication in Health Care Today](#) *Professor: Karen Reed*

Section: 2B71

College of Business

Finance, Insurance and Real Estate

[GEB 3373: International Business](#) [WEB] *Professor: Amanda Phalin*

Sections: 18GG, 18H2, 18HA, DEPT

College of Design, Construction and Planning

Urban and Regional Planning

URP 4905: International Perspectives in Urban Regional Planning *Professor: Abhinav Alakshendra*

Section: 18D2

Appendix D. International Scholars Program Flyer



[UF. LEARNING WITHOUT BORDERS]

What is the International Scholars Program?

The International Scholars Program (ISP) is an exciting campus-wide opportunity available to all degree-seeking undergraduate students. It represents an avenue for students to structure their global learning experience through the completion of international coursework, international experience, language learning and co-curricular activities. **Students define their international learning inside and outside the classroom. Learn more and enroll now: www.ufic.ufl.edu/uap**

What are the benefits of enrolling in the program?

Students will have an opportunity to:

- Develop professional career skills
- Enhance global and intercultural skills
- Acquire essential international experience and perspective
- Grow as an individual and global citizen
- Identify new, exciting opportunities for international and intercultural involvement

Upon successful completion of the International Scholars Program, students are awarded:

- An endorsed **Acknowledgement of Completion**.
- A **UF International Scholar Commencement Medallion**.

International Scholars Program Requirements

International Scholars must complete the following four requirements:



Coursework (12 credits)

The ISP Program requires the completion of four international courses:

- One or more ISP courses (min of 3 credits) [ISP course list](#)
- The remaining credits can be drawn from the [International Gen Ed \(N\) course list](#)



International Experience or Language Learning

As an International Scholar, students are required to complete an international experience, such as study abroad, or two semesters of foreign language learning coursework.



International Campus Life Events

To expand their global experience on-campus, students must attend at least four events endorsed by UF Learning Without Borders. Students reflect on co-curricular experiences in their individual ePortfolio (described next).



ePortfolio

International Scholars share their global and professional learning journey by developing an electronic ePortfolio. Students include their ISP achievements, goals and resume. They are encouraged to be creative, polished, and reflective.



International Scholars have the option of co-enrolling in the Peace Corps Prep Program.

learningwithoutborders.ufl.edu

academicprograms@ufic.ufl.edu

